



**Annual Reports of Projects/Programs  
Implemented by Khmer Association  
for Development in 2012**

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## **I. ABOUT THE CENTER**

Khmer Association for Development (KAD) first set up the Community Vulnerable Children Development Center in November 2009 in Dok Por village in the purpose of providing the vulnerable children with development focusing on the field of education and improvement of the rights to development, survival, protection and participation. Since then, the center has gradually initiated and implemented the projects and activities. Actually, up to now, the center has implemented some projects including Community Early Childhood Intervention, School Dropping Out Prevention, English Access Micro-Scholarship, Provision of T-Shirt Weaving Skill Training to Community Unemployed Youths, Child Day Care Service, Community Development through the Promotion of Sustainable Agriculture and Health Education for Community People. More than 1,000 children and community people have been the beneficiaries of these projects.

We have rented a small house of villagers used as our center. Due to small space for accommodating several hundreds of children and for other projects, we have established a new bigger center. Currently, we have bought a plot of 50ms x 150ms land in Trakiet village, Trapeang Kong commune, Samraong Tong district, Kampong Speu province which has constructed the center called “ The Community Vulnerable Children Development Center”. All the existing projects and activities have been integrated into the new center and then, the new other projects and activities would be initiated as well.

The Community Vulnerable Children Development Center has been located at the edge of Trakiet village, for about 230ms away from villagers’ houses, next to a big canal with water available both in rainy and dry seasons for irrigation. The surroundings of the land is farmland, palm and mango trees and sparse bushes and the weather is good; there is fresh air and behind it during the rainy season, there is a lot of water flowing from the nearby canal, lake and channel and a lot of fish come with flowing water as well and a lot of villagers come to fish every night. In addition, a lot of water birds come down to fish as well during the day. So we can conclude that the environment and landscape of this area is good.

The center would need one 10m x 12m office room, one 10m x 12m medical room, one 10m x 12m library room and one 18m x 12m volunteer building, one learning building with 8 classrooms and one vocational training building with 8 classrooms as well. In addition, there would be agricultural areas for fish pond, chicken and vegetable farms. The office, medical and library rooms and the volunteer building will be built from cement and bricks and the learning and vocational training classes will be constructed from zinc. In addition, the fences and gate will be constructed from cement, bricks and metal nets around the land and in the land area, fruit trees such as mango, coconut, custard apple, star apple, jack fruit etc. The gardens with mixed flowers will be made. Currently, the 40m x 8m learning building, the 40m x 8m training building and the 25m x 8m day care building have been constructed. In addition, one water well was dug, one concrete water tank and one toilet were constructed.

The vulnerable children such as children affected by AIDS, orphans, children of low-income families, children suffering from domestic violence, child labor, sexual exploitation, trafficking and school drop-outs etc. who will be selected from various villages in order for them to access education, health, vocational training, community development and rights promotion and protection services. The selection criteria will be done and the process of selection will take place in cooperation with local authorities. After the construction has finished, for the first stage, the children will only be allowed to learn or stay during the day and for the following stages, it will house them both during the day and at night.

In order to keep the center sustainable and able to support itself in the future, the agricultural programs will be implemented by growing many kinds of vegetables, raising fish and chicken

and by doing other agriculture-related work and the agricultural products will be harvested and sold at markets. In addition, handicraft skill training programs will also be implemented such as sculpture and molding, sewing etc. and its products will be sold at the markets for incomes as well. Both local and overseas volunteers will be welcome to help work for the center. In addition, other income-generating services will be provided.

For the future plan, some more programs will be included into the center in order to meet the community needs and to solve the community problems and some more centers will be set up in other communities as well.

## **1. Purpose of Center Establishment**

The purpose of this center is to provide the rural vulnerable children and communities with access to health, educational, vocational training and community development opportunities, to promote and to protect the children's rights. The children aged between 3 – 13 years will have a great chance to learn at kindergarten and primary levels towards increase in high rate of primary school enrolment and prevention of high rate of drop-outs and illiteracy. Young people aged between 14 – 25 years will be given a chance to participate in vocational training courses that will create life skills for them and the purpose of these vocational training courses is to generate employment opportunities that will bring about income and prevent young people from migration to find a job that can face human trafficking, sexual exploitation, prostitution, use of narcotic drugs and HIV/AIDS infection. The community people will be provided with community development focusing on agricultural work; they will be educated on agricultural techniques and then provided with vegetable seeds and animals for raising. The purpose of this community development is to improve the community people's living standard towards prevention of high rate of school drop-outs through income generation as well. In addition, all these target people will also be provided with good quality of health care services by our center in order to improve their health.

## **2. Aim of the Center**

- To achieve a measurable and sustainable improvement in the health, education, livelihoods, promotion and protection of the rights and dignity of community vulnerable children.

## **3. Objectives of the Center**

In order to achieve this aim, four primary objectives have been set to:

- Improve community livelihoods by creating opportunities for village families to improve their living conditions through the establishment of village development associations, saving groups, small-scale businesses and community food security.
- Improve community education by increasing school attendance, both for girls and boys and establishing the community learning and vocational training centers and demonstration farm to provide both children and young adults with vocational and skill training courses, agricultural techniques and out-of-school supplementary education.
- Improve community health services by setting up a medical clinic in the center providing the community people with primary health care services and manage primary and preventative health interventions that will bring about a general improvement in the health of village residents.

- Improve the rights of vulnerable children to protection, development, survival and participation by establishment of the Community Advanced Youth Council to work for the sake of children with communities and various institutions through education on the children's rights, advocating and taking legal measures against child labor, trafficking, abuses, sexual exploitation and violence and direct provision of other services.

#### **4. Center Management Team**

The project consists of the management team of which 6 staff are members as follows:

1. Mr. Meas Chandeth, Executive Director
2. Mr. Sim Dony, General Program Manager
3. Mr. Tuy Siphon, Project Manager in charge of projects in the center and communities.
4. Mrs. Keo Sokunbopha, Financial Officer
5. Mrs. Keo Sovanna, Assistant to Financial Officer
6. Miss. Korn Navy, Supervisor of Child Givers
7. Miss. Tim Kimsang, Center Administrator
8. Mr. Dim Sam Un, Assistant to Project Manager
9. Miss. Kham Sophea, Supervisor of Kindergarten Teachers
10. Mr. Tuch Moeun, Supervisor of Primary School Teachers
11. Mr. Roeun Veayor, Executive Assistant
12. Mr. Keo Kanang, Computer Skill Trainer

#### **5. Sustainability**

In order to keep the project sustainable, agricultural products will be sold at markets and to restaurants; sculpture and molding handicraft products will be sold at market, to tourists and to private corporations; sewing products such as clothes, handbags and satchels will be sold at markets and other services will be provided to clients. Incomes earned from sale of products and provision of services will be utilized to run the center sustainably.

#### **6. Strategies**

- a. Requesting for permission to operate the center from the local authorities.
- b. Conducting the market demands and finding markets for the sale of products.
- c. Requesting for the community contributions such as monetary, in-kind and spiritual contributions.
- d. If possible, setting up our own stores for selling our own goods at markets.
- e. Advertising our products via media to people, especially to tourists.
- f. Partnering or cooperating with local authorities, competent institutions and relevant NGOs.
- g. Utilizing local raw materials for agricultural work, especially non-chemical materials.
- h. If possible, sending our products for sale overseas.
- i. Beneficiaries will be required to pay back the costs of project in which they will be involved.
- j. Seeking funding from other sources and providing the clients with various income-generating services.
- k. Establishing the Community Advanced Youth Council to work for vulnerable children.
- l. Establishing the Village Development Association to mobilize and organize community people.

## II. PROJECTS/PROGRAMS IMPLEMENTED IN THE CENTER

### A. CHILD DAY CARE SERVICE

**1. Name of Organization:**

Khmer Association for Development (KAD)

**2. Address of your organization (Please include TEL and FAX numbers, and an e-mail address, if you have one)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.

Tel.: 023 425 927 Mobile: 012 932 840

E-mail: info@kadngo.org Website: www.kadngo.org

**3. Name of chief executive officer and his title:**

Mr. Meas Chandeth, Executive Director



*(This is the Community Vulnerable Children Development Center of KAD in Kampong Speu province)*

**4. Names of People involved in the project implementation and their titles:**

- a. Mr. Meas Chandeth, Executive Director,
- b. Mr. Sim Dony, General Program Manager,
- c. Mr. Tuy Siphann, Project Manager,
- d. Miss. Korn Navy, Community Development Worker and Group Chief of Caregivers,
- e. Miss. Oeng Ratha, Child Caregiver,

- f. Miss. Som Romdea, Child Caregiver,
- g. Miss. Kheoun Kimyon, Child Caregiver,
- h. Miss. Norm Sreynich, Child Caregiver,
- i. Theun Phanny, Assistant to Child Caregivers.

**5. Project title:**

Child Day Care Service

**6. Address of the project site:**

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province.

**7. Short description of the project purpose / goal**

The project has been initiated to improve the warm and safe care for orphans, AIDS affected children and extremely poor children in Samraong Tong district through delivery of safe homestay, recreation, early childhood learning, play area with books and playthings, health care, physical hygiene, nutritious food, clean water, moral behavior, protection from abuse, social and psychological assistance. The project goal is to achieve a measurable and sustainable improvement in the welfare, promotion and protection of the rights and dignity of community vulnerable children.

**8. Completed activities up to the reporting time**

- In September 2012, the project manager determined the construction date of homestay for child day care service, announced the selection of construction workers and set up the construction team. In mid September, the construction workers were chosen from the nearby villages and the team chief was appointed. The construction worker team has been led by Mr. Phally. The project manager contacted the construction materials shops to ask about the price and decided to buy construction materials at the shops that sold at the reasonable price, found the people to fill the construction site with excavated soil and finally prepared it for construction.
- On 1<sup>st</sup> October, 2012, construction materials were transported into the construction site and the construction started. The homestay size is 8m x 25m with 5 rooms (each room size = 5m x 8m) that can accommodate the total 60 children. 4 of 5 rooms will be used to accommodate the children while 1 of them will be made as a kitchen, a bathroom and a toilet.
- From November 2012 to February 2013, the child homestay is still in the process of construction and up to now, its work has been finished up to 70%. During these periods, the new staff were selected and the project was promoted to the communities, the survey on the community child and mother situation was done and the documents and other materials used for the project were prepared.
- In Early February 2013, the project management team planned the training for the new staff on how to take care of the children. The project assistant requested the staff of Kampong Speu Provincial Department of Education, Youth and Sport for provision of the training for the new staff. He also prepared the documents for submission to this department in order for them to officially recognize the project. Due to busy work, the staff from Kampong Speu Provincial Department of Education, Youth and Sport are unable to provide the training, we have decided to postpone it until Early March 2013.
- According to the monthly activity plans, in March 2013, the new staff are going to be trained and the children are going to be selected and allowed to stay in the center. The services that will be provided include 1) provision of education (the children will be taught Khmer literacy, numeracy and English, daily moral and hygienic practices by using gesture, video and other equipment and entertained with games, jokes and short old

stories), 2) provision of health care (the children will be referred to health service providers when they are sick and will be educated on health issues), 3) provision of meals (the children will be fed with breakfast prepared by their parents from home, provided with lunch and snack prepared by the center), 4) provision of hygiene and sanitation (the children will be provided with physical hygiene, the bathroom, toilet, kitchen wares, clothes will be cleaned and washed by the caregivers) and 5) the children will be provided with school uniforms and transported to and fro.



*(This is the third building for child day care service)*



*(This is the local construction team of five members)*

## **9. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the beneficiaries; degree of attainment of the original project goal; difficulties you are encountering in carrying out the project, etc.**

### ***Current achievements:***

- One construction team with 5 members were selected and set up,
- The construction work has been finished up to 70%,
- The construction work monitoring was done,
- Six staff for the project were recruited,
- The survey on the children situation was done in five villages,
- The documents and other materials used in the project were prepared,
- The request for human resource development for the project was submitted to the Kampong Speu Provincial Department of Education, Youth and Sport.

### ***Effects of the project on the beneficiaries:***

According to the results of survey, all the community people interviewed were very interested in the project, they all mentioned that they looked forward to sending their children to the center, they wish this project is carried out immediately and would be making some contribution to it because they thought it would be a help in improving their living standard through provision of warm care for their children, increase in employment opportunities for the parents, protection from various abuses and incidents and eradication of child labor.

### ***Degree of attainment of the original project goal:***

The project activities have, up to now, just been implemented up to 30% and another 70% has been remaining.

### ***Difficulties in carrying out the project:***

- Construction during the rainy season was always disrupted, for example, the trucks transporting construction materials were always stuck in mud, the workers couldn't work under the rain and the rain ruined the cement in stock.
- Lack of water used for construction.



- There was no electricity used for construction.
- Lack of a lot of materials and equipment used in the project.

***Solutions to Challenges:***

- The small trucks were used for transport and waited until the land was dry and hard and some potholes were filled with excavated soil and stone.
- The cement was covered with thick plastic.
- The roof was made as soon as possible to protect the workers from the rain.
- The water well was dug and the water pump was bought to pump water from the canal.
- The generator was bought to get electricity used in construction work.
- The project management team tried very hard to do the fund-raising.

**10. Prospects and implementation schedule of the project until the end of the grant period after this report**

KAD will implement the project as planned in project planning schedule. The remaining work will be done when the construction completed 100%.

**B. COMMUNITY DEVELOPMENT THROUGH THE PROMOTION OF SUSTAINABLE AGRICULTURE**

**1. Name of Organization:**

Khmer Association for Development (KAD)

**2. Address of your organization (Please include TEL and FAX numbers, and an e-mail address, if you have one)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.  
Tel.: 023 425 927 Mobile: 012 932 840  
E-mail: info@kadngo.org Website: www.kadngo.org

**3. Name of chief executive officer and his title:**

Mr. Meas Chandeth, Executive Director

**4. Names of People involved in the project implementation and their titles:**

- j. Mr. Meas Chandeth, Executive Director,
- k. Mr. Sim Dony, General Program Manager,
- l. Mr. Tuy Siphann, Project Manager,
- m. Miss. Kern Navy, Community Development Worker,
- n. Miss. Toem Kimsang, Community Development Worker.

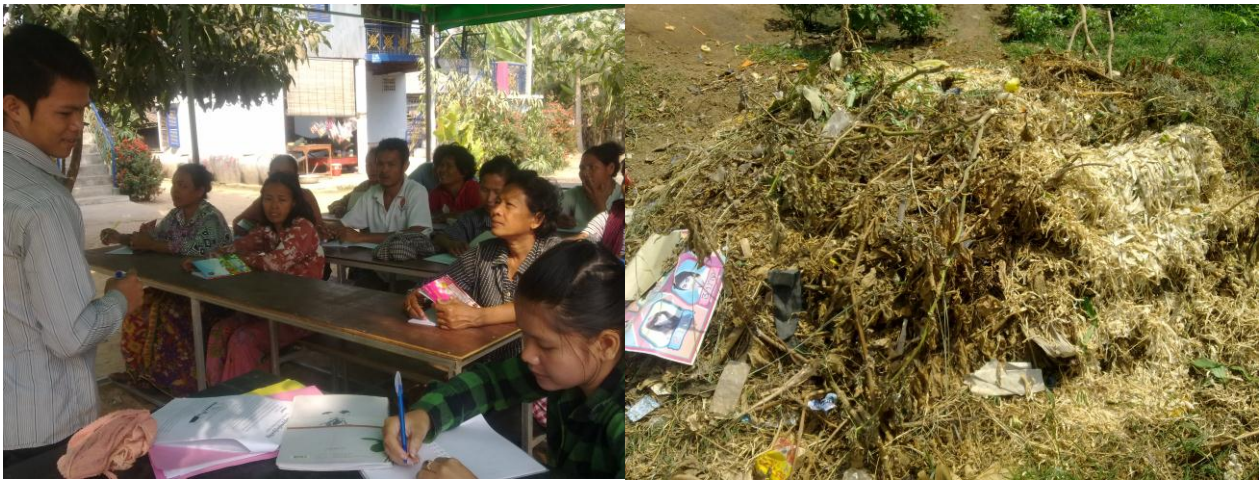
**5. Project title:**

Community Development through the Promotion of Sustainable Agriculture.

**6. Address of the project site:**

Dok Por village, Vor Sar commune, Samraong Tong district, Kampong Speu province.

**7. Short description of the project purpose / goal**



*(The farmers were trained on agricultural techniques)*

The project has been initiated to improve the community livelihoods by creating opportunities for low-income families to better manage and promote their living conditions through the establishment of short-term training courses on agricultural techniques, self-help groups and community food security initiatives. The project aims at contributing to sustainable improvements to the quality of life of low-income villagers in the areas of agriculture, while also empowering the community, through capacity-building and training.

### **8. Completed activities up to the reporting time**

The project was directly implemented by two community development workers, Miss. Toem Kimsang and Miss. Kern Navy who were trained on the community development at CARITAS-Cambodia for one year. They were responsible for communication with local authorities and communities, data collect, need assessment, citizen group organizing, agricultural technique training, distribution of vegetable seeds and species of animals, monitoring and evaluation. The following are their monthly activities:

- In January 2012, the community development workers monitored the vegetable growing, chicken, duck and fish raising activities of the farmers in Dok Por village. They organized the meeting with the farmers on the chicken raising, reduced the number of inactive members of citizen groups, collected the borrowed money from the members, monitored the chicken shelter construction and made the request for some more species of chicken for 9 more family members. They bought some more species of chicken for the members and then made monthly January report and February activity plans.
- In February 2012, the community development workers trained the farmers how to make water compost at homes, monitored the vegetable growing and chicken raising in the village and prepared the monthly February reporting and March activity plans.
- In March 2012, the community development workers monitored the chicken shelter construction of the 9 members who received species of chicken from the project, organized the meeting to distribute the chicken to 9 families, prepared the contract witnessed by village chief, monitored the preparation of fish ponds of the farmers and encouraged them to make proper chicken shelters and produce compost. The community development workers met with the farmers who grew the flowers and monitored the chicken raising activities in the village. They made monthly report for March and activity plans for April.
- In April 2012, the community development workers monitored the chicken and duck raising activities of the farmers, met with those who raised fish and the old members who received chicken from the project. They prepared April report and May activity plans.
- In May 2012, the community development workers monitored the chicken raising activities in the village and collected some chicken that were given back to the project by

some of farmers. They made the chicken shelter in the center and raised some chicken as a demonstration farm and produced EM for chicken. They vaccinated the chicks for the farmers in the village and monthly May report and June activity plans.

- In June 2012, the community development workers bought the chicken and raised them in the center, organized the meeting with the family members on chicken raising issues, produced EM, monitored the chicken raising in the village, maintained the chicken and pigs in the demonstration farm, vaccinated them and made monthly June report and July activity plans.
- In July 2012, the community development workers monitored the chicken raising, vegetable growing in the community and fish ponds of the farmers, met with the farming growing the rainy season rice, mixed the medicine to prevent and treat the chicken's diseases and looked after the pigs. They also made monthly July report and August activity plans.
- In August 2012, the community development workers vaccinated the chicken against seasonal diseases, especially the newly born chicks, grew vegetables and encouraged the farmers to prepare home gardens. They bought chicken feed, monitored chicken and fish raising and dug fish pond in the center used as the demonstration farm, looked after the chicken and pigs in the center. They prepared monthly August report and September activity plans.
- In September 2012, the community development workers met with the family members who raised chicken, prepared the fish ponds and covered them with plastic, tended and watered the crops, bought species of fish, bought chicken feed and vaccinated them. They collected the species of chicken from the family members and made September report and October activity plans.
- In October 2012, the community development workers monitored the chicken raising in the village, organized the meeting with the family members, encouraged them to plant crops and vegetables and to raise animals. They made monthly October report and November activity plans.
- In November 2012, the community development workers met with fish raising farmers and monitored the preparation of new fish ponds. They monitored the chicken raising activities, prepared official contract and statutes for distributing the species of fish to the farmers and made November monthly report and December activity plans.
- In December 2012, the community development workers monitored the community fish raising activities, looked after fish ponds and prepared the chicken shelter in the center and made monthly report.



## **9. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the beneficiaries; degree of attainment of the original project goal; difficulties you are encountering in carrying out the project, etc.**



***Current achievements:***

- In January 2012, the farmers grew some kinds of vegetables such as water morning glory and cabbage without using chemical fertilizer. Instead, they used EM fertilizers together with cow dung and chicken waste. They harvested the vegetables for sale at the market to get some income and for daily nutritious food that helped reduce the family expenses. 11 family members participated in the meeting reporting on their daily activities in terms of agricultural work. 3 nests of 30 eggs hatched 30 chicks and the farmers bought vaccines to vaccinate them. The farmers raised 30 ducks and one fish pond was dug and species of fish was released. 15 family members participated in the meeting on the 2<sup>nd</sup> stage of fish raising and the contract for chicken raising was made. The members of citizen groups who were not active, were discharged from the groups because they have never had any community development activities towards family development. The remaining total members were 25 families. The member who borrowed money from the organization to buy water pump made the first payment and the second payment would be made latter on. The members who obtained the species of chicken made the shelters according to their existing resources. The request for species of chicken was prepared and recognized by the village chief and project manager. 19 chicken were bought and 16 of them were hens. They were vaccinated and kept for one week before being distributed to the farmers.
- In February 2012, the farmers understood how to make water compost and to use it with their crops. The farmers harvested the vegetables, some of them were for use as daily nutritious food and some others were sold to get income. The farmers vaccinated the children to prevent seasonal diseases. The monthly report for February and activity plans for March were made and submitted to the project manager.
- In March 2012, the families that received the species of chicken all made the chicken shelters. 45 chicken were handed to 9 families, each family received 5 chicken. The contract to hand the chicken was signed and recognized by the village chief. The farmers prepared 5 fish ponds into which some tree leaves were thrown to create fish feed. The monthly March report and April activity plans were made and submitted to the project manager.
- In April 2012, additional advice on chicken raising was provided to the farmers. One of family members received 1000 heads of fish. The farmers determined that they would try

very hard to raise animals and to grow vegetables for sale to get income to support their families. The community development workers informed the family members of returning the species of chicken to the project by mid May 2012. The monthly April report and May activity plans were made.

- In May 2012, the chicken raising activities were done and the result was that 18 chicks were hatched. 2 family members had given back 5 chicken to the project. Those five chicken were distributed to the new family members. 45 chicken were newly bought and given to the new family members. The chicken shelter was made in the center for chicken raising and EM was produced in order for the children to drink to prevent seasonal diseases. All new chicks of the farmers were vaccinated to prevent small pox. Then, the monthly May report and June activity plans were made.
- In June 2012, 50 species of chicken were bought, 47 of them were hens and 3 of them were cocks. The community development workers bought raw materials from the market to produce EM together with the farmers. 3 bottles of EM were made and kept for chicken. 2 family members had given back 5 chicken to the project. The new member were given the chicken. The new hens laid 73 eggs and 16 chicks were hatched. 7 chicken were given to the new members. 7 pigs were raised and vaccinated to prevent seasonal diseases including provision of small pox and iron vaccines. 50 chicken were vaccinated to prevent seasonal diseases. The monthly June report and July activity plans were made and submitted to the project manager.
- In July 2012, 56 chicken eggs were laid and 35 chicks hatched. The community development workers encouraged the farmers to grow vegetables such as pumpkin, wax gourd, water morning glory, egg-plant, corn, taro etc. They encouraged the farmers to start growing the rainy season rice and gave them some advice in terms of rice growing and the use of natural fertilizers. One fish pond was dug and a variety of species of fish was released into the pond. The farmer produced fish feed by using rice and vegetables. The community development workers produced natural pig feed from banana tree, water morning glory and bran. The monthly July report and August activity plans were made and submitted to the project manager.
- In August 2012, the vegetables in the demonstration farm were grown. In the rainy season, the farmers planted the vegetables in their home gardens for sale and for daily family use in order to scale down the daily expense. They produced natural chicken feed including husked rice and bran mixed together. 13 chicks hatched and two fish ponds were dug. The pigs grown up very quickly. The monthly August report and September activity plans were made.
- In September 2012, the chicken didn't die, some chicken were laying eggs and some others were hatching. Some family members sold big chicken to get income to support their family economy. One of the family members had given back the chicken to the project. The shelter was constructed over the fish ponds to protect them from sun heat. The crops grew well and even bore fruits. The chicken feed including 10kg bran and 10kg husked rice were made and 32 chicks were vaccinated. The pigs ate additional feed together with bran. 32 chicks hatched. 2 chicken were given back to the project by one of the family members. The monthly September report and October activity plans were made and submitted to the project manager.





- In October 2012, the community chicken were good, some of them were laying eggs and some others were hatching. In addition, there weren't any chicken that died from the seasonal diseases. The meeting was organized in which 21 family members participated. The meeting talked about the chicken and fish raising and crop planting. In that month, 86 chicks hatched. One of the family members raised mixed species of fish. 3 other family members requested for species of fish. The farmers

grew little vegetable in their home garden by using their own vegetable seeds and requested more from the project for the seeds of bitter melon, strong bean, water morning glory, water melon, gourd etc. The meeting participants requested for creation of the saving group to avoid the money lending from outside money lender with high interest. The community development workers made October report and November activity plans to be submitted to the project manager.

- In November 2012, three family members received species of fish and were trained how to produce natural fish feed. The farmers looked after the chicken very well. There weren't any chicken that died from seasonal diseases. The November report and December activity plans were made and submitted to the project manager.
- In December 2012, the process of fish raising activities was very good. The farmers knew how to produce natural fish feed by using bran mixed with cow dung, termite, boiled rice mixed with vegetables and martagon. This kind of natural feed made the fish grow very fast. The chicken construction was completed. The December report was made and submitted to the project manager.

#### ***Effects of the project on the beneficiaries:***

- The community people had a habit of growing the vegetables in home gardens by not keeping their homestead land open like before.
- The family members obtained additional income from the sale of vegetables and animals. They even had enough nutritious food for their children.
- The family members passed their knowledge, skill and experience to other villagers.
- They could afford to buy school materials and school uniforms for their children and had the savings used for their health care and for starting up the new small-scale business.
- The project created the employment for unemployed youth towards reduction of community violence and the use of narcotic drugs.

#### ***Degree of attainment of the original project goal:***

The project has attained its original goal because the citizen groups were set up and all their members actively participated in the project implementation, especially in agricultural technique training and using the agricultural technical skills to produce agricultural products.

#### ***Difficulties in carrying out the project:***

- The chicken died from seasonal diseases that couldn't be treated on time.
- A very few family members didn't participate actively in project implementation.
- Most of farmers had no village land and farm land.

#### ***Solutions to Challenges:***

- Vaccines against chicken diseases were bought and stored for use when needed immediately and the community development workers monitored the chicken raising activities very closely and often and asked the farmers to inform any cases immediately.
- The family members who didn't participate actively in the project implementation were discharged from the citizen groups.
- The farmers who had no land, were allowed to live on the village land or the land of villagers or neighbors.

#### **10. Prospects and implementation schedule of the project until the end of the grant period after this report**

KAD implemented the project as planned in project planning schedule.

### **C. PROVISION OF T-SHIRT WEAVING SKILL TRAINING TO COMMUNITY UNEMPLOY YOUTHS**

#### **1. Name of the implementing organization**

Khmer Association for Development (KAD)

#### **2. Address of the organization implementing the project (Include TEL and FAX numbers, and an e-mail address)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia. Tel: (855-23) 425 927  
Mobile: (855-12) 932 840 E-mail: info@kadngo.org Website: www.kadngo.org

#### **3. Name of chief executive officer and his/her title**

Mr. Meas Chandeth, Executive Director

#### **4. Name of the contact person in charge of the project and his/her title**

Mr. Tuy Siphon, Project Manager of Kampong Speu Area Support Unit

#### **5. Project title**

Provision of T-Shirt Weaving Skill Training to Community Unemployed Youths

#### **6. Address of the project site**

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia.

#### **7. Short description of the project purpose / goal**

The project has been initiated in order to make contribution to income-generating employment opportunity for unemployed youths living in the rural areas of Kampong Speu province through the provision of T-shirt weaving skill training. The project has opened a T-shirt weaving training class for two months from April to May 2012 in which 54 young people were selected to participate and after they had known how to do the weaving very well, they were provided with employment in terms of T-shirt production. So the employment was created and monthly income was also generated. They got paid in the range of \$50 - \$250 per month each depending upon the amount of T-shirts they produced each month.



### 8. Completed activities up to the reporting time

On 19 March, 2012, Mr. Meas Chandeth, the executive director, Mr. Roeun Veayor, the general program manager and Mr. Tuy Siphann, the Kampong Speu Area Support Unit Manager met with the head of Kampong Speu Provincial Department of Labor and Vocational Training to talk about the project and to ask for its recognition and permission. During the meeting, the head of Kampong Speu Provincial Department of Labor and Vocational Training also offered some advice and recommendations in connection with the upcoming project implementation and asked the project manager for close cooperation with his department. On 20 to 31 March 2012, Mr. Meas Chandeth, Mr. Tuy Siphann, Mr. Doem Sam Orn, the trainer and 2 other volunteers communicated with various T-shirt knitting factories to buy 50 T-shirt knitting machines. And then, the training and working room was arranged and equipped with knitting machines, fluorescent lights, electric fans, stuff boxes, shelves etc. On March 25-31, 2012, the weaving staff were selected. From April to May 2012, the training class was commenced and the staff were still chosen. Each staff held one machine together with many other accessories such as needle, oil, metal comb, scale, wooden container, trash bin, wooden measure, brush etc. At first, they were trained how to insert needles into the machine, to lubricate the machine and to weave standard t-shirts. From June 2012 up to the reporting time, all the staff have been employed to do monthly work. Finally, there were 54 staff in total including 50 weaving staff, 3 trainers and 1 material distributor. After the weaving, the t-shirts were taken to trainers or team chiefs to check the quality. If they were standardized, they were kept and sent back to the factory. If some t-shirts were not knitted in line with the needed standard set by the factory, they were returned to our t-shirt knitting handicraft for remanufacturing. Mr. Meas Chandeth, Mr. Roeun Veayor and Mr. Tuy Siphann organized weekly and monthly meetings with all weaving staff to inform them of



new plans and to strengthen internal regulations and disciplines. For the first two months, our weaving handicraft received materials from Vision Factory Co. Ltd. and due to low labor fees, we changed our supplier by turning to D.A Corporation., Ltd. that provided us with much higher labor fees. For the first two months, we produced 50-80 dozens of T-shirts per month but from the two months' time onward, the production increased up to 500 dozens per month. So about \$5,500 could be earned as labor fee per month. In addition to the weaving work, the weaving staff were invited to attend education sessions on various social laws in terms of narcotic drugs, violence, human trafficking, illegal use of weapons, sexual harassment, etc.

#### **9. The people involved in the project implementation and their responsibilities**

- Mr. Meas Chandeth, executive director monitored the weekly project activities and prepared progress and final activity reports.
- Mr. Roeun Veayor, general program manager monitored weekly project activities, prepared monthly reports and evaluated the project results.
- Mrs. Keo Sokunbopha, accounting officer supplied the project with needed materials and managed income and expenses in the project.
- Mr. Tuy Siphon, project manager in charge of Kampong Speu 2<sup>nd</sup> branch office, implemented the project, supervised the project staff, organized the monthly meetings, collected monthly reports from the staff, had meeting with factory management, transported the finished products to the factory and checked the quality of the products.
- Mr. Doem Sam Orn, Mr. Ear Sareith and Mrs. Pech Ny, the trainers and the team chiefs were responsible for staff training, checking the finished products and patching shirts.
- Mr. Sam Thoern, the material distributor was responsible for keeping and distributing the materials to the staff. He also recorded the amount of dozens produced by staff and reported it to the administrator and manager.

#### **10. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the community; degree of attainment of the original project goal; difficulties KAD is encountering in carrying out the project; the ways KAD is using to solve the problems etc.**

##### ***10.1 Current achievements:***

- The project was recognized by local government and provincial department of labor and vocational training,
- 54 youths were trained and employed to work on t-shirt production towards generation of monthly wage,
- The weaving staff could earn monthly income in the range of \$50 - \$250 per person/month,
- The youths understood about the social laws through education sessions organized by KAD in cooperation with local authorities.

##### ***10.2 Effects of the project on the community:***

- Family income increased that was used for many purposes including buying food, supporting the children's study for those who got married and have children, buying rice seeds and chemical fertilizers for rice paddy and doing some savings for the future need.



- Violence against each other was eradicated. They were very busy with their work whereby they had no time to drink alcohol, use of drugs and participation in gang that were the sources of excitement of violence.
- Bad deeds and community insecurity of gangsters were reduced. Due to the understanding and awareness of the laws that they learned from education sessions organized by KAD in cooperation with local police, they felt afraid and stopped doing something bad.
- The youths met each other and became good friends. They came from different villages and used to be enemies with each other or used to fight each other during the public ceremony and wedding party that caused public upheaval. But now they come to work together with happiness.
- The community people were satisfied with the project because they thought it could help create income-generating employment for their unemployed children and could mend their way.
- The youths changed their behavior. This meant that they were very interested in working, stopped drinking alcohol and ruptured the relationship with the gangsters.

#### **11. Activities that haven't been carried out yet up to now and reason:**

There aren't any activities that haven't been carried out.

#### **12. Feedback from T-shirt weaving staff through individual interview:**



1. Mr. Ear Sareith, 32 years old, lives in Trapaing Chuon village, Samraong Tong commune, Samraong Tong district, Kampong Speu province. He was married and has 3 children, 2 sons and 1 daughter. The first son attends school. He began to work for KAD T-Shirt Handicraft in May 2012 in his capacity as the trainer and the team chief. His monthly basic salary is \$120 but he gets up to \$180 when he works overtime. The monthly salary he receives, is used to support his family and his son's study. He said that he was very satisfied with this job because it brought

him a reasonable and acceptable salary and was nearby that made him spend just a little money on daily meal at working site. He requested for work done every month without stop and for overtime work.

2. This is Mrs. Phat Mao, 32 years old living in Trakiet village, Trapaing Kong commune, Samraong Tong district. She got married and has 3 children, 2 boys and 1 girl. The first boy learns at grade 4 and the second boy learns at kindergarten class. She has worked as a weaving staff for KAD T-shirt weaving handicraft since May 2012. She receives a monthly salary of \$193 per month that is used to support her family, for instance, buying rice, meat, medicine for children and expense on children's study and on other things. She is very pleased to do this kind of work because it is near her house, she can come to work easily, she doesn't need to spend money on transportation and she can return home for lunch. She added that she received monthly health care costs and premium added to the monthly reasonable salary. Mrs. Mao continued that this project provided her with salary that improved her family living standard. She requested for on-going work done without stop.





3. This man is Mr. Leng Pheakdey. He is 22 years old and lives in Tonle Katoel, Samraong Tong commune, Samraong Tong district. He got married but no any children. He has worked as a T-shirt weaving staff since June 2012. He gets monthly salary of \$110-\$120 per month. He uses his salary to support his families, for example, buying food and for various purposes. He is happy with this kind of work because it is not difficult and it is near his home village that is easy for him to travel to and fro. This project bears a lot of advantages, for

example, creating a job, generating monthly income, reducing violence among young men and making the life much better. He requested for having enough material that provides him with long-term employment.

### 13. Brief story of:

1. I am Miss. Thoern Phany, eighteen years old, currently living in Kraing Makak village, Taing Krouch commune, Samraong Tong district, Kampong Speu province. I have 5 siblings, 2 sisters and 3 brothers. I am the second sister among all siblings. The oldest child of the family is my first sister, Miss. Thoern Phana who now works as a beautician. The three other brothers of mine are learning. The third one is learning at grade 10 of high school and the two others are learning at primary school. My father's name is Ka Buntheing and my mother's name is Kut Kunthy. They are all farmers living in



Kraing Makak village, located 25km away from Kampong Speu provincial town. There, most of villagers are farmers, and the minority of them are teachers and small-scale traders. In 2011, I graduated from high school and in 2012 I work for KAD T-shirt weaving handicraft from Monday to Friday and at the weekend, I learn at Khemara university in Kapong Speu provincial town. I began to work here in July 2012 because I need to make money used to pursue my study at the university. Because this type of job is new for me, I was trained for a while and I was employed to work full time. For the first time, I could just earn little money that is used to buy study materials and daily expenditure. I hope that in the long run, when I am more skillful at weaving, I will be able to make several hundred dollars that could afford to pay for my school fee. This project has made a lot of changes for me, for instance, I know how to determine the time, how to give the value to the work and to acquire the skill that is used to make money by myself. Nowadays, I work and stay at the Community Vulnerable Children Development Center of Khmer Association for Development in Kampong Speu province and every weekend, I go to university and then leave for my home. On Monday morning, I return to my working place. Staying there, I feel comfortable because there is electricity from generator and water for use, I have enough to eat and especially I am given a warm care and attention by KAD staff. However, sometimes, I feel a little bit homesick. I have good relationship with other young people living in and outside of the center, we tolerate each other and understand each other's feeling. I would like to request that this project operates forever and that there is enough material from the factory for T-shirt production without stop.

2. I am Horm Tith, nineteen years old, living in Choeng Kdey village, Tham Ta Or commune, Samraong Tong district, Kampong Speu province. I have four real siblings, one girl and three boys. I am the third child among all my siblings. My first elder brother is Horm Sothea. He used



to learn at grade 11 and then he abandoned his schooling. The second elder brother is Horm Pech. He abandoned his study when he rose up to grade 6. The smallest child is still learning at grade 5. My father's name is Chhoeng Sok Kheng, 46 years old and my mother's name is Leng Thleorn, 50 years old. They are all farmers living in Tham Ta Or commune. My father used to learn at grade 7 and my mother used to learn at grade 12. The commune where we are living is located 15 km away from Kampong Speu provincial town. Most of people there are farmers, the minority of them are garment factory workers and small-scale

traders. From 2009-2011, I learned at Rolaing Chhuk high school and at the end of 2011, I graduated from Rolaing Chhuk high school and proceeded with my study at the university in 2012. Currently, I am learning at the Angkor Khemara university. I am the first year student. I began my work for KAD T-shirt weaving handicraft in September 2012. I decided to work here because I have a deficient family economy and on the other hand, working here has helped me to get money used to continue my study at the university. Before I was employed to work full time, I was trained for about five weeks. Since I was provided with full-time employment, I have received monthly reasonable wage that is used to buy daily food and learning materials. Although I have worked here a few months, I haven't ordered the weaving machine practically yet and I hope in the long run I would be able use it very well to produce more and more shirts whereby I can earn much money to support my university study. This project has brought weaving skill and income for me. Anyway, If I lacked money to pay for my school fee, the project manager lent some money to me. In addition, this project has made a lot of changes for me, for example, it has encouraged me to struggle against various difficulties and obstacles, to make double efforts to perform my work successfully, to create good relationship with other young people and to offer a great educational opportunity to me. I am very pleased with this job because it is done without suppression from the project leader and especially it generates income for me. Nowadays, I work and live in the Community Vulnerable Children Development Center of KAD in Kampong Speu with happiness under a great care of the staff and KAD leaders. However, I also miss my family and siblings. I have enough to eat, I have enough material for use for instance, water, electricity without charge.

#### **14. The challenges that the project faced during the project implementation:**

- It was very hard to change the behaviors of some of young men, for example, they didn't respect the internal regulations, they were absent from work without asking for permission, they made noises at work, etc.
- During the period of November, the factory couldn't supply us with materials that made the work disrupted temporarily. This has made some weaving staff leave and find the jobs elsewhere.
- During the period of December, some weaving staff asked for 15 days-off to harvest their rice that made us understaffed.
- It was very hard to buy or find the accessories of the weaving machines because they were not put for sale on the market in Cambodia.

#### **15. Resolutions to the challenges or problems:**

- Weekly meetings with the weaving staff to strengthen the internal regulations were organized, those who were absent without formal leave were called and provided with warning and they were instructed on the value of the work.
- We received materials from other factories, but the labor fee was lower and tried to find some more staff to replace those who left.
- When understaffed, we reduced the amount of materials received from the factory.
- We tried to find the accessories from other factories and handicrafts.

#### **16. Prospects and implementation schedule of the project until the end of the grant period after this report:**

The project will be still on-going although the grant period has been completed because it has enough capacity to generate income used for self-sustaining and self-operating.

## **D. RURAL DISADVANTAGED CHILDREN AND YOUTH DEVELOPMENT**

### **1. Name of the implementing organization**

Khmer Association for Development (KAD)

### **2. Address of the organization implementing the project (Include TEL and FAX numbers, and an e-mail address)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.

Tel: (855-23) 425 927 Mobile: (855-12) 932 840

E-mail: info@kadngo.org Website: www.kadngo.org

### **3. Name of chief executive officer and his/her title**

Mr. Meas Chandeth, Executive Director

### **4. Name of the contact person in charge of the project and his/her title**

Mr. Tuy Siphon, Project Manager of Kampong Speu Area Support Unit

### **5. Project title**

Rural Disadvantaged Children and Youth Development

### **6. Address of the project site**

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia.

### **7. Short description of the project purpose / goal**

The project has been initiated in order to achieve a measurable and sustainable improvement in the health, education and livelihoods of community vulnerable children that enable them to improve access to education and health care services by providing them with kindergarten, primary school level, computer literacy, English teaching and with basic dental and medical services and with basic health education including seasonal diseases, mothers' and children's health care, sanitation, hygiene and nutrition and that raise awareness and understanding of the rights of the child among local children and people through education on the rights of the child and advocate with the commune council so that they meet the needs and solve the problems of the children and adolescents.



*(These are kindergarten children)*

## 8. Completed activities up to the reporting time

Miss. Kham Sophea, Miss. Phork Sophy and Miss. Tuy Sokly, the Kindergarten teachers were responsible for kindergarten activities. Miss. Kham Sophea, Miss. Phork Sophea and Miss. Tuy Sokly were held accountable to direct instruction. Miss. Kham Sophea was appointed as a group chief of kindergarten teachers who supervises all the kindergarten teachers. There were three classes. The one which was managed by Miss. Kham Sophea

accommodated 32 children and another one which was held by Miss. Tuy Sokly had 34 children. On September 15, 2012, one more kindergarten class was set up in Samraong Tong Leu which 22 children attended. This class was managed by Miss. Phork Sophy. The teaching time was two and a half hours per morning from 7:00 AM to 9:30 AM. The following were activities that have done during this progress report:

- Before the classes started, the children were arranged in line in order to respect the national anthem, brushed their teeth, did physical exercises and sang the songs.
- They learned Khmer literacy. The teachers wrote Khmer literacies on the white board and then asked the children to read and write on the white board, on the writing slates and on the note books. The children were asked to recite the pictures that represent Khmer alphabets from the start to the end by looking at the literacy table or by writing on the white boards.
- They learned numeracy. The teachers wrote numeracy on the white boards and then asked the children to copy it on their writing slates.
- The literacy cards were stuck on the white boards and the children were allowed to read by pointing to each of characters. The children were asked to lay both literacy and numeracy in competition. The children showed the literacy cards which have represented pictures or recited them without sight of literacy cards.
- The children were allowed to lay alphabetical molds correctly.
- The teachers sang the songs and then the children repeated them together or once at a time. The children sang the songs and showed their gesture of the songs in group or alone.
- The teachers told old stories and then the children were asked to retell them. After that, the teachers gave them the questions.
- The teachers cooked rice porridge twice per month. Up to now, nutritious food has been cooked for sixteen times for kindergarten children.



*(The children were happy with playthings during the break)*



*(The children learned how to read and write literacy and numeracy)*

- The children were educated on morality, good orders, good habits, hygiene and sanitation.
- In addition to the above-mentioned teaching activities, these three kindergarten teachers prepared monthly report, provided the children with nutritious food, monitored the physical development of children (weight and height), participated in monthly meeting with all staff and organizational leaders, health education and in school enrollment promotion, organized the meeting

with parents whose children were absent very often and whose children learned at our organization and joined the International Children's Day and new school year enrollment campaign.

- In January 2012, Mr. Meas Chandeth, executive director paid his visits to severely sick children in Trakiet village to check their situation after treatment supported by KAD and encouraged their parents to pay more attention to the health care of the children, especially sending them to the health service providers upon knowledge that their children started to initially be ill.
- In March 2012, Mr. Meas Chandeth met with women members of commune councils of Samraong Tong, Trapaing Kong, Sambou, Rolaing Kroel, Kahaeng, Rolaing Chork and women member of Samraong Tong district council in charge of women's and children's affairs. In addition, he also met with provincial representative of LICADHO, the human rights organization in Kampong Speu province. The purpose of meeting was to collect information relating to the living situation, health care, education and abuse of the children in their areas.
- In June 2012, KAD celebrated the Children's Right Day in which several hundred children and their parents or custodians were invited to participate. The purpose was to



*(KAD signed agreement with local health centers to provide the sick children with medical health care)*

to promote the four rights of children such as the rights to survival, to protection, to development and participation to the children and community people so that they would further heed the respect for the children's rights.

- In September 2012, KAD celebrated the new school year's school enrollment day in which all the students, KAD staff, teachers, some children's parents and local authorities were invited to participate. In addition, the driving



*(The children were provided with nutritious food)*

campaign was also done through several villages in the purpose of appealing to the community people to take their children to school for school enrollment for learning in the upcoming new school year.

- From February 2012 to January 2013, the processes of project activity implementation were that 1) collecting information relating to the needs and problems of children again by getting village data and statistics of vulnerable children from village chiefs and by interviewing the community people on the situation of their communities and children, 2) announcing the selection of kindergarten and primary school children, English and computer learners through community meeting organizations, 3) enrolling the children, arranging the classes and preparing materials and equipment for learning, 4) starting teaching activities, 5) making monthly report, 6) taking care of the children's health, for instance, sending them to health service providers and providing them with nutrition, 7) gathering feedback from the communities, local authorities and beneficiaries, 8) photographing the children in villages, 9) signing agreement with health centers, 10) issuing the yellow health cards to children, 11) referring the sick children to health centers for treatment, 12) promoting the project to health staff and



communities, 13) educating the people on health issues, 14) providing the staff with further capacity building, 15) promoting and protecting the children's rights, 16) celebrating the 1<sup>st</sup> June International Children's Day and 17) organizing the school enrollment campaign for school year 2012-2013.

Mr. Doem Sam Un has been appointed as the community health coordinator who was responsible for carrying out some activities as follows:

- In February 2012 – KAD has signed agreement with two local health centers providing the target group with health care and in case of emergency, the patients were referred to nearby qualified private clinics. In addition, village health volunteers were employed to educate the villagers on health issues for four times per month and in some months, this happened twice per month. In this time, Mr. Doem Sam On monitored the health centers for eight times. 51 patients were treated. 22 patients living in Thmar Bang village went to Samraong Sambou health center and 27 others living in Trakiet village were sent to both Trapaing Kong and Samraong Sambou. The patients in Thmar Bang had 8 fevers, 7 coughs, 4 itches and 3 infectious wounds. The patients in Trakiet Village had 5 fevers, 6 colds, 11 coughs, 2 stomachaches, 1 infectious wound and 2 worms. In that month, there were two emergency cases needed to be saved immediately. One emergency case was that a little child named Arn Phanith living in Trakiet village had a severe typhoid whereby the patient had high temperature, chill and high pressure of white blood and







*(Mr. Meas Chandeth, executive director met with children's parents)*

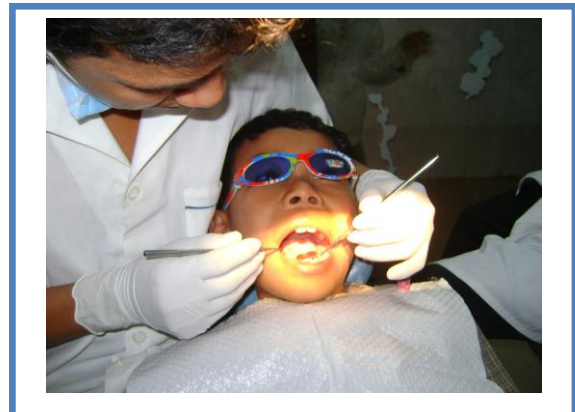
another one was that a 12 years-old boy living in Chak Kambet village named Rorn Sokea broke his arm. The patients were referred to nearby private clinic immediately. In addition to the medical treatment, the children were provided with dental health care. Mr. Doem Sam Un and Mr. Tuy Siphann referred 68 children to Ta Khmao dental clinic for dental treatment. Among these children, 17 of them received dental extractions; 15 of them

received fillings; 11 of them were provided with cleaning; 8 of them underwent root canal and x-ray; 2 of them underwent dental surgery; 5 of them were provided with fissure sealants and 10 others were given fluoride.

- In March 2012 – 39 patients living in 3 villages such as Thmar Bang, Trakiet and Kork Phnov were sent to health centers. In Thmar Bang village, 11 patients had cold = 5 persons, cough = 4 persons and respiratory inflammation = 2 persons and they were sent to Samraong Sambou health center. In Trakiet village, 15 patients had fever = 5 persons, cough = 6 persons, inflammation of nose = 2 persons and respiratory inflammation = 2 persons, they were referred to Samraong Sambou and Trapaing Kong health centers. 11 patients living in Kork Phnov village had mouth blister = 1 person, fever = 4 persons, diarrhea = 2 persons, headache = 2 persons and stomachache = 2 persons were sent to Samraong Sambou health center. In that month, there were two emergency cases were that one patient named Sam Sithien living in Trakiet village was sent to Kampong Speu referral hospital for treatment of dengue fever with serious fever symptom. Another patient named Arn Srey Pech living in Trakiet village suffered from severe boiling water burn. She was referred to Kuntheak Bopha hospital, Phnom Penh for treatment. In February 2012, 58 children received dental treatment including fillings = 15 patients, fissure sealants = 10 patients, extraction = 16 patients, cleaning = 10 patients and fluoride = 7 patients.
- In April 2012, 46 sick children were medically treated by both Trapaing Kong and Samraong Sambou health centers. Among these sick children, 15 of them from Thmar Bang village who had fever = 3 persons, cough = 7 persons, diarrhea = 1 person, vomit = 2 persons and respiratory inflammation = 2 persons were sent to Samraong Sambou health center, 18 of them from Trakiet village who had fever = 9 persons, pain in leg = 1 person, sore throat = 2 persons, lung inflammation = 1 person, cough = 4 persons and ear pain = 1 person were sent to Samraong Sambou and 13 others from Dok Por village who had fever = 3 person, headache = 2 persons, runny nose = 2 persons, pain in arm = 1 person, itch = 1 person, infectious wound = 1 person and cough = 3 persons were sent to Trapaing Kong health center. They were all sent to health service providers by motor bike taxi. In this month, Mr. Doem Sam Un started to collect some more target group for medical treatment by travelling to villages to contact the village chiefs to search for the vulnerable children and then to take photos of them and also to make some more yellow health cards for them. In March 2012, 63 children were dentally treated, 31 of them were extracted, 23 of them were given fluoride, 7 of them were given fissure sealants and 2 of them were provided with cleaning.

- In May 2012, in this month, identification of target group, photographing and making of yellow health cards were on-going. 29 sick children were referred to Samraong Sambou and Trapaing Kong. Among these children, 17 of them came from Thmar Bang village and 12 others hailed from Dok Por village. The sick children in Thmar Bang village had fever = 4 persons and cough = 4 persons, toothache = 1 person, diarrhea = 3 persons, dysentery = 2 person, fever and runny nose = 3 persons and those who came from Dok Por village, had lung inflammation = 2 persons, cold = 3 persons, loss of appetite and weight = 2 persons, fire burning = 1 person, tongue blister = 1 person and worming = 3 persons. In April 2012, 34 children were dentally treated, 15 of them were extracted, 8 of them were provided with cleaning, 2 of them were given dental surgery and 9 of them were provided with fillings.

- In June 2012, in this May, the patients increased up to 55 persons coming from 6 villages including Trakiet = 13 patients, Thmar Bang = 8 patients, Raong Kor = 9 patients, Chong Boeng = 11 patients, Dok Por = 7 patients and Kork Phnov = 7 patients. All these patients were sent to the Samraong Sambou and Trapaing Kong health centers by motor bike taxi. 13 children in Trakiet village had respiratory inflammation = 4 person, cough = 2 persons, fever and cough = 3 persons, diarrhea = 2 persons and worming = 2 person; 8 children in Thmar Bang village had gastritis = 1 person, cold = 3 persons, respiratory inflammation = 1 person and head scabies = 3 persons; 9 children in Raong Kor village had respiratory inflammation = 1 person, intestinal inflammation = 2 persons, scabies = 3 persons, infectious wound = 1 person and cough = 2 persons; 11 child from Chong Boeng village had a cold = 5 persons, runny nose = 3 persons, skin hives = 1 persons, stomachache = 1 person and fever = 1 person; 7 children from Dok Por village had ear pain = 1 person, leg pain = 1 person, fever = 4 persons and respiratory inflammation = 1 person and 7 children from Kork Phnov village had a cold = 2 persons, diarrhea = 3 persons, dysentery = 1 person and pain in leg = 1 person. In May, the process of photographing of children was on-going in 12 villages such as Trapaing Chuon, Srae Ambel, Keo Udom, Trapaing Roka, Sangkruos Cheat, Tonle



*(The children were provided with dental treatment)*

Katil, Lampaeng Preah Ream, Stueng, Sophy, Robong Chros and Keo Mony and 338 children from the poorest families were photographed. Mr. Doem Sam Un went to both health centers, Trapaing Kong and Samraong Sambou to monitor the provision of health services and to get weekly medical check-up reports from them. At the health centers, Mr. Doem Sam Un collected the reports on the number of sick children treated and saw the



*(This girl suffered from dengue fever)*

people take their children to health centers for treatment with pale faces, ask for information about birth spacing, undergo antenatal care and delivery services and participate in education on baby feeding methods. In May 2012, the number of dental patients increased up to 72 persons, 43 of them were dentally extracted, 22 of them were given cleaning and 7 of them were provided with fillings.

- In July 2012, 48 sick children were treated. They came from 7 villages such as Trakiet, Thmar Bang, Lampaeng Preah Ream, Chong Boeng, Dok Por, Kork Phnov and Bak Chenhchien. They used motor bike taxi as transport means to travel to health centers. Of 48 young patients, 12 of them came from Trakient village and received treatment of respiratory inflammation = 3 persons and deworming = 9 persons from

Samraong Sambou and Trapaing Kong health centers; 27 of them came from Thmar Bang village and got treatment of gastritis = 3 persons, cold = 12 persons, scabies = 8 persons and respiratory inflammation = 4 persons from Samraong Sambou health center; 1 patient hailed from Lampaeng Preah Ream and underwent treatment of cough and respiratory inflammation from Samraong Sambou health center; 3 patients came from Chong Boeng village and were treated fever by Samraong Sambou health center; 2 children who came from Dok Por village were treated the diseases of ear pain = 1 person and leg pain = 1 person by Samraong Sambou and Trapaing Kong health centers; 2 patients who came from Kork Phnov village were provided with the treatment of cold by Trapaing Kong health center and 1 child living in Bak Chenhchien village was provided with deworming by Samraong Sambou health center. So the total 48 patients were treated, 16 of them were sent to Trapaing Kong health center while 32 others were referred to Samraong Sambou health center. In June, there was one serious case that the patient had dengue fever and was sent to Trapaing Kong health center for treatment immediately. In June 2012, 60 children were sent to Ta Khmao dental clinic, 5 of them received root canal treatment and x-ray, 25 of them were dentally extracted, 24 of them were provided with fillings and cleanings and 6 others were given fluoride.

- In August 2012, 57 sick children were treated by Trapaing Kong and Samraong Sambou health centers. They came from 11 villages such as Trakiet, Thmar Baing, Srae Ambel, Keo Udom, Dokpor, Kork Phnov, Tonle Katil, Raong Kor, Samraong Tong Leu, Chong Boeung and Stueng. They suffered from various diseases including respiratory and lung infection, worming, cough, dengue fever, gastritis, cold, head skin itches, intestinal inflammation, fever, scabies, wound and diarrhea. They went to health center by taxi motorbike. Among 47 sick children, 3 of them encountered the special cases such as dangerous dengue fever and dense blood. These three cases needed emergency rescue by being sent to nearby private clinics. In July 2012, 67 children were sent to Ta Khmao dental clinic for dental treatment, 7 of them received root canal treatment and x-ray, 28 of them were dentally extracted, 28 of them were provided with fillings and cleanings and 4 others were given fluoride. The children were educated how to keep their teeth clean and even provided with 67 toothpastes and brushes.
- In September 2012, 62 children were sent to both health center for medical treatment. They came from 9 villages such as Trakiet, Thmar Baing, Sangruos Cheat, Kork Phnov,



*(The villagers participated in community health education)*

Tonle Katil, Raong Kor, Chong Boeng, Stueng and Lumpaeng Preah Ream. They suffered from respiratory infection, dog bite, dengue fever, cold, head skin itches, cough, fever, abscess, diarrhea, infectious wound and cough. Five children encountered special cases including dangerous dengue fever and lung disease. They were referred to Trapaing Kong health center and national children hospital in Phnom Penh. Mr. Sam Un sent 85 children to Ta Khmao dental

clinic for dental treatment including 31 extraction, 7 filling, 12 scaling, 2 prophylaxy, 8 sealant, 4 root canal treatment, 3 popotomy, 12 duraphat and 6 silver. The children were educated on oral health care and 85 toothpastes and brushes were given to them.

- In October 2012, 70 sick children were sent to Trapaing Kong and Samraong Sambou health centers for medical treatment of respiratory infection, cough, cold, mouth blister, gingivitis, enteritis, fever, wound and diarrhea. They came from 7 villages such as Trakiet, Thmar Baing, Sangrus Cheat, Kok Phnov, Keo Udom, Chong Boeng and Dokpor. They went to the health centers by motorbike. In September, there were four special cases including lung inflammation, dangerous dengue fever and high temperature. Mr. Sam Un sent 165 children to Ta Khmao dental clinic for dental treatment. There, they were provided with dental services such as 32 check-up, 13 x-ray, 31 silver, 41 duraphat, 22 extraction, 17 scaling and 9 sealant. In addition, these children were educated how to take care of their teeth and given toothpastes and brushes.
- In November 2012, 76 children were sent to both health centers for medical treatment. They suffered from respiratory infection, scabies, cough, cold, mouth blister, ear infection, fever, gingivitis and lung inflammation. They came from five villages such as Trakiet, Thmar Baing, Kok Phnov, Chong Boeng and Dokpor. Among these sick children, 3 of them were special cases including convulsion with high temperature, unconscious high temperature and vomit and dangerous dengue fever. Two of them were sent to Kantheakbopha hospital, Phnom Penh and one of them was referred to Kampong Speu referral hospital. Mr. Doem Sam On transported 109 children to get dental treatment from Ta Khmao dental clinic. They received dental services such as extraction, filling, scaling, root canal treatment and duraphat. 39 children received dental extraction; 25 of them received dental filling; 22 of them received scaling; 8 of them were provided with root canal treatment and 15 of them were given duraphat. 109 children were educated on oral health care and 109 toothpastes and toothbrushes were also given to them.
- In December 2012, 84 children were provided with medical care. They came from eight villages such as Trakiet, Thmar Baing, Raong Kor, Trapaing Tros, Dokpor, Srae Ambel,



Keo Udom and Tonle Katil. They were sent to both health centers, Samraong Sambou and Trapaing Kong for medical treatment of diarrhea, lung inflammation, mouth blister, respiratory infection, cold, cough, fever, wound, worming and burning. In October, there were 3 special cases including convulsive fever, holed heart and HIV. As for dental treatment, 104 children were dentally treated by Ta Khmao dental clinic. 27 children received dental check-up; 10 children were provided with silver; 4 children got x-ray; 5 children were given duraphat; 5 children were provided with root canal treatment; 29 children were dentally extracted; 13 children were dentally filled; 3 children were given sealant; 2 children were provided with popotomy and 6 were scaled. They were educated on oral health care and provided with toothpastes and toothbrushes.

- In January 2013, 83 sick children from eight villages such as Trakiet, Thmar Baing, Trapaing Chuon, Trapaing Tros, Dokpor, Sangruos Cheat, Keo Udom and Stueng were referred to both health center, Samraong Sambou and Trapaing Kong for medical treatment of leg injury, worming, diarrhea, mouth blister, respiratory infection, cold, infectious wound, lung inflammation and laryngitis. They all used taxi motorbikes as their transport means to health centers. Among 23 sick children, 3 of them had a special case such as severe high temperature and HIV. All the children who had special cases, live in Trakiet and Ang Talop villages. Mr. Doem Sam On carried 54 children to Ta Khmao dental clinic for dental treatment. 22 children were extracted; 11 of them received dental filling; 9 of them were provided with scaling and 12 of them were provided with duraphat. They were educated on oral health care and provided with 54 toothpastes and 54 toothbrushes.
- On June 05, 2012, Mr. Doem Sam On organized educational session on physical hygiene in Sophy village in cooperation with village health volunteer there. There were 49 villagers participating in the health education.
- On June 07, 2012, Mr. Doem Sam On, went to Chong Boeung village to organize and monitor the health education session on physical hygiene and dengue fever. 53 villagers participated in educational session on physical hygiene and dengue fever. The work was done in cooperation with Chong Boeng village health volunteer. In that village, there were 16 children who had dengue fever in that month.
- On June 12, 2012, Mr. Doem Sam On went to Ropaing Rokar village and cooperated with village health volunteer there to hold health educational session on physical hygiene and dengue fever in which 32 villagers participated.
- On June 16, 2012, Mr. Doem Sam On organized health education session at Keo Udom village on dengue fever, maternal and infantile health and vitamin A drip was given to children there too. 49 villagers joined the session. The work was done in cooperation with village health volunteer there.
- On June 18, 2012, Mr. Doem Sam On went to Lampaen Preah Ream and cooperated with village health volunteer there to organize the session on bodily hygiene there. There were 32 people attending the session.
- On June 19, 2012, health education on dengue fever and bodily hygiene was organized in Srae Ambil village by cooperation with Srae Ambel village health volunteer. 41



*(The children were educated on oral health care)*

community people participated in the session. There, 13 children suffered from dengue fever.

- On June 25-26 2012, health education on dengue fever and bodily hygiene was organized in Trapaing Chuon and Tonle Katil villages. There were 110 community people participating in the educational sessions. In those villages, 28 children had dengue fever.
- In addition to organizations of health education sessions, in June 2012, Mr. Doem Sam On monitored the health centers and collected reports from them and observed the people who received health care. Mr. Doem Sam On noticed that the number of patients increased and that the village volunteers were trained on birth spacing methods.
- In July and August 2012, Mr. Doem Sam On in cooperation with village health volunteers went down to 7 villages such as Samraong Tong Leu, Chak Kambet, Trapaing Prus, Trapaing Laeng, Changran Dek, Trapaing Tros and Stoeng and there he organized health education and invited the villagers to attend it. 353 participants participated in health education sessions on physical hygiene and dengue fever. 265 of them were women. Physical hygiene included how to wash hands, to clean houses and to construct sanitary latrines. Dengue fever included protection, destruction of mosquito sanctuaries, cleaning of water tank or water jar, keeping the children to stay away from dark place and house cleaning. The participants requested for sanitary latrines and mosquito net liquid.
- On September 18, 2012, Mrs. Prach Mony, a village health volunteer of Kok Phnau village trained 168 children who are learning at the Community Vulnerable Children Development Center of KAD in Kampogn Speu province on bodily hygiene, especially on hand washing with soap. The training activities were showing how to pour water down on the hands, to wash and clean the hands with soap, to clean fingers and to wipe the hands with towel. The trainer began by showing the pictures and then explained step by step and then let the children practice by themselves.
- In October 2012, Mr. Doem Sam On went to Chak Kambet, Bak Chenhchien, Lum Paeng Preahream, Srae Ambel, Trapaing Kyong, Trapaing Roka, Trapaing Prus, Tonle Katil, Changran Dek and Trapaing Chuon to interview the most vulnerable families about the living situation of their children. He collected report documents from Samraong Sambou and Trapaing Kong health centers and prepared the request, activity plan and monthly report.
- In November 2012, Mr. Doem Sam On went to monitor both health centers for four times and there, he noticed that village health volunteers were invited to attend further training on the protection of children under one year old, many people came to health centers for medical treatment and that the children took TB tablets. Mr. Sam On visited the people under KAD support for four times and asked about their health or their children's health and living situation and even told them to take their children to health centers if they were sick. In October, he monitored health education organized by village health volunteers on physical hygiene and dengue fever in Samraong Tong Kandal, Samraong Tong Kraom and Bak Chenhchean villages in which 136 villagers were invited to participate. He was invited to attend the monthly meeting organized by Kampong Speu Provincial Department of Health and prepared the request and his own monthly activity report.
- In December 2012, Mr. Doem Sam On monitored the health centers for times and even collected reports in terms of health care activities. He went to Stueng, Samraong Tong Kraom, Tonle Katil, Trapaing Tros and Chong Boeng villages to visit people there and to ask about their health. In December, he organized health education sessions for 7 times in Ang Talop, Thmar Baing, Dokpor, Kok Phnou, Prey Pdouv, Sangruos Cheat and Raong Kor villages on physical hygiene and dengue fever in which 300 community people were invited to participate. He joined monthly meeting with other NGOs organized by Kampong Speu Provincial Department of Health on health issues and prepared monthly request, activity plan and report.

- In January 2013, Mr. Doem Sam On went to 10 villages such as Trapaing Tros, Sangruos Cheat, Trapaing Chuon, Lumpaeng Preah Ream, Kork Phnou, Prey Pdao, Ang Tonlop, Taong Kor, Keo Udom to ask about their health, medical treatment and the living situation of children including their health as well. He also organized two health education sessions, one in Kork Phnou village and another one in Trakiet village. 72 participants participated in health education on physical hygiene, homestead sanitation, boiling water drinking and the use of intrauterine birth-spacing ring.



*(The children participated in afternoon extra classes)*

- Mr. Doem Sam On attended the monthly meeting organized by Kampong Speu Provincial Department of Health together with commune and district health officers and other NGOs working on health in Kampong Speu province every month from February 2012 to January 2013 in the purpose of reporting on his activities to the participants.



- Mr. Tuch Moeun, the group chief of primary school teachers was responsible for supervising all the teachers, collecting monthly reports from all primary school teachers, organizing the meetings with both teachers and children's parents or custodians, providing the children with good advice relating to learning and with class disciplines, doing a variety of work in the center and joining the monthly meetings organized by KAD. In addition, he also taught the grade 6.
- There were 6 primary school teachers who were responsible for teaching from grades 1-6, they were Miss. Soeng Navy for grade 1, Miss. Tuy Sokly for grade 2, Mrs. Sem Sophoan for grade 3, Mr. Sat Ros for grade 4, Mr. Suong Sok Noy for grade 5 and Mr. Tuch Moeun for grade 6. There was a total of 162 students, 72 of them were girls.
- Miss. Soeng Navy was responsible for teaching the grade 1 to 44 children, 21 of them were girls. The teaching methodologies were that before daily lesson was taught, she collected all homework from students for correction and reminded all the students of old lesson by reading already learned words to them to write on hand slate, by spelling and explaining about the meanings of those words. Then she started new daily lesson by writing the meanings of lesson on white board, by allowing all the students to spell and read once at a time, show the word written on white board and then read and spell one by one. Finally, the students copied the lesson and homework on their note books. In addition to Khmer literacy, mathematics was also included into the curriculum. Before starting the new lesson, the teacher collected the homework of students for correction and then reviewed the old lesson. After that, the new daily lesson was taught by explaining about the mathematic rules, by showing some examples, by providing them with real exercises on hand slates and on homework books for correction and then she gave the students some homework. At the end of each month, she gave a monthly test to the students. In each month, all the teachers were allowed to express themselves in terms of their



strengthened school discipline and sanitation, for example, she encouraged the students to collect the trashes and sweep the class; she wrote the lesson on the white board and then asked the students to copy it on their note books, read the words to them to write on hand slates and allowed them to spell once at a time. She reviewed the old lesson by asking them the questions in terms of lesson already learned. The teacher wrote the new daily lesson. In addition to Khmer literacy, mathematics was also taught to the students, especially, required them to memorize the multipliers. At the end of school hour, she gave the students homework and at the end of each month, she gave them monthly test. For her own opinion relating to the students' schooling, she marked that they performed well, they did hard work, listened to teacher's explanation carefully without making noise.

- Mrs. Sem Sophoan, a grade 3 teacher was responsible for teaching 18 students, 6 girls in her class. Her teaching activities were 1) checking orders and sanitation, 2) reviewing old lesson by asking two or three questions about old lesson, 3) teaching new daily lesson by writing the title of lesson and then asking the students to read, writing and explaining new words and writing difficult words on white board and asking the students to read and 4) giving the students homework. At the end of each month, monthly test was given the same as other teachers. Finally, her remark was that her students came to class on time and regularly, listened to teacher's explanation, paid attention to their learning and respected the school discipline very well.
- Mr. Sat Ros taught grade 4 student both Khmer literacy and mathematics. His class consisted of 27 students, 11 girls. For Khmer literacy, he strengthened the school discipline and educated the students on morality, reviewed old lesson and corrected homework of students, and started new daily lesson including reading, writing, listening, speaking and dictation. As for mathematics, the teacher did the same as Khmer literacy including reviewing old lesson, correcting homework of students and new daily lesson including learning about theories, example of exercise on white board, requiring the





*(The children were provided with English education)*



students to do exercise on note books and homework. At the end of each month, monthly test was given to the students. His opinions relating to his teaching activities were that the teacher must constantly check class attendance of students and often tell the students to come to school regularly and try his best to teach and educate them.

- Mr. Suong Soknoy is a grade 5 teacher. He taught 23 students in his class both Khmer literacy and mathematics. His teaching activities were 1) strengthening school discipline and orders, sanitation, morality, health care and checking the list of attendance of students, collected and corrected homework, reviewed old lesson by asking the questions once at a time and then he started new daily lesson in which he wrote the title of lesson on white board, asked the questions on pictures for the students to answer, wrote a text on white board, asked the students to read the text or exercise once at a time, asked the questions on the import of lesson for students to personally answer, gave simple questions or exercise for grading for students to write on hand slates and gave dictation. In addition, the teacher strengthened the students' knowledge and gave homework. Mr. Noy remarked that the students participated in doing exercises with care and tried very hard to work on their homework.
- Mr. Tuch Moeun is responsible for teaching the grade-6 students. In his class, there were 20 students, 10 of them were girls. He taught both Khmer literacy and mathematics. Khmer literacy included moral education, strengthening of school discipline and orders and checking of list of attendance, review of old lesson, correction of homework, reading, learning about picture, word explanation, question and lesson reading, answering the questions in groups and writing the lesson. Conversation included reading sample text, the students conversed with their partners and in groups. As for grammar, the students learned about examples, did exercise, asked the questions and wrote the grammar. Writing – the students read sample sentence, created questions and allowed them to do exercise. Mathematics included review of old lesson, homework correction, learning sample exercise, asking questions, doing exercise personally and in groups. Finally, the teacher gave homework to the students. At the end of each month, the monthly test was given to the students. The teacher noted that constant discipline strengthening encouraged regular attendance of students and most of students performed well at school and paid more attention to their learning.
- Mr. Khut Sarin, the team chief of English teachers, was responsible for supervising English teachers and teaching English. There were five English teachers including Mr. Khut Sarin, Miss. Kham Sophea, Mr. Doem Sam On, Mr. Mom Kosal and Mr. Kao Reaksmey. Up to the reporting time, there were 146 English students, 81 of them were girls and there were five English classes. In addition, he was also responsible for other monthly activities including to prepare weekly and monthly tests and report, to organize monthly meetings with English teachers and the students' parents, to join monthly meeting with all staff and leaders, to share various information with all teachers, to solve

the problems, to follow up with absent students and those who didn't attend the class regularly and to reinforce school discipline. The text books used in English education were Facts and Figures, Smart Conversation, First Choice and Smart Choice.

- Currently, we have 25 sets of computers and 97 children learning computer skills at different time as scheduled below. The computer literacy training focused on Basic Microsoft word &Excel, Microsoft word &Excel Advance, Microsoft Power Point, Basic Microsoft Access, Advance Microsoft Access, Basic Adopt Photoshop CS4, Advance Adopt Photoshop CS4, Internet E-mail, Facebook, Computer repairing, Computer program setting-up, Phone tuning and Computer Administration. After each course was over, the certificates were handed to the trainers.

Curriculum	Time
Basic Microsoft word &Excel	10-11
Microsoft word &Excel Advance	11-12
Microsoft Power Point	12-13
Basic Microsoft Access	01-02
Advance Microsoft Access	02-03
Basic Adopt Photoshop CS4	03-04
Advance Adopt Photoshop CS4	04-05
Internet E-mail	05-06
Facebook	06-07
Computer repairing	
Computer program setting-up	
Phone tuning	
Computer Administration	





(KAD organized the public campaign to promote new school year enrollment)

- On 27 September, 2012, the English Access Microscholarship students and KAD staff organized school enrolment campaign. In that campaign, KAD invited three commune chiefs and 11 village chiefs and all students who are learning in KAD center including kindergarten, primary, and English part-time students. They drove two trucks full of participants with loud

speakers through 28 villages that located around KAD. The purpose of campaign was to inform the villagers of school enrollment for new school year 2012.

- On 1<sup>st</sup> June 2012, KAD organized International Children's Day in which the children's parents, village and commune chiefs and children were invited to participate. It was held in the purpose of promoting and protecting the rights of the children.
- Mr. Sok Chantha was appointed as a child protection officer who was responsible for educating the villagers on the rights of the children, for investigating and reporting the cases of child abuses, for collecting data in terms of child situation, for providing legal counseling and for making a plan to help the children. He joined the monthly meetings organized by the communal committee in charge of women and children and district council in support of women and children every month. The meetings organized in order to hear the reports from each commune on what happened to the women and children and to find the best way to help them. From September to November 2012, Mr. Sok Chantha and Mr. Doem Sam On collected data in terms of living situation of vulnerable children of the poorest families.
- On June 13-14, 2012, Mr. Sok Chantha, a child protection staff was invited to attend the training workshop on convention of the rights of the child, the participation and the civic rights of the child organized by NGOCRC, an alliance of National and International NGOs in Phnom Penh.
- On July 01-15, 2012, Mr. Tuy Siphon, Kampong Speu Area Support Unit manager invited a computer skill trainer and pedagogical trainer to provide all English teachers and the computer skill instructor with further training in order to strengthen their capacity.



**9. The staff involved in the project implementation and their responsibilities**

Mr. Meas Chandeth executive director, Mr. Sim Dony general program manager, Mrs. Keo Sokun Bopha accountant, Mrs. Keo Sovanna administrative officer, Mr. Roen Veayor executive assistant, Mr. Tuy Siphon Kampong Speu area support unit, Mr. Doem Sam On community health coordinator, Miss. Phork Sophy kindergarten teacher, Miss. Kham Sophea kindergarten teacher, Miss. Tuy Sokly kindergarten teachers, Mr. Suong Soknoy primary school teacher, Mr. Sat Ros primary school teacher, Mr. Tuch Moeun primary school teacher, Mrs. Sem Sophoan

primary school teacher, Miss. Soeng Navy primary school teacher, Mr. Lim Sokha dental nurse, Miss. Hour Seng Hay dental assistant, Miss. Prum Chann Sothea dentist, Mr. Sok Chantha child protection officer. In addition, KAD works in partnership with many other village health volunteers.

#### 10. Self-evaluation of the project up to the reporting time:

**Current achievements and effects of the project on the community; degree of attainment of the original project goal; difficulties KAD is encountering in carrying out the project; the ways KAD is using to solve the problems etc.**

##### 10.1 Current achievements

- 162 children attended the after-school extra classes, 72 of them were girls. The results of students' study up to reporting time were that 85 students were good, 43 of them were fairly good, 26 of them were average and 8 of them were poor.

School Performance	Excellent	Good	Fairly Good	Average	Poor
Study		85	43	26	8
Physical exercise	12	55	47	48	0
Participation	31	56	20	55	0
Attitude	29	72	41	20	0
Health and sanitation	28	55	44	35	0

- 149 students attended after-school English classes, 86 of them were girls. The results of students' study were that 67 students were good, 46 of them were average and 36 of them were poor.

Name of Teacher	Text book	Number of students	Girl students	Result			Total
				Good	Medium	Weak	
Khut Sarin	Smart Conversation	30	16	3	12	15	30
Doem Samon	Smart Conversation	34	24	17	7	10	34
Doem Samon	Facts and Figures	20	13	8	9	3	20
Kham Sophea	First choice	24	8	18	3	3	24
Moom Kosal	First choice	8	5	7	0	1	8
Tuy Sokly	Smart Book	33	20	14	15	4	33
<b>Total students</b>		<b>149</b>	<b>86</b>	<b>67</b>	<b>46</b>	<b>36</b>	<b>149</b>

- 97 children attended computer skill training classes, obtained computer skills and were able to use computer, internet and email very well,

Curriculum	Excellent	Good	Fairly Good	Average	Poor
Basic Microsoft Word & Excel	9	27	32	29	0
Microsoft Word & Excel Advance	7	14	41	35	0
Microsoft Power Point	18	32	32	15	0
Basic Microsoft Access	11	19	49	18	0
Advance Microsoft Access	11	25	51	10	0
Basic Adopt Photoshop CS4	6	15	39	37	0
Advance Adopt Photoshop CS4	3	19	62	13	0
Internet E-mail	8	38	43	8	0
Facebook	3	18	47	29	0
Computer repairing	2	5	11	42	37

Computer program setting-up	10	9	28	34	16
Phone tuning	11	29	38	12	7
Computer Administration	2	6	29	41	19

- 701 sick children were medically treated,

<b>Types of ailment</b>	<b>Number of patient</b>	<b>Percentage</b>
Fever	71	10.13
Cold	58	8.27
Cough	61	8.70
Stomachache	27	3.85
Infectious wound	22	3.14
Worming	39	5.56
Itches	20	2.85
Respiratory infection	97	13.84
Inflammation of nose	6	0.86
Mouth blister	18	2.57
Diarrhea	36	5.14
Headache	6	0.86
Dense blood	2	0.29
Dog bite	6	0.86
Gingivitis	8	1.14
Tuberculosis	2	0.29
Laryngitis	4	0.57
HIV	1	0.14
Boiling water burn	2	0.29
Vomit	8	1.14
Pain in leg	8	1.14
Sore throat	6	0.86
Lung inflammation	18	2.57
Ear pain	8	1.14
Runny nose	10	1.43
Pain in arm	4	0.57
Dengue fever	33	4.71
Fever and cough	41	5.85
Convulsive high temperature	4	0.57
Unconscious high temperature	4	0.57
Holed heart	1	0.14
Toothache	5	0.71
Dysentery	5	0.71
Tong blister	4	0.57
Loss of appetite and weight	4	0.57

Fire burning	3	0.43
Gastritis	8	1.14
Head scabies	5	0.71
Intestinal inflammation (enteritis)	12	1.71
Scabies	11	1.57
Skin hives	5	0.71
Broken arm	2	0.29
Typhoid	6	0.86
<b>Total</b>	<b>701</b>	<b>100%</b>

- 945 children with dental problems were dentally treated,

Types of dental services	Total Number of children received dental treatment	Percentage
Extractions	318	33.65
Fillings	140	14.81
Cleaning/scaling	139	14.71
Fissure sealants	42	4.44
Root canal and x-ray	54	5.71
Fluoride	50	5.29
Dental surgery	4	0.42
Prophylaxy	2	0.21
Popotomy	5	0.53
Duraphat	85	8.99
Silver	47	4.97
Check-up	59	6.24
<b>Total</b>	<b>945</b>	<b>100%</b>

- 65 children were selected to attend the kindergartens,

School Performance	Excellent	Good	Fairly Good	Average	Poor
Study	17	17	17	14	5
Physical exercise	10	9	13	6	00
Participation	36	13	14	5	2
Attitude	21	23	15	9	2
Health and sanitation	18	20	13	17	2

- 32 children who used to learn at KAD kindergarten were sent to two public primary schools to learn at grade 1.
- Two local health centers, Trapaing Kong and Samraong Sambou signed MoU with KAD to provide the children aged 1-13 years with medical treatment.
- Seventeen education sessions on health and the value of education were organized in which 772 community people (about 80% were women) were invited to participate.
- 6 education sessions on nutrition in which 55 women were invited to participate.
- The level of cooperation, participation and contribution of KAD's staff, community people, village chiefs, commune councils and health centers was very high so that our work was done smoothly.
- 347 people participated in the 1<sup>st</sup> June International Children's Day ceremony organized by KAD in order to promote and protect the rights of the children.

- 264 people participated in new school year enrollment campaign on September 27, 2012 in order to alert the villagers of school enrollment for new school year and encourage increased enrollment as well.
- 168 children of KAD received training on bodily hygiene.
- The staff who received further capacity building were able to use their new experience and skill to improve their job performance successfully and effectively.
- KAD collected data in terms of living situation of vulnerable children from 134 poorest families. The purpose of data collection was to find the best way or some projects to help them out of poverty towards enhancement of their living status.
- Nutritious food was cooked for twenty four times for 65 kindergarten children,
- Agreement with two health centers, Trapaing Kong and Samraong Sambou were signed,
- 584 people were provided with oral health education and with toothpastes and toothbrushes,
- 25 educational sessions on health issues in 25 villages in which 1,217 villagers were invited to participate,
- 8 meetings were organized in which 52 participants as the parents of children were invited to participate,
- Weighting and measuring were done every 3 months, so up to the reporting time, these were done for four times.

### ***10.2 Effects of the project on the community***

- The community people extended their deep thanks to KAD and its donor for contributing to the happening of this project and many activities that helped their children with a great chance to learn, get some more basic knowledge and health care.
- More and more community people understood about the value of education, so more of them sent their children to the kindergarten classes.
- The community children have made a lot of changes in their behaviors, for example, they could read and write very well, respect other people, practice personal hygiene and perform much better at public school.
- The children were friendly and brave talking to other people whom they met halfway and obedient.
- KAD's center was the place to reduce difficulty of the children's parents and to provide them with a lot of time to work in the garment factories and their children with warm care.
- The community people knew about the medical and dental services provided by local health centers and dental clinic and had a habit of referring their sick children for treatment and underwent good quality of health services. This means that they have understood about the health problems and their treatment and avoided using unqualified health service providers.
- The community people took more care of their health than before and made changes in health behavior, for example, using cleaning water and toilets, cleaning body, sanitizing their houses and surroundings and especially going to good quality of health service providers when sick. Before the project was implemented, they have never known the dental clinic, the health centers and what services provided and where to get dental treatment, but now, they have known and met directly with dental nurse, dental assistant and dentist and medical doctor.
- Information on health centers' services was disseminated from one person to others. The people who underwent medical treatment from the health centers said that medicine given was very effective. This means that their children recovered as soon as they took the health centers' medicine.
- At first, the children felt afraid when seeing dentist and instrument and equipment in the dental clinic, but in the long run, they felt normal.

- The community people requested for provision of medical and dental services for their children and communities for years because in rural areas it was very hard for them to undergo health care due to poverty and unawareness of health issues.
- The children went to public school regularly without absence and their knowledge was improved so that they wanted to go to school towards prevention of school dropping out.
- Their behavior was changed, they spoke polite words to their friends, villagers, relatives and teachers.
- The teachers were easy to teach them and they were prompt to understand what the teachers explained.
- The children and youth were able to use their English knowledge to communicate with foreigners and to use their both English and computer skills to take examination to get scholarship to pursue their study at the university and find the jobs.
- The children who used to pass through kindergarten education and attend the afternoon extra classes of KAD, performed much better than those who didn't. In addition, their morale is also much better. This didn't bring any difficulty to the teacher in teaching and nurturing them.
- The community people had a habit of using the local health centers for their children's health care.
- The project has helped improve the children's health and rescue those who were in serious conditions from death.
- Participation and cooperation of community people, local authorities and related institutions was very active.

### ***10.3 Degree of attainment of the original project goal***

The project has attained 100% of its goal by providing the children aged between 4-17 years with their early childhood development so that they have accessed education and health services, assisting in their mental and physical development. There weren't any children in the target areas who missed the chance to get access to education and health care.

### ***10.4 Difficulties we are encountering in carrying out the project***

In project implementation, we encountered some problems as follows:

- The health center personnel came for work late,
- At first, there was discrimination against the patients; the patients who carried the yellow health cards were set aside and those who didn't have them were treated earlier.
- The health center staff mistakenly charged the money from the patients who carried the yellow health cards who were paid for by KAD.
- Sometimes, the health centers didn't have enough medicine for the patients.
- The health centers opened only in the morning, so there was a problem when the children fell sick in the afternoon.
- The serious patients couldn't be cured by the health centers.
- The health centers opened only from Monday to Friday, so it was a problem if the children fell sick on Saturday and Sunday.
- Some children lacked transport means whereby they were absent or went to school late very often.
- We used temporary building as classrooms that were made from bamboo and thatch. There were a lot of holes in the roof because the thatched roofs were old. It leaked down on the heads of children or was splashed inside when it rained hard. So it disrupted both teachers and students.
- Due to poverty, a few students decided to drop out and helped their families with housework or factory work.
- The kindergarten children were often sick whereby their learning activity was disrupted.



- The lack of transport means to refer severely ill children to hospital for emergency rescue and to carry health education materials was a big problem.
- Lack of medicine and limited health services of health center made the patients unhappy.
- During rice transplanting and harvest months, there weren't any people participating in the health education sessions.
- During raining season, it was very hard for the community health coordinator to travel through bad roads to villages for health education facilitation.
- A few village health volunteers were not clear about their lessons because after they had been trained they didn't practice it that made them forget something.
- The parents and guardians were always busy with their work that made them unable to send their children to school.

#### ***10.5 Solutions to the above-mentioned problems:***

- KAD reported to the health center chief in order for him to urge his personnel to come for work on time.
- KAD reported the discrimination of health center staff against KAD's patients to the chief and paid treatment fees in advance to him.
- KAD met with the health center chief and all staff to tell them how we paid to the health centers. They were told not to charge KAD's patients any more.
- Sometimes, the health centers didn't have enough medicine because the Ministry of Health didn't send medicine to them on time, so the patients were given only a prescription to buy medicine at private pharmacies and KAD still paid for them.
- The health centers opened only in the morning. This is rule of the government run health center, but however, there was one health staff standing by at each of the health centers.
- It was also the rule of the health center that didn't cure serious patients. If this case happened, the patients were referred to district or provincial hospital.
- It was the time limited by the government that the health staff didn't work on Saturday and Sunday. So the patients were sent to district and provincial hospitals.
- We encouraged those who had bicycles to give a lift to those who didn't have bicycles.
- All the students were moved to the new building site.
- The meetings with parents and community people were often organized.
- The sick kindergarten children were referred to health centers for immediate treatment.
- The community health coordinator used his own motor bike and rented tuk tuk to carry the sick children to hospital.
- If the health center lacks medicine and health services needed by patients, they turned towards private health service providers.
- The health education sessions were postponed during rice transplanting and harvest months.
- Due to bad roads, the community health coordinator had to start his trip to villages early.
- Our community health coordinator asked the village health volunteers to review the lessons before starting the sessions and helped them with the education as well.
- The kindergarten teachers asked the parents and guardians to take a little time to send their children to school on time. Several meetings were held with them to discuss about their children's learning and explain to them about the value of the children's future in terms of education.

#### **11. Activities that haven't been carried out yet up to now and why?**

Up to now, all activities have been implemented.

#### **12. Feedback from Kampong Speu Area Support Unit Beneficiaries through Focus Group Discussion**



Mr. Nob Sothy living in Dok Por village, a father of little child named Pech Kanika who learned at kindergarten class said that for learning, his child has made a lot of progress, especially for living morale, his child has known how to say “how do you do?” and “good bye” with soft salutation when leaving home for school. She always tells him about what she had learned from school. He added that he was very happy when seeing his child be such clever. Finally, Mr. Sothy requested that all the parents help strengthen the morale for their children out of school activities during the monthly meeting with the

children’s parents or custodians. Mrs. Sim Roeun living in Trakiet village said that she felt very happy that her child was allowed to learn here because her child obtained both general knowledge and knowledge of living morale as well as sanitation. On the other hand, as for literacy and numeracy, her child has known a lot. Finally, she requested that KAD finds what would be new for teaching the children. Mrs. Sar Sareith living in Dok Por village, a mother of little child named Srey Rareth said that her child was different from before. Before her child didn’t behaved morally but now, she has made a lot of changes in her behavior that has satisfied her. Mrs. Sareith requested that all the children’s parents help keep their children hygienic at home.

Mrs. Vorn Sovath, the teacher of Tuol Svay Rath primary school, the government run school located at about 5 kilometers from KAD center allowed



Mr. Meas Chandeth to meet and talk about education of children in her school and children under KAD support. She was very glad to meet with KAD leader and that KAD had implemented a lot of activities to help the children. She said that the children who learned at KAD center, performed much better than those didn’t. They came to school regularly, behaved politely and were clever. This has made the teachers very easy to teach and they understood the lesson very quickly so it wasn’t very

difficult to explain to them so long time.



I am Chab Chamroen living in Thmar Bang village. I have two children, the first one is 2 years old and the second one is two months old. My children always have fever, cough and cold. I always send them to Trapaing Kong health center because there the health staff are friendly. Last month, I went there twice and was given medicine taken for 3 days. After taking their medicine, my children recovered from their illness. I would like to thank KAD for paying for health services and transport means. If going to private clinic, I have to pay at least USD6 per visit for treatment and about USD1.50 for

transport means. It is too much for me as a poor person so if my children are sick very often in a month, it is really very hard for my living.

This is Mrs. Soy Noeng living in Trakiet village. She has three children under KAD support on health care. She has been to health service providers for times. Her children mostly had normal diseases such as cold, cough and fever but one of them has had a serious meningitis. She was sent to



Kantheak Bopha hospital, Phnom Penh for treatment. A lot of money spent on transport and food. The mother stayed a long time in Phnom Penh to keep vigil over her sick daughter. However, this little girl hasn't yet recovered and is still under treatment. She needs instant care because she always convulses for a few times per day.

On July 12 2012, Mr. Sok Chantha, a Child Protection Officer of Khmer Association for Development went to Tuol Svay Rad primary school and met with one of teachers teaching at



grade 1 at which our former kindergarten children are now learning. The teacher said that in her class, there are totally 66 students, 27 of them are girls. She added that the study of students in her class is much better. Among the 66 students, she praised those who used to pass through KAD kindergarten for better school performance than other who didn't. She told our officer that KAD kindergarten children in grade 1 under her teaching are cleverer than others. Most of them receive excellent monthly school performance results, only the minority of

them doesn't receive good results but still much better than the children who didn't use to learn at kindergarten class. She also said that the majority of the children who didn't use to learn at kindergarten, acquire good school results. KAD kindergarten children are comfortable to be taught because they had already known how to read literacy and to spell Khmer vowels and consonants very well. Sometimes, she assigned the KAD kindergarten children to act as a teacher to teach the class instead of her because they had good capacity. She also said that some of these grade 1 students had the same capacity as those who were learning at grade 2 either.

### **13. Brief stories of Seriously Sick Children**

#### **13.1 Orn Srey Pech:**

On February 27, 2012 there was a case of boiling water burn taking place a little girls living in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province. Mr. Doem Sam Orn, the head of the family and Mrs. Phat Srey Mao, his wife are parents of the girl victim. This couple has 3 children and their last child is a little girl with 9 years of age who was the victim of water boiling burn. This problem happened on February 27, 2012 at 3:00PM when the girl's mother allowed her little daughter to crawl on the bed without knowing that the nearby water container contained very hot water because it always had cool water. And then, she went away for cooking by leaving the little girls on the bed alone. On the bed, she tossed about towards hot water container and pulled it down whereby it was overturned, splashed and burned her all over the body from the neck to the end of feed. Her parents sent her to Kampong Speu provincial referral hospital. There, the doctors said that they were unable to treat her and even told the parents to take her to Kantheak Bopha hospital, Phnom Penh. At Kantheak Bopha hospital at about 6:00PM, the doctors sent her to the room for treatment of hot water burn. Then four doctors came and irrigate her wound. In the morning of February 28, because that girl's condition got serious, she was sent to emergency room. On February 29, 2012, the girl victim was a bit better after she had been provided with blood infusion. On the 1<sup>st</sup> of March, she was sent to



upstairs room and was still getting blood infused. The girl's father donated his blood to the hospital. She stayed for 32 days in hospital and a lot of money spent for her treatment.

### 13.2 AIDS-Infected Small Boy, El Voeun



**This boy is after getting medicine**

This is the poorest family with a few members infected with AIDS. This family consists of 6 members including a 78-years-old grand mother, three children and a couple living in Ang Tonlorp village, Samraong Tong commune, Samraong Tong district, Kampong Speu province. The grand mother stays home to look after her three grand children and does the sewing of palm tree leaves to make roofs for sale to get extra income for family support. To date, she is elderly and even debilitated and lives with her daughter and son in-law. The couple does their daily work, the husband does the construction

work and the wife works for the garment factory. They both receive small monthly wages and the money earned is just for paying back to the debtor. The grand mother makes money of about 8,000 riels (USD2) per day from her work just for buying rice and medicine for her AIDS-infected grand son. Presently, this family lives depending upon monthly rice borrowing with monetary interest from other villagers because the money earned has been used to repair her house and to pay the interest for monthly purchasing of meat, vegetable and rice. As her family has no land, she lives on the land belonging to the village. This family living is not good. They live in the face of many problems such as the lack of hygienic materials, clothes, food and other materials used in the house.



**This boy is before getting medicine**

She has three grand children, the first grand child is El Roeun, 11 years old, the second grand child is El Sokha, 10 years old and the third grand child is El Phat, 4 years old. Now, the first grand child has AIDS infection and is unhealthy and the second grand child begins to get skinnier. Before, this AIDS infected boy had never received any medicine from the hospital. Since the community health coordinator of Khmer Association for Development reported this case to the monthly meeting organized by Kampong Speu Provincial Department of Health, the health officers came to see him and then they decided to send him to the referral hospital. Latter on due to lack of transport means, Khmer Association for Development supplied this family with small money used for traveling to the Kampong Speu referral hospital to get monthly medicine. Fortunately, the second and third grand children have escaped from AIDS infection. As for their mother, she has infected AIDS for 14 years. As for her husband, he didn't know whether or not he has contracted AIDS because he has never got blood test for AIDS yet. But recently, this man has been arrested and sentenced in jail for 20 years for raping the psycho girl in Phom Thmey village, Samraong Tong commune, Samraong Tong district, Kampong Speu province. According to the information received from one of villagers, this family really suffers from much difficulty in life and even from domestic violence in which sometimes this man beats the wife that bust in cries all over the house and sometimes, swears at the elderly mother in-law who tries very hard to work to get money to support the whole family

and to feed her grand children. According to the interview of community health coordinator with the mother of these three children, the difficulties that her family faces are as follows:

- Lack of proper house, clothes, food and warmth in the family,
- The son has been infected with AIDS,
- The elderly mother works very hard to feed the three grand children,
- She has also been infected with AIDS,
- The neighbors discriminate against her family,
- The children lose a chance to go to school,
- Her husband has been imprisoned,
- Her family doesn't have a bicycle, sanitary toilet and homestead land,
- Her family is in debt,
- Her family lives without sanitation,

She has requested the Khmer Association for Development to:

- continue to support the traveling costs for her to referral hospital,
- supply the children with study materials, clothes and enough food,
- provide her family with a bicycle and sanitary toilet,
- take care of her family so that the neighbors give up their discrimination,
- provide her with a plot of land and her children with a chance to go to school.

### ***13.3 A Little Girl Toeu Srey Tin with Hollow Heart Disease***

This is the poorest family with one of children having a hollow heart disease. This family receives monthly transport cost from Khmer Association for Development to send one of the sick children to national children hospital in Phnom Penh to get medicine for treatment including upcoming heart operation. According to close observation at this family's house, it really has a severe problem with living and daily food. The family members don't have enough to eat. According to direct interview with the grand mother of the family, she said that she has two grand children, the first grand child is Toeu Srey Tin and the second grand child is Toeu Srey Ty. Toeu Srey Tin has been sick since she was young until she has become dumb and has even had a hollow heart disease. As for the second grand child, she is alright. Their father died from self-hanging because he repented that he was unable to feed the children and the wife whereby they live miserably. The mother of these two children currently works as a karaok woman who sits



*This girl suffers from hollow heart  
(Standing on the right)*

with guests and serves beer to them at Kampong Speu provincial town. She gets monthly wage of USD70 and some other tips from the guests as well. She has done such work as she wanted to make money to buy milk for the youngest child who has just been 1 year old. The grand mother said with tears that currently her family has faced a lot of difficulties as follows:

The family lacks of food and sanitation,  
The family is in debt due to severe illness of the first grand child,  
The grand children are always sick,

- There is a domestic violence,

- The first grand child will undergo her heart operation soon and she will need 6 bags of blood,
- There is no warmth in the family,
- The husband committed suicide by self-hanging,
- There is no transport means (bicycle and motorbike) used in the family,
- There is no sanitary toilet,
- There are not proper clothes,
- There aren't any persons who are strong supporters of family,
- The daughter was compelled to work in karaoke,
- The neighbors look down on the daughter who works in karaoke.

The grand mother has requested Khmer Association for Development for:

- continuing to finance the traveling cost and food during the upcoming heart operation of her first grand child,
- providing blood during heart operation,
- providing clothes,
- providing her family with enough food,
- feeding this dumb grand child,
- providing her family with sanitary toilet,
- caring for her family so that the neighbors have affection with her family,
- providing her family with proper accommodation,
- providing the grand children with a chance to go to school.

#### ***13.4 The 11 year-old Boy Broke His Left Hand***

Khmer Association for Development has supported the children's health care of the family of grand father Suong Subuk for two years that has eased a big part of misery and helped solve a lot of difficulties. His family is currently facing some problems including living situation, health and sanitation, etc. According to direct interview with the grand father of a left-hand broken boy, he said that his grand son named Suong Sanu, 11 years old, survived his father for 9 years and then



Sanu's mother married another husband since he was about 8 years old. "Because I took pity of my grand son who was always scolded and suffered from domestic violence committed by the step father, I brought him to live with me, the extremely poor person too". Suong Sanu broke his left hand on January 19, 2013 at 1:39PM because he climbed up the guava tree to pick its fruit when his grand parents went to sell the cakes in front of Prey Pdao factory. When returning home, the grand parents saw their grand son hanging down the left hand, sitting and crying alone due to acute pain. Then the grand father pulled his left hand up and was aware that it broke. Suddenly, he led the grand

son to Khmer traditional healer in Vor Sar village and even called KAD staff to ask for some money to cure him because KAD always supports his grand son on health care. He spent USD25 to cure their grand son and then KAD helped spend half of this amount. After receiving money,

the grand father thanked KAD that assisted his family in the event of emergency. His family is extremely poor. Land and house on which he is living, belong to other people.

Currently, his family encounters a lot of problems as follows:

- They are homeless and landless,
- They lack food,
- The grand children lose learning opportunities,
- There isn't a toilet,
- They are in debt,
- They have no proper clothes,
- They are unhygienic.

This family has requested KAD for:

- study materials for grand children,
- clothes for grand children,
- enough food for the family members,
- the bicycle ridden to school,
- a plot of homestead land and house construction,
- providing the grand children with learning opportunities,
- continuous support on health care for grand children.

### ***13.5 A Little Girl Was Raped***

Mrs. Meas Sinath, 31 years old, the mother of the little girl works for Prey Pdao garment factory. Her husband is Mr. Chea Piseth, 42 years old, is a construction work in Oral district and stays there. As for Mrs. Sinath, she leaves home for work at 5:30AM and return home at 8:30PM. This couple has two children. The fist child is Phon Socheata, 7 years old and learns at grade 1 of Rolaing Chhuk primary school, for about 3km away from home village. She goes to school on foot. The second child is Phon Ratha, 5 years old. He doesn't go to kindergarten. When the parents go to work, both children are left behind at home without warm care. Socheata was raped on March 19, 2012 and this case was known to the parents on March 24, 2012. The perpetrator named Phon Pitum, 15 years old who raped her behind his house in the banana bushes when she and other children were playing there. After this case took place, she was hurt and cried. On March 25, 2012 the mother sent the girl victim to Kampong Speu referral hospital for medical check-up and it was shown that she was really sexually molested and the perpetrator was arrested and imprisoned then. Socheata was brought by HOPE for treatment for 3 months, she was provided with a warm care and learning opportunities at their center. Since then, Socheata has faced some health issues such as scabies, psoriasis and paleness. In addition, she looked reserved and poke-faced due to long-time pain. She couldn't go to school for 3 months. The parents felt very hurt because they took much pity of their daughter. This case has made the mother stop working in order to stay home to look after the children for change. When leaving the HOPE center, HOPE donated one bicycle, a sack of rice, some fish and soy sources, one battery together with fluorescent light. KAD investigated this case and even donated some money to this girl victim and she is still under its support on the health and education.



***Mr. Meas Chandeth investigated a raping case taking place to the girl aged 7 years living in Kahaeng commune in 2012***

#### **14. Prospects and implementation schedule of the project until the end of the grant period after this report**

- KAD will continue and strengthen the implementation of existing activities.
- KAD will extend the project activities to other neighboring villages.
- KAD will overcome all problems faced during the project implementation.
- KAD will reinforce cooperation with relevant institutions and local authorities.

### **E. ENGLISH ACCESS MICROSCHOLARSHIP**

#### **1. Teaching Activities: Provide the hours of instruction and a brief narrative detailing teaching activities and topics covered during the quarter/semester covered in this report.**

Over 3 month period from January to March 2012, 20 students remained in the program. 231 hours were taught from unit 13 of GETOGETHER II text book to unit 3 of GET TOGETHER III text book. The topics covered during these three months were (1) The baseball cap is his, (2) Whose house is that, (3) why are you burning trash?, (4) we're sharing the price , (5) The report for the world, (6) It's older than I am, and (7) It's the highest mountain in the world . In addition, reading, listening, speaking, writing skills and grammar were also included into teaching activities.

Over 3 month period from April to June 2012, 20 students remained in the program. 201 hours were taught from GETOGETHER III text book from unit 04 to unit 13. The topics covered during these three months were (1) The people cheer noisily, (2) We are going to do the project ,(3) What are you going to do?, (4) School will be cool , (5) What will you be , (6) There were temples at the acropolis, (7) Where were the school?, (8) We fixed the wall, (9) What did you see in Greece, and (10) Where were the school?, (11) We fixed the walls, (12) What did you see in Greece, and (13) He was acting strangely . In addition, reading, listening, speaking, writing skills and grammar were also included into teaching activities.

Over the 3-month period from July to September 2012, 20 students remained in the program. 229 hours were taught from GETOGETHER III & IV text book from unit 14 to unit 16 and GETOGETHER IV text book from unit 01 to unit 08. The topics covered during these three months were (1) Where were you playing, (2) We were playing when he found it, (3) Speedy is our hero, (4) A cat followed us home!, (5) We're not going to keep the cat, (6) I used to be afraid of this house., (7) Did you enjoy yourselves?, (8) If they choose me, I'll go to Japan, (9) You should read the guideline, (10) We might study Japanese, and (11) Learning about the world is fun. . In addition, reading, listening, speaking, writing skills and grammar were also included into teaching activities.

Over 3 month period from October to December 2012, 20 students remained in the program. 224 hours were taught from GETOGETHER IV text book from unit 9 to unit 16. The topics covered during these three months were (1) Clarissa has helped me a lot today, (2) Have you been in a play?, (3) She hasn't seen her since 1981, (4) I haven't met her yet!, (5) You're Rose's friend, aren't you?, (6) You still like me, don't you?, (7) It's a document that travelers need, (8) There's a surprise party for Rose!. In addition, reading, listening, speaking, writing skills and grammar were also included into teaching activities.

#### **2. Training Activities: Provide the hours of training and a brief narrative detailing training activities and topics covered during the quarter/semester covered in this report. If this is not applicable to this quarter/semester, indicate that no training occurred.**



Over 3 month period from January to March 2012, 20 students were trained on one topic about “advocacy “. The elements covered during the training were (1) what is advocacy?, (2) a conceptual framework for advocacy, (3) issue/problem, (4) basic elements of advocacy, and (5) elements of a successful action plan. The following are some activities and opinions of English Access Micro Scholarship Program together with pictures related to the topic:



- Tuy Soklun, lives in Trokiet village, Tropeang Kong Commune, Samrong tong district, Kamponh Spue Province said that I feel very proud to have a chance to join that training course because after I joined this I have known 1) what advocacy is, 2) how we advocate, 3) why we advocate and, 4 ) how to be successful in advocacy. In the past, when I watched the debate on the TV, I wished to have a chance to show my capacity as the youth on TV either. I hope in the future I will have a chance to join the debate on the TV, too.
- Miss. Chhuon Mealea, one of English Access students, felt happy when she could participated in the debate practice that was organized by KAD. At first, I felt shy and nervous because I Just have even seen it on TV, but now myself. After practice I felt very pleased because I could show my knowledge to every student related to the topic “Computer is useful”. I nearly didn’t believe I could do it well like that because the debate was used only English. I would like to express my thanks to KAD and U.S embassy that have implemented this program.

On July 12, August 21 and September 29 2012, 20 students were trained on the topic of “advocacy “. The elements covered during the training were (1) how to plan documents, (2) how to search the documents, (3) problem solving, and (4) how to show “sound bite”, and (5) how to make small talk. The following are some activities and opinions of English Access Micro scholarship program related to the topic. Here are some activities and opinions of the Access



- Miss. Sok Pisey, living in Trakiet village, Trapaing Kong commune, Samraong Tong District said that she was not good at all the four skills, but right now she can read fluently and the other skills are more and more better. I also congratulate the teacher on his inclusion of teaching methodology into this course and give me a chance to train the teaching skills in peer teaching or real class. Moreover, I’m very confident to stand in front of a lot of people or speak in the public. I am proud of myself that I can help do a lot of social work such as encouraging six years old children to attend school. I am thankful to KAD and US Embassy that have done hard to help poor students like me.
- Mr. Punh sovannary living in Rong Kor village, Samraong Tong commune, Samraong Tong district said, “ It was very exciting for me to join the training course because I have learned on how to deal with difficulty in teaching, how to use the evidence to persuade the listeners, how to make a small talk with other people. Last time, I felt afraid when I was in front of the crowd of people, but now it is simple for me because the more confidence and confidence let me overcome a lot of problems. I really thank KAD and US embassy that

worked hard to implement this program. I wish this program to exist forever to help the vulnerable children like me.

**3. Enhancement Activities: Provide a detailed description of all enhancement activities that took place during the quarter/semester covered in this report, including computer/media activities and activities relating to U.S. culture and values, personal development, and community service. Also include information such as: type of activity, topics covered, participants, guests, etc. When possible please provide any pictures and/or participant feedback.**

Every Saturday, the English Access Microscholarship students set up the peer teaching activities. They rotate each other every week with clear schedule determined by the class monitor. In the class, they are only allowed to speak English for practice of the lesson, grammar, speaking, listening, and conversation. The result was that: 1) they felt more confident in teaching than before, 2) they felt happy that they had possibility to share what they have learned with their classmates, 3) they praised their classmates, 4) they hoped they could find good job or learn at good university in the future. The following are direct opinion of some of English Access students relating to peer teaching activities:



- Yun Kosal, one of English Access students, lives in Kork Phnao village, Vorsar commune, Samraong Tong district said “ It has been more than one year since I learned English at KAD, I have gained not only English knowledge, but also general one. Right now, I am much better in English both receptive and productive skills. I am not so nervous as in the past because I have learned theories and even practiced speaking skills in person. I would like to express many thanks to KAD, especially to US Embassy that has helped the poor children in rural area to have a chance to absorb English knowledge”.
- Miss. Kham Komsan living in Trakiet village, Trapaing Kong commune, Samraong Tong district said that she appreciated her classmates’ activities and also her activities that took

place during English Access Microscholarship. She was thankful to KAD and US Embassy that have given her a chance to join this course. After two-year program, she wished she was able to teach English to the children in her community. Moreover, she hoped she would become a good English teacher.

- Sorn Panha living in Dork Por village, Vor Sar commune, Samraong Tong district said that “during the enhancement workshop of US Embassy, I was very glad to join the activities. This second workshop provided me with many more experience about the debate group in sharing ideas. Furthermore, I got good instruction from the group leader to lead the debate group. When I finished this workshop, I gained a lot of ideas from my group and leader. I knew that if we got stuck or problem, the discussion was beneficial. I knew it was wrong or right after organizing the debate. “I am not always right” this is what I can’t forget from the leader’s speech.

On 11th March, 2012, the Enhancement Workshop with Kampong Speu English Access Microscholarship students was organized half-day by Fulbright & Undergraduate State Alumni Association of Cambodia (FUSAAC) at KAD’s 2<sup>nd</sup> branch office, Kampong Speu province. 52 participants including village chiefs, students’ parents, KAD staffs, representatives of US embassy and FUSAAC were invited to attend the workshop. The workshop was chaired by Ms. Nhim Pheakdey, representative of US embassy and Mr. Tuy Siphann, Program Manager of Khmer Association for Development (KAD). The workshop agenda were 1) registration, 2) welcome remark by MC, 3) welcome remark by the embassy’s representative, Nhim Pheakdey



and KAD Program Manager, Tuy Siphann, 4) energizer, 5) brief introduction to debate, 6) group discussion, 7) debate stage (questions and answers with prize ), 8) reflection, 9) team game, 10) evaluation, 11) closing remark by KAD Program Manager and 12) group photos. The results were that Kampong Speu English Access students could do the activities confidently with the FUSAAC’s activity leaders.

The following are direct opinions of two of English Access students expressed relating to enhancement workshop:

- Mom Pisal, one of English Access students, living in Trakiet village, Trapaing Kong commune said that he really felt very happy because he obtained good experiences from FUSAAC youth and played happy games, especially he enjoyed the group debate in sharing ideas. He added that FUSAAC youth who organized the workshop really had capacity, knowledge, experience and talent and especially had an idea of sharing what they had known with KAD youth that didn’t do something alone. If you do it alone, you are not right or wrong. You are right forever”. He requested to have such more workshops in the future.

- Miss. Tong Munineat, one of English Access students, living in Kork Phnao village, Vor Sar commune said that at the second workshop, she appreciated the participation in the workshop. She was very excited because she could participate in playing good games. She continued that after participation in the workshop, it had inspired her to have more confidence to make the discussion with their friends before decided to do something in her future study because there was courageous advice from leaders of FUSAAC youth and the representative of Us Embassy.



The following was agenda:

- 7:45 - 8:00 Site preparation and registration
- 8:00 - 8:15 Opening speeches from the representative of KAD  
U.S Embassy Representative, Nhim Pheakdey
- 8:15 – 8:25 Energizer
- 8:25 – 8:45 Brief introduction to “ Debate”
- 8:45 – 9:15 Group discussion
- 9:15- 9: 30 Refreshment
- 9:30 – 11:00 Debate stage (25mn/each) + Q & A with prize (5mn/each)
- 11:25- 11:40 Team game
- 11:40-11:45 Evaluation
- 11: 45- 12:00 Closing speech and group photos

Over 3 month period from April to June 2012, four enhancement activities were done. They were included 1) Peer teaching class, 2) International Children’s Day, 3) International Writing Program workshop, 4) Visit of English Access students to Tuol Sleng genocidal museum and Veal Cherng



Ek Killing field. The following are activities and Ideas related to each of enhancement activities:

- 1). Every Saturday, the English Access Microscholarship students set up the peer teaching activities. In each week, one of students is appointed as a role of teacher who teaches English to the class. Every week, they rotate this role. In the class, they focus on English practice and are allowed to use only English. For the last three months, the results were that: 1) They feel simple when they use English every day, 2) They feel happy when

they are able to share English knowledge with their friends, 3) They were aware of their mistakes, 4) They could correct what they didn’t do well, 5) They hoped they would be able to use English for seeking good employment and pursue university degree. The following are direct opinion of some of English Access students relating to peer teaching activities:

- Chayrak Chon, one of English Access students, lives in Kork Phnov village, Vorsar commune, Samraong Tong district said “after I attended English class one and a half year, I feel that my English is better than before because this class allow me to practice much more English, especially, I can share what I have known to my friends by peer teaching. I feel confident when I stand in front of my friends, I am not so nervous as before. Sometimes, I think I am in a dream because I never think I have a chance like that. I would like to show many thanks to KAD, especially to US Embassy that provides me with a chance to know English and hope for the future”.
- Long Sarann living in Thmor Bang village, Tropeang Kong commune, Samraong Tong District said “I am happy when I see my friends teaching because most of them usually smile and careful for their teaching. They really prepared themselves for their lesson learning, especially, they try their best to share what they know to the class. I wish this course stay in KAD for long time to help other poor students in the rural area to have a chance likw me. I am thankful to the US Embassy that has supported the Access Micro Scholarship Program to KAD.

2). On the first of June, The 20 English Access Micro Scholarship Program students celebrated the International Children’s Day. The purpose of celebration was to raise the awareness of the community people on the four rights of the child 1) rights to survival, 2) rights to education, 3) rights to expression of opinions and 4) rights to health care. The debate on the four rights of the child was organized by 4 groups of 20 Access students. Group 1 stood for the rights to survival, group 2 stood for the rights to education, group 3 stood for the rights to expression of opinions and group 4 stood for the rights to health care. The process was that group 1 debated with group 2 and group 3 debated with group 4. A part from English Access students, primary school children and their parents, KAD staff and local authorities were invited to attend the ceremony.



Concerning that ceremony, a few participants were interviewed and expressed their opinions as follows:

- Suong Ramoan living in Dok Por village, Vorsar commune, Samraong Tong District said “first I feel a little frightened when I stand in front of the crowd of people but latter I feel glad when I think that I have a chance to show my English and general knowledge which I have learned with KAD for one and a half year to my mother, grand mother and all my relatives in the ceremony. I think that this ceremony is very useful for all children, also for all people in the communities to know and understand about the rights of the child so that they respect them. Respecting the children’s rights means that offering the opportunity to all children living with happiness, freedom and good education. I also



thank KAD for celebrating this ceremony”.

- Pounh Sovannary living in Rongkor village, Samraong Tong commune, Samraong Tong district said “I am nervous when I see a lot of people sitting in front of me but I commit myself to do the best to show my ability to my mother and all my relatives in the ceremony. I am happy to see all the children smile when I talk about their rights. It is very important for all the

people understand about their obligation to take care of the children in order to give them enough freedom to do something that bring better life for them. Right now, I really understand that I am very important to help in developing my community and my country.

- Mr. Huon Bunleourn, Dok Por village chief said that he nearly didn’t believe his ears that the children in his village were able to speak English to express themselves related to the topic. They could show what they wanted to explain and most of the listeners understood what they talked about. They are the best in the community. He hoped that in the future, they would help to develop his village. He thanked KAD and US Embassy for implementing this program for his community.

3). On the 1<sup>st</sup> of June, 2012, the International Writing Program Workshop with Kampong Speu English Access Microscholarship students was organized by representatives from US mebassy for about 2 hours at KAD’s 2<sup>nd</sup> branch office, Kampong Speu province. 35 participants including Access students, KAD staffs and representatives of US embassy attended the workshop. The workshop was chaired by Ms. Michael Bennet, representative of US Embassy and Mr. Meas Chandeth, Executive Director of Khmer Association for Development (KAD). The workshop topic focused much on writing and listening skills and solution to the issues that Access students faced. The topic in the workshop was very impressed by the Access students and also KAD’s English teachers, especially related to story and poem writing. The professors were excellent in explanation and the actions were divided into steps that were easily remembered. Furthermore, the professors always gave a chance to the students to practice the activities. Here are some activities and opinions of Access students relating to the workshop:

- Srey Panha living in Samraong Tong village, Samraong Tong commune, Samrong Tong district said “I feel I am not scared when speaking. I would like to be an outstanding student for the US Embassy”. I think that the professors’ explanation was clear because

they talked slowly and I could catch up the meaning. I really loved all the topics that the professors created because they were really useful for me to practice my English. I received some experience from the professors related to the topic. If there were some enhancement workshops next time, I would like to learn about English Public Speaking. I thank for KAD and US Embassy that have introduced this program.

- Nhim Sreynang living in Dok Por village Vorsar commune, Samraong Tong district said “ I am brave in communicating with the professors. I could show my speaking ability to them and get any correction from them. I feel that their explanations were excellent because they had a clear plan on the topic and especially, they tried to make sure all the students understood what they have expressed. The most important point about workshop was the way to be successful in receiving scholarship to study in USA because it can lead me to attain my goal. If there are some enhancement workshops, I would like to learn about “Leadership” because I would like to be the leader. If possible, I wish to request the US Embassy to celebrate Summer Camp Program again because this program really helped me to improve my English knowledge, make new friends, and I can improve much knowledge.”

4). On the 17<sup>th</sup> of June, the Enhancement Activity with Kampong Speu English Access Microscholarship students was organized full day by KAD. 20 English Access Microscholarship program’s students and one staff visited Tuol Sleng genocidal museum and Cherng Ek killing field. The purposes of the visit are 1) to get the students to know the history of Cambodia in Pol Pot regime during 1975-1979, 2) the importance of peace, 3) the value of leaders’ education, 4) suffering of people during Khmer Rouge Genocidal Regime, and 5) the respect for human rights are the role of everybody to keep the society to live in peace. The following are some activities and direct opinions of the students:





- Thong Munyneath, living in Kork Phanv village, Varsor Commune, Samraong Tong district, Said, “I felt suffering when I saw the skulls of the innocent people who were killed in Pol Pot regime. It seemed that the rights to living didn’t have for everybody. I really didn’t understand why they killed their own people like killing animals. I cried when I watched TV showing about working time, food, and cruel punishment. Mother and father had to go away from children. The four or five year old children had to look after a lot of animals like cows, oxen, and pigs. I didn’t believe it was hard like that when my family, especially my grandmother told me but now it is really true for that time. I completely thanks KAD and US Embassy that allowed me to see the true events that I can’t forget in my life.
- Peun Chanrorn said “I cried when I saw thousands of bonds in the Toul Sleng genocidal museum and Cherng Ek killing field. I thought that the people in that generation lived worse than died because there weren’t shelters, enough food, only a suit of clothes, parents could not look after or meet children, parents saw Pol Pot soldiers killing their children in front of them but could not help. How suffering was that? I really don’t know why Pol Pot did like that. I absolutely supported the trial of Pol Pot Khmer Rough Regime leaders at ECC. I wish Cambodia doesn’t fall in to such regime again.”

5). On April 23, 2012 the debate organized by the English Access students on the topic “Grammar is better than vocabulary and vocabulary is better than grammar”. The students were divided into 4 small groups for discussion, raising the questions and answering. Following the debate, Ms. Roxanna Vigil, Access Program Officer met with English Access Microscholarship and explained to them about the education and her experience in education in America. At that time, the students had a lot chance to ask the questions to her about education and culture in America.



Over the three-month period from July to September 2012, five enhancement Activities were done. They were 1) peer teaching class, 2) planting trees, 3) enhancement workshop led by US Embassy 4) Participation in child education on health care, sanitation, and in game arrangement for children 5) schooling enrolment campaign. The following are activities and Ideas related to each of enhancement activities:

1) Every Saturday, English Access Micro scholarship students set up the peer teaching activities. They express themselves with each other every week on clear schedule by the class monitor. In the class, they pay much attention to English practice. They are allowed to use only English in the class. . The result was that: 1) they feel simple when they use English every day, 2) they feel happy when they are able to share English learning with their friends, 3) they know the points to improve their teaching practice, 4) they can correct what they don't do well today, 5) they hope they will be able to use English for search of the job towards to university degree. The following are direct opinions of some of English Access students relating to peer teaching activities:

- Yun Kosal, one of English Access students, living in Kork Phnao village, Vorsar commune, Samraong Tong district said “after I attended English class nearly two years, I feel that my English is much better than before because this class allows me to practice much more English, especially, I can practice English with foreigners and other FUSAAC from US embassy who often organize workshops at Kampong Speu KAD. I feel confident when I am in front of my friends, students, trainers, or visitors, not nervous like before. Actually, I have this day because KAD has given me a chance to join all the events to make me more strong like that. I would like to show much thanks to KAD, especially to US Embassy that gives me a chance to know English and give me the hope for my future.
- Mr. Pheun Chanorn, living in Samraong Tong village, Trapaing Kong commune, Samraong Tong district said “I am happy when I see my friends teaching the class because most of them are usually careful and love their teaching. They are really prepared their lesson very well, especially they try to prepare the lesson plan before they teach. They have to share or show their techniques to deal with their students or friends. I wish this course stay in KAD for long time to help other vulnerable students in the rural areas to have a chance lime me. I am thankful to the US Embassy that support the Access Micro Scholarship Program to KAD”.

1) On the 16<sup>th</sup> to 18<sup>th</sup> July, 2012, all the scholarship students planted the trees in KAD's premise. KAD director has bought a lot of trees for them to help planting.

- Suong Ramoan, living in Dok Por village, Vorsar commune, Samraong Tong district said “ I am very happy to help plant the trees for KAD. I am careful in planting trees to make them grow better because we all want to see green colors in KAD.
- Lun Srey Touch, living in Rongkor village, Samraong Tong commune, Samraong Tong district said “I love clean environment, fresh vegetables, fresh air, clean building, and good relationship. Planting trees is a kind of labor that keeps the environment clean. Good environment makes the children of KAD healthy. I think, it is a small task that I am happy to help KAD. I hope one year later, trees give us the shadow.

2) On 18<sup>th</sup> August, 2012, the Enhancement Workshop with Kampong Speu English Access Micro Scholarship students was organized half-day by US Embassy at KAD's 2<sup>nd</sup> branch office, Kampong Speu province. 35 participants including KAD staffs, representatives of US embassy were invited to attend the workshop. The workshop was chaired by Ms. Nhim Pheakdey, representative of US Embassy and Mr. Meas Chandeth, Executive Director of Khmer Association for Development (KAD). The workshop topic was how to make a small talk focused on speaking

skill. The topics in the workshop were very interesting to the access students and also KAD's staff especially related to the way to make small talk. The FUSAAC were excellent in explanation and the actions were divided into step that was easy to remember. Furthermore, the FUSAAC gives a chance to the students to practice the activities and play lots of games. Here are some activities and opinions of Access students relating to the workshop:



Long Sarann, living in Thmor Bang village, Trapaing Korng commune, Samraong Tong district said "I feel I am not frightened when speaking. I would like to be an outstanding student for the US Embassy". I think that the FUSAAC's explanation was clear because they speak word by word and I can catch up the meaning. I really love all the topics that they have set up because they are really useful for me to practice my English. I received some experience from them related to the topic. This last enhancement is very beneficial to me to

make conversation with new people. I thank KAD and US Embassy that implemented this program.

Thong Monineath, living in Khork Pnov village, Vorsar commune, Samraong Tong district said "I am courageous in communicating with the FUSAAC. I could show my speaking ability to them and get any correction from them. I feel that their explanations were excellent because they had clear plan on the topic and especially, they tried to make sure all the students understand what they have expressed. The most important point about workshop was the way to challenge in

receiving scholarship to study in USA from Alumini they had gone to because It can lead me to attain my goal. During the enhancement workshops, I would like to learn about “Turn Talking” because I would like to be the skillful speaker, group leader, public speaker, etc. If possible, I request to the US Embassy to celebrate Summer Camp event again and let us to join new generation of access students.”

3) On the 18th of September 2012, the Access students prepared education program related to



sanitation and health care with the primary and part-time English students who are learning in KAD. In that time, there were 278 students participated in the program. They also got the students to play game and sing a song.

4) On the 27th of September 2012, the Access students prepared school enrolment campaign. In that campaign the Access students invited three commune chiefs and 11 village chiefs and all students who are learning in KAD including kindergarten, primary, and English part-time students. They drove two trucks full of participants with loud speakers through 28 villages that located around KAD.





Over 3 month period from October to December 2012, two enhancement Activities were done. They included 1) enhancement workshop led by US Embassy and 2) teaching practicum. The following are activities and Ideas related to each enhancement activity:

- 1) On the 18<sup>th</sup> of October, 2012, the Enhancement Workshop with Kampong Speu English Access Micro Scholarship students was organized half-day by US Embassy Alumni (SEAYLP Alumni) at KAD's 2<sup>nd</sup> branch office, Kampong Speu province. 33 participants included English Access students, KAD staffs and representatives of US embassy.

The workshop was chaired by Ms. Nhim Pheakdey, representative of US Embassy and Mr. Meas Chandeth, Executive Director of Khmer Association for Development (KAD). The workshop topic related to “ better environment” with the following agenda and direct opinion of participants:

8:20-8:30	:	Registration
8:30-8:40	:	Opening Remark by a US Embassy representative
8:40-8:45	:	Self Introduction of Organizer (SEAYLP Alumni)
8:45-8:50	:	Participant Introduction
8:50-9:00	:	Role Play by organizer “Everyone Can does it”
9:00-9:20	:	Introduction to SEAYLP and Sharing US Experience
9:20-9:35	:	Introduction to Summer Access Workshop
9:35-9:45	:	Refreshment
9:45-10:05	:	Lecture on Environment
10:05-10:25	:	Group Discussion and Presentation
10:25-10:45	:	Lecture on Effective Learning English
10:45-11:30	:	Trash collection Campaign and Planting Trees
11:30-11:40	:	Refreshment
11:40-11:50	:	Evaluation
11:50-12:00	:	Closing Remark

Miss. Doem Sreypheang, living in Trakeat village, said that I am very happy that I saw the alumni could speak English very well and they tried very hard to encourage me and the other students to work harder that could be as good as them. Especially, this workshop really benefited me because I received much knowledge and experience related to the environment and also participated in environmental protection activities such as tree planting, trashes collection, and others. I am thankful to U S embassy that usually encourage English access students to participate in many enhancement workshops and activities to combine what I have learned with real practice.

Mr. Long Sarann, one of the access students who lives in Thmor Bang village said that I was amazed when I saw the young Alumni could use English very well. I think if the others students in Cambodia are as good as Alumni, human resources will not the problem for Cambodia in the future. Moreover, through this workshop I have learned a lot about English speaking, game playing, environmental protection, and experience sharing. I thank Khmer Association for Development and U S embassy that have conducted this program.



2) One hour a day from Monday to Friday, the Access students were allowed to practice teaching in English class in order to practice the teacher methodologies that they were trained for one and a half month. In the teaching practicum, the teachers always observed them and gave them feedback (good points and the points to be improved). The books that they practiced teaching were Get Together 1, Get together 2, Smart Choice, and Facts and Figures. In the process of teaching, they rotated depending on the schedule. Here are the following opinions of the students after practice:|

- 1- Thong Munyneat , one of the Access student who lives in Kork Phnao village said that I was very happy that I had a chance to practice what I have learned. Through this practice, it could make me to find out about what good points were and the points to be improved because when standing in front of the students, at the first time I felt nervous, but again and again it was simple. It could let me know how to act out as the real teacher, especially it made me more confident and careful because if I wasn't careful, I was unable to answer the students' questions. I would like to thank the Khmer Associations for Development (KAD) and all the teachers that let me practice what I have learned.
- 2- Sorn Panha, living in DoK Por village said I think it was the best to practice the theories that I have learned because when I practiced I could know my real ability. Just learning in the class, I only can read and talk with the teacher and friends but practice teaching, I had to explain the lesson to the students, so I had to double my attention. I felt shy at the first time but after doing it again and again, It made me brave and confident.



**4. Attendance and Performance data– provide data for ALL students in the Access Program.**

Performance Rating: EXCELLENT/GOOD/AVERAGE /NOT PASSING

No.	Students' Name	Percentage of classes attended	Comments	Rating	Comments
1	Doem Sreypheang	99%	Sickness	Good	
2	Tuy Soklang	100%	Regular attendance	Excellence	
3	Sok Pisey	99%	Sickness and study at state-run school	Good	
4	Kham Komsan	98%	Sickness	Good	
5	Tuy Soklun	100%	Regular attendance	Good	
6	Mom Pisal	98%	state school exam	Good	
7	Nim Sreynang	99%	Sickness and state school	Good	
8	Khann Sokhom	97%	Sickness and study at state school	medium	He was working hard but he was poor remembering
9	Suong Ramorn	100%	Regular attendance	Good	
10	Sorn Panha	100%	Regular attendance	Excellence	
11	Chuon Mealea	97%	Sickness	Good	She often has headache
12	Yun Kosal	97%	Study at state school		He often gets cold and headache
13	Chhon Chhayrak	100 %	Regular attendance	Excellence	
14	Thong Munineath	100%	Regular attendance	Excellence	
15	Long saran	100%	Regular attendance	Excellence	
16	Lun Sreytouch	100%	Regular attendance	Excellence	
17	Bonh Sovannary	97%	Study at state school	Good	
18	Ork Thuora	98%	Study at state school	Good	
19	Srey Panha	100%	Regular attendance	Excellence	working very hard
20	Pheun Chanrom	100%	Regular attendance	Excellence	working hard
Regular attendance		50 %			Some of the students were quite busy at state school exams so they could come a bit late in the afternoon.

### **III. PROJECTS/PROGRAMS IMPLEMENTED AT KAD HEADOFFICE**

#### **F. PROFESSIONAL REHABILITATION OF 40 BEER PROMOTION LADIES**



**1. Name of Organization:**

Khmer Association for Development (KAD)

**2. Address of your organization (Please include TEL and FAX numbers, and an e-mail address, if you have one)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.

Tel.: 023 425 927 Mobile: 012 932 840

E-mail: info@kadngo.org Website: www.kadngo.org

**3. Name of chief executive officer and his title:**

Mr. Meas Chandeth, Executive Director

**4. Names of People involved in the project implementation and their titles:**

- o. Mr. Meas Chandeth, Executive Director,
- p. Mrs. Keo Sovanna, Administrative Officer,
- q. Miss. Chek Eth, Administrative Assistant,
- r. Mr. Roeun Veayor, Executive Assistant,
- s. Y Sophea, Beauty Instructor,
- t. Pech Chanthou, Tailoring Instructor.



**5. Project title:**

Professional Rehabilitation of 40 Beer Promotion Ladies

**6. Address of the project site:**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia.

**7. Short description of the project purpose / goal**

The project was initiated in the purpose of creation of new, dignified, income-generating employment and self-employment for beer promotion ladies through professional training that will impart life skills in beauty and tailoring for them that will be used to generate self-income leading to the abandonment of current underestimated job as beer promotion ladies.



**8. Completed activities up to the reporting time**

- In October 2011, KAD announced the recruitment of both tailoring and beauty instructors via Koh Santipheap news and then prepared various documents used in the process of training as well as in the entire process of project such as application form, internal regulations, name list of trainees, report form etc. In the same month, KAD also

announced the selection of trainees by circulating the announcement letters to beer promotion ladies working at restaurants, beer gardens, kara ok parlors and night clubs and through the beer promotion ladies' networks.

- On November 24, 2011, Mr. Roeun Veayor in charge of direct project implementation participated in National Seminar on multi-sectoral responses to violence prevention against beer ladies chaired by Ing Kantha Phavy, the Minister of Women's Affairs and the representative of CARE Cambodia in cooperation between the Ministry of Women's Affairs and CARE Cambodia at Sunway Hotel, Phnom Penh. The participants from Government institutions, NGOs, restaurants, beer gardens and beer promotion networks were invited to attend the seminar. On November 30, 2011, Mr. Roeun Veayor joined the 16-day campaign under the topic "We are united to stop violence on women in order to contribute to peace chaired by Ing Kantha Phavy, the Minister of Women's Affairs at the Ministry of Women's Affairs.
- November 14, 2011, Mr. Meas Chandeth organized an opening meeting with all trainees and some of KAD staff. Mr. Chandeth explained to the meeting about the KAD and about the project to the participants so that they understood and told them to pay attention to their training.
- From November 2011 – October 2012, Mr. Roen Veayor and Miss. Chek Eth did the weekly monitoring by direct observation and by organizing the weekly meetings in order to know about the problems they faced and to find the best ways to solve them.
- Mrs. Y Sophea, beauty instructor was responsible for instruction on the skills relating to hair, cosmetology and manicuring works as follows:
  - In November 2011, there was a total of 14 trainees. The trainees were trained on hair styles including hair curling, hair stapling, hair pinching, hair washing, hair rinsing

and hair bun. The instructor allowed the trainees to practice the skills in curling the hair styles of old and young women such as curly hair, Korean hair style, long hair style, hair steaming style, hair pinching style, hair stapling style, hair washing, hair rinsing, hair bun and head massage. In that month, the problems to be faced by both instructor and trainees were irregular training attendance and lack of water used



by trainees for hair washing practice because they needed to wash daily hair after hair styles have been learned. The instructor requested for enough water. The resolution was to pump and store enough water in water tank. The instructor lifts the spirit of trainees to pay more attention to their training through further explanation and suggestion on the value of life skills. The result of training was that 8 trainees were good; 5 of them were average and 1 of them was weak.

- In December 2011, there were 15 trainees. The instructor reviewed the old lessons and proceeded with the lesson of hair bun styles and then allowed the trainees to practice the skills in hair bun in the form of underneath snail and even to practice hair pinching style and hair bun in the form of underneath snail with top curly hair and hair washing. The trainees were guided to practice upside-down hair bun, hair plait, hair stapling and curly hair pinching styles and old lessons were also reviewed. The result was that 12 of them were good and 3 others were average.
- In January 2012, there were 15 trainees. Old lessons were revised and different modes of hair were continued. In addition, the first lesson of make-up was taught in natural manner and after that the trainees were encouraged to practice all the old lessons. In that month, A few problems faced by both teacher and students were that when electricity cut off, the students couldn't practice their hair modes and water wasn't sufficient for use in hair washing. The result in that month was that 13 students were good and 2 others were average.
- In February 2012, seven lessons and seven hair modes were taught such as curly hair rolling mode for bride, straight hair permanent, two-line hair plait and curly hair rolling, half-mode of hair in the form of snail buttock, half-mode of underneath curly hair, revolving half-mode of hair with underneath curly rolling and all curly rolling hair modes. The students practiced a bride's hair style and hair style tailored to party or to wedding party. They also practiced straight permanent, black and red hair style, washing daily hair, stapling and pinching hair. In addition, they practiced manicuring as well. The result in that month was that 6 students were good, 8 students were average and 1 student was weak.
- In March 2012, four lessons were taught about hair highlighting (hair picking and wrapping) and coloring, natural make-up and sexy style of cosmetology. The students practiced coloring hair from bottom to end, black and red. They also practiced highlighting hair, how to pick and wrap hair all over the head. In addition, they were allowed to directly make up human faces by using the lessons already learned. The problem encountered was no electricity that heated the class. The result in that month was that 5 trainees were good and 10 others were average.
- In April 2012, 5 lessons were taught about sexy cosmetology, make-up for bride, make-up for gala night, hair cutting and review of old lessons. The students reviewed old lessons and exercises, practiced hair modes, make-up and provided with monthly



test on bride-like make-up and all hair styles already learned. They were also allowed to practice hair cutting skills and taken to villages for direct hair cutting practice for villagers in Kampong Speu province. Then the final test was given to the students to complete the first 6-month training course.

- In May 2012, the second 6-month training course started. Another 12 students were selected to attend this course. 3 lessons were taught including curly permanent, hair steaming, many types of hair styles, hair washing, hair massage and then the students were asked to practice. The result was that 6 students were good, 4 students were average and 2 of them were weak.
  - In June 2012, 10 hair styles were taught and then the students were allowed to practice hair modes. 12 students remained in class. The result was that 7 students were good and 5 of them were average.
  - In July 2012, 7 hair styles were taught and 12 students learned in class. In addition, the students were allowed to practice after they were taught the theories. The result was that 7 students were good and 5 others were average.
  - In August 2012, the students were taught about the theories of hair styles, hair plait and cosmetology. 10 lessons were taught and then they were allowed to practice. The result was that 8 students were good and 4 of them were average.
  - In September 2012, the students were taught about cosmetology and manicuring and were allowed to practice their skills. The result was that 9 students were good and 3 others were average.
  - In October 2012, 4 lessons were taught about how to make up the face of bride, how to paint and highlight hair, how to cut hair and about the direct practices of all skills. In that month, after real practice in place by using the dolls' heads, the final test was given to the students to complete the second six-month training course. Finally, the students who passed the final test, were provided with certificates.
- Mrs. Pech Chanthu, tailoring instructor was responsible for instruction on the skills relating to sewing works as follows:



- In November 2011, there were 9 students who were first selected from different restaurants, beer gardens, kara ok parlors. At that time, twelve activities were done including instruction on how to use sewing machine, to spin thread, to use most important parts of sewing machine, to pleat fabric, to stitch zip, to measure and sew trousers, to cut the pattern of short and long skirts and other types of skirts for ladies. After that, the trainees were encouraged to make skirts by using fabric. During this month, there hadn't had enough students yet for teaching. The result was that 4 trainees were good and 5 others were average.
- In December 2011, the students were instructed how to draw the molds of various patterns of shirts, trousers and skirts for old women and then they were encouraged to practice by making shirts, trousers and skirts from these molds. The result was that 5 trainees were good, 4 students were average and 4 others were weak.
- In January 2012, there were 13 students. The teacher presumed theory instruction on how to draws the molds of various patterns of shirts, trousers and skirts for both children and adults and then the 3-month test was given. After that the students were suggested to practice making clothes by using fabric from these molds. The problem faced was that electricity always cut off that caused a trouble in using iron and stitching machine. The result was that 4 students were good, 7 students were average and 2 others were weak.
- In February 2012, there were 13 trainees. The instructor proceeded with instruction on theory and with mold drawing of various types of shirts, trousers and skirts. There was a problem with cut off electricity that heated the class. In that month, 5 students were good and 8 of them were average.
- In March 2012, there were 12 students. The instructor proceeded with instruction on theory and with mold drawing of various types of shirts, trousers and skirts and introduced 4 new lessons relating to making various kinds of robes. In that month, 5 students were good, 4 students were average and 3 others were weak.
- In April 2012, twelve students remained in training class. The instruction on theory and on mold drawing of various types of shirts and robes were on-going and then they were encouraged to practice sewing these types of shirts and robes from the theories

and molds by using fabric. In that month, 5 trainees were good, 3 students were average and 4 of them were weak. The final test to complete the first six-month training course was given to the students and certificates were distributed to the student who passed it.



- In May 2012, 14 theories of clothes making were taught and then 5 lessons of how to make shirts, trousers and robes were taught and then the students practiced making clothes by using real fabric. 12 students remained in class. 8 students were good and 4 of them were average.
- In June 2012, the students were taught how to draw patterns of shirts, skirts and robes using paper and how to sew buttons. And then, the students were allowed to use real fabric to make clothes from the patterns learned. The result was that 7 students were good and 5 others were average.
- In July 2012, 5 lessons were taught how to cut shirt, short skirt for little girl and short shirt. At first, the teacher drew the modes on the white board and then let the students copy them on their note-books and on the white paper and then the students were allowed to practice by using the fabric. The result was that 9 students were good and 3 others were average.
- In August 2012, instruction of how to cut patterns of shirts continued. In that month, three patterns were instructed. At first, the instructor drew pictures on the white board for explanation and then the students were asked to draw them on the paper. Finally, they used fabric to make shirts. The result was that 10 students were good and two others were average.
- In September 2012, 4 lessons were taught about traditional shirt of lady, modes of robes and shirt with short sleeve. The instructor did the same way for teaching and then allowed the students to practice making it by themselves. The result was that 8 students were good and 4 others were average. In that month, the teacher gave a final test to the students and those who passed were provided with certificates.
- In October 2012, 4 lessons were taught about how to make pants, new patterns of traditional shirts and new patterns of robes. Then the students used the real fabric to make it into clothes. The result was that 10 students were good and 2 others were average. The final test was given to the students. In that month, the final test was given to the students and second six-month training course was completed.

## **9. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the beneficiaries; degree of attainment of the original project goal; difficulties you are encountering in carrying out the project, etc.**

### ***Current achievements:***

- 24 beauty trainees have successfully completed the six month beauty training course and only 18 of them passed final exam and have received certificates, four of them failed and two others didn't participate in final exam. The results of final exam among the 18 trainees were that five of them were excellent; eight of them were good; three of them were fairly good and two others were average. Twelve of the students have, up to now, upstarted their own shops in Ta Khmao town and some others have been employed by private beauty salons.
- 281 girls and women were provided with free hair-cut and hair dressing during the field skill practice.

- 24 tailoring trainees have completed the six month tailoring training course but only 16 of them passed the final exam and have received certificates. 8 of them didn't pass the exam. Among the 16 passed students, 9 of them were good, 3 of them were fairly good and 4 of them were average. 7 of left trainees have upstarted their own clothes making shops and 9 others have been employed to work for clothes-making shops in Ta Khmao town and Phnom Penh.

***Effects of the project on the beneficiaries:***

- The trainees who have opened their own beauty shops, have quitted their old job as beer promotion ladies and upstarted a new honorable business.
- They have escaped from physical, mental and sexual abuse, been recognized and respected by the communities.

***Degree of attainment of the original project goal:***

The project has attained 77.27% of its original goal because 22.73% failed the final tests and then left the training classes.

***Difficulties in carrying out the project:***

- Water wasn't sufficient for use and electricity was often cut off.
- A few trainees didn't attend the training classes regularly.
- There was a small space for parking bicycles of students.
- The roof of training class had small holes through which rain water could leak down whereby it was always wet.

**10. Prospects and implementation schedule of the project until the end of the grant period after this report**

KAD implemented the project as planned in the project proposal and the implementation schedule and curriculum were prepared by the instructors on daily basis.



## G. KHMER COMMUNITY NEWSPAPER



**1. Name of Organization:**

Khmer Association for Development (KAD)

**2. Address of your organization (Please include TEL and FAX numbers, and an e-mail address, if you have one)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.

Tel.: 023 425 927 Mobile: 012 932 840

E-mail: info@kadngo.org Website: www.kadngo.org

**3. Name of chief executive officer and his title:**

Mr. Meas Chandeth, Executive Director

**4. Names of People involved in the project implementation and their titles:**

- a. Mr. Meas Chandeth, Executive Director/Publisher,
- b. Mrs. Keo Sovanna, Administrative Officer,
- c. Miss. Chek Eth, Administrative Assistant,
- d. Mr. Roen Veayor, Executive Assistant,
- e. Mr. Ven Chhunheat, Editor,

- f. Mr. Tan Sakpiden, distributor,
- g. Mr. Puk Vanak and Mr. Bou Chantheth, advisors,
- h. Other Speakers.

**5. Project title:**

Khmer Community Newspaper

**6. Address of the project site:**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao town, Kandal province, Cambodia.

**7. Short description of the project purpose / goal**

The Khmer Community Newspaper was set up in order to provide better information on socio-economic issues, development, human rights and democracy to people living in remote areas and to the country leaders through weekly publication and distribution of newspapers. The overall aim of the project is to improve information on socio-economic issues, development, human rights and democracy for people living in remote areas and for the country leaders.

**8. Completed activities up to the reporting time**

In 2012, the Khmer Community Newspaper project received financial support from the Open Society Institute to pursue its activities including further journalism training for its provincial journalists, weekly reporting on community issues, weekly article writing, publication and distribution of newspapers. The project was initiated in order to provide better information on socio-economic issues, development, human rights and democracy to people living in remote areas and to the country leaders through weekly publication and distribution of newspapers. The project received permission from the Ministry of Information for weekly publication of newspapers. The project site was located in Kandal province but its activities covered 24 provinces and cities of Cambodia. We had 28 reporters who were deployed in 24 provinces and cities. In each province, there was one journalist that was deployed for reporting and writing the article and then it was sent to editor for publication in Phnom Penh. The stories written just focused on various issues taking place in the rural areas, for example, land grabbing, domestic violence, uses of narcotic drugs, human rights violation, local democratic practice, rural development, corruption, human trafficking, forced sexual rape, etc. All our reporters held our news entity's ID card, mission letter, appointment letter, copies of press law and of code of conduct that they could use legally. They were prohibited from using their function to extort money from the villagers or from local authorities, otherwise they would face the dismissal from the news entity. On the other hand, our new entity stood as neutral entity that was not aligned with any political parties or politicians and didn't serve the interest of any group. It served the interest of the community people, especially helped improve the democratic practice and to protect the human rights. After reporting and writing, their articles were sent to editorial office



for check, correction and revision and then the editor made decision on the publication. The publication took place weekly. In 2012, the number of printing out increased from 500 copies to 1,000 copies per week. The project didn't have its own printing house. So we sent the finished articles to the printing house in Phnom Penh. Normally, the articles were sent to editorial office from Monday to Friday and on Saturday, they were sent to the printing house and on Monday the newspapers were distributed to the public. The newspapers were distributed to



some of institutions such as some of foreign embassies, some of international organizations, national assembly, senate, 24 provincial authorities, the Ministry of Information, some of national organizations and civil society organizations. In addition, some of papers were put at some of bookstores and newsstands in Kandal province, Phnom Penh and at some of newsstands in the provinces where our reporters stood by. In addition to the weekly publication of newspapers, the news website of the Khmer Community Newspaper was also set up on which the reporters could post their daily or weekly stories or articles. Our provincial journalists were further trained on how to report, to write articles in terms of hot news, feature and investigative news, to photograph and to interview properly for 4 weeks. In addition, the code of conduct and press law were also included into the curriculum. Mr. Ven Chhunheat who then worked for the news entity of Sam Raingsy party led the process of training. Many other speakers were invited to present their experience and shared their skills and knowledge with the participants, for example, Peter Starr, Australian journalist, Mr. Men Makara from human right organization, Mr. Hang Chaktra from Khmer Machas Srok news, Mr. Saing So Enrith from Cambodia Daily and many other well-experienced and well-skilled reporters. The training was organized at head office of Khmer Association for Development (KAD) in Ta Khmao municipality, Kandal province. The homestay was prepared for the trainees who came from the provinces. At that time, only 28 trainees belonging to the Khmer Community Newspaper who stood by at 24 provinces and cities were provided with further capacity building. The project management team members were Mr. Meas Chandeth, publisher, Mr. Ven Chhuheat, editor, Mr. Tan Sakpiden, distributor, Mr. Puk Vanak and Mr. Bou Chantheth, advisors.

### **9. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the beneficiaries; degree of attainment of the original project goal; difficulties you are encountering in carrying out the project, etc.**



#### ***Current achievements:***

- The four-week journalism training was organized,
- 28 provincial journalists were further trained on journalism, code of conduct and press law,
- 56,000 copies of newspapers were published and distributed,
- The project was extended to 24 provinces and cities,
- Eight institutions such as foreign embassy, international organization, national assembly, senate, provincial authorities, the Ministry of Information, national organizations, civil society organizations received the newspapers for reading,
- Some of papers were put at some of bookstores and newsstands in Kandal province, Phnom Penh and at some of newsstands in the provinces where our reporters stood by.
- The website of Khmer Community Newspaper was set up on which local stories were posted,

#### ***Effects of the project on the beneficiaries:***

- The community people's issues were heard by and known to the government officials, national and international organization, civil society organizations and traders whereby they solved them, for example, the newspapers reported and wrote the stories about the destitute families in Kien Svay district, Kandal province and in Kampong Speu province. Then a lot of generous people in Phnom Penh, Ta Khmao town and Kampng Speu donated food, money and many other materials to destitute families published in the newspaper.

- The community people were aware of what happened in their communities, for example, after reporting and writing the story of any village, the newspapers were distributed to villagers. On the other hand, some of bookstores and newsstands in rural areas also received the newspapers for sale so that they bought them for reading.
- Reduced corruption, human right abuse, illegal actions and violation of local government officials, for example, in Stoeng Treng province, the newspapers reported and wrote the articles in terms of illegal sale of wild animal meats, illegal fishing and logging.
- The community people knew that what the government official have done for their community development, for example, the newspapers also reported, wrote and published the achievements of the government such as road construction, canal digging, improvement of health care and education, etc.
- The community people were provided with a great chance to voice their concerns through the newspapers that were heard by the public.

***Degree of attainment of the original project goal:***

Due to short time of publication, and limited number of distribution, the project goal hasn't been attained 100% yet.

***Difficulties in carrying out the project:***

- Reporters were intimidated, were not allowed to enter the places where any problems occurred and had problems with interview with government officials.
- Some of provincial reporters lacked transport means and equipment for photographing and recording.
- One editor couldn't be responsible for managing the whole work in terms of weekly operation of newspaper.
- A printing house was located far away from the news entity.



## **H. SCHOOL DROPPING OUT PREVENTION**

### **1. Name of your organization**

Khmer Association for Development (KAD)

### **2. Address of your organization (Please include TEL and FAX numbers, and an e-mail address, if you have one)**

House #61E1, Street 202B, Dem Mean village, Sangkat Dem Mean, Ta Khmao city, Kandal province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia.

Tel./fax: (855-23) 425 927 Mobile: (855-12) 932 840

E-mail: kad\_cngo@yahoo.com Website: www.kad-ngo.org

### **3. Name of chief executive officer and his/her title**

Mr. Meas Chandeth, Executive Director

### **4. Name of the contact person in charge of the project and his/her title**

Mr. Nouv Simon

### **5. Project title**

School Dropping Out Prevention

### **6. Address of the project site**

Chroy Ampil village, Sangkat Kbal Koh, Mean Chey district, Kandal province, Cambodia.

### **7. Short description of the project purpose / goal**

The project was established in order to reduce the rate of school dropping out and illiteracy of the poorest children in Mean Chey district, Phnom Penh through provision of out-of-school most important subjects for future high school and university entry exams. The project goal is to promote local human resource development from the sources of poor people to becoming the qualified intellectuals who will have capacity to assist in rural community development.

Currently, there are a lot of schools from primary to high levels which have been constructed in almost every village and commune. This has made the children very easy to get access to education. However, the educational system seems to be complicated and schooling time seems to be short and monthly salary seems to be small that entail the teachers of all levels and of all subjects to decide to open private classes requiring the students to pay extra money. In addition, the teachers have to sell copied lesson, exercise or examination papers, etc. to the students. So in each month, the students have to pay much money. These affect the poor students' study and can lead to dropping out. The poor students are unable to attend the private classes to get further knowledge like those who are able. The project provides the poor students with a lot of capability to improve their knowledge prepared for future exams.

### **8. Completed activities up to the reporting time**

For the 3<sup>rd</sup> year of the project, grades 6, 11 and 12 have operated. In grade 6, Khmer literature and mathematics have been taught. In grade 11, the subjects of mathematics, Khmer literature, physics and chemistry have been taught. In grade 12, the subjects of mathematics, Khmer literature, biology, physics and chemistry have been taught. During the project implementation, the number of students in every grade was always changed depending upon the time they had. The following were monthly teaching activities of all teachers and professors:

*In January 2012:*

Grade 12 physics was taught by Mr. Sroeun Thun, professor of physics. There were 40 students in which 25 of them were girls. The lesson of auto-induction and example exercises were taught. The teacher explained the phenomenon of auto-induction, suggested the students to analyze the phenomenon, drew the definition and coped with formulas, gave the students class exercises and home exercises. The students analyzed and understood the phenomenon very well and knew the formulas very clearly through doing the exercises. However, there were some problems such as irregular class attendance, help with housework, lack of transport means and additional classes at school.

Grade 11 physics was taught by Mr. Srieun Thun, professor of physics. There were 40 students, 25 of them were girls. The subject of characteristics of substance heat was taught. In addition, correction of exercises was done and homework was given to the students. Teaching methods were that explanation of phenomenon, suggesting the students to analyze the movement of gas around themselves, solving and drawing formula and definition, giving the students the example exercises at classes and homework. The activities of students were that they knew how to analyze and think about phenomenon and make a good definition and formula through doing exercises. There were some challenges - some students were absent because they helped do housework and some other students learned at public school.

Grade 12 mathematics was taught by Mr. Heng Leang, the professor of mathematics. Equation was taught and mathematic exercises were given to the students. The professor allowed the students to understand what the equation was, explained to them in solving equation and about each form. After the students understood those forms, the teacher gave the students examples 1, 2, 3 and then 4 and 5 for practice on the white board with some instructions of teacher. After they did exercises 4 and 5 already, it was indicated that they understood a lot of equation. At last, the teacher gave homework to the students. Some students did homework and some didn't. Some students came to class regularly and some didn't. So it was hard for teaching.

Grade 11 mathematics was taught by Mr. Heng Leang, the professor of mathematics. The main topic of equation and non-equation of trigonometry was taught. The forms of equation and non-equation of trigonometry were taught as follows:

- a-  $\cos x = a$
- b-  $\sin x = a$
- c-  $\tan x = m$
- d-  $a \sin^2 x + b \sin x + c = 0$
- e-  $a \cos^2 x + b \cos x + c = 0$
- f-  $a \tan^2 x + b \tan x + c = 0$

The teacher had the following teaching methods:

- Explained about each form and gave the exercises to the students with some explanation and allowed them to practice on the white board.
- With such practice for every point of lessons, we noticed that the students had good understanding on the lessons up to 75% and other 25% had little understanding and had nothing because they came to class irregularly.
- Before leaving the class, the students were given homework.

Grade 12 biology was taught by Mr. Duong Vannavuth, biological professor. There were 40 students in total, 25 of them were girls. The main topic taught was about  $H_3PO_4 + C_5H_{10}O_4 + A, T, C, G$ . In addition, the teacher offered the main keys for exercises relating to the topic.

The teacher had the following teaching methods:

- Raising the main points of the lessons.

- Providing the key points for doing exercises.
- Providing homework.
- Calling the students to white board to correct exercises.

The results in May were that 10% of all students were good, 70% were fairly good and 20% were fair. There weren't any problems.

Grade 12 chemistry was taught by Mrs. Sorn Nary, professor of chemistry. There were 40 students in total, 25 of them were girls. The topics taught were as follows:

- Grease and oil
- Explaining the formula and main keys for doing exercises.
- Repeating previous formula relating to 2<sup>nd</sup> semester exam exercises.
- Teaching the examinations and good, important exercises for 2<sup>nd</sup> semester exam.

The teacher had the following teaching methods:

- Teaching the lessons of Grease and oil.
- Showing the formulas and main keys for doing exercises.
- Repeating the lessons that have already been taught.
- Teaching the exercises and examinations prepared for 2<sup>nd</sup> semester exam.

The results of teaching related to improved knowledge of students after teaching the lesson and according to the teacher's evaluation:

- Good = 10%
- Fairly good = 30%
- Fair = 60%

Recommendation for students:

The teacher asked the students to learn the exercises again at home to improve their knowledge.

Grade 11 chemistry was taught by Mrs. Sorn Nary, professor of chemistry. There were 40 students in total, 25 of them were girls. The topics taught were as follows:

- Type of acid
- Alcohol
- Providing exercises for 2<sup>nd</sup> semester exam.
- Teaching the important formulas relating to grade 12.

The teacher had the following teaching methods:

- Teaching the lesson of acid
- Teaching the lesson of alcohol.
- Teaching the exercises prepared for 2<sup>nd</sup> semester exam.
- Explaining and showing the related and memorable formulas for future grade 12.

The results after teaching these topics:

- Good = 20%
- Fairly good = 50%
- Fair = 30%

Recommendation for students:

The teacher told the students to learn by themselves at home and do more exercises.

Grade 12 Khmer literature was taught by Mr. San Maung, professor of Khmer literature. There were 40 students in total, 25 of them were girls. The topics taught were as follows:

- Story titled “ New Sun Shines on Old Earth”
- Story titled “ Brute Village”
- “Model Woman”

The teacher had the following teaching methods:

- Explaining how to interpret examinations.
- Let the students know the history of writers.
- Explaining how to interpret the topics.
- Dictating and explaining the questions.
- Raising the questions in order for students to work on them at home.

Grade 11 Khmer literature taught by Mr. San Maung, professor of Khmer literature. There were 40 students in total, 25 of them were girls. The composition taught by raising the explanatory topic:

- 1- Introduction:
- 2- Body
- 3- Closure

The teacher had the following teaching methods:

- Explaining how to write the composition
- Explaining the value of interpretation of the composition
- Drawing the formulas for analyzing
- Showing the interpretation and then showing evidence.

Grade 6 was taught by Mr. Ros Samnang, primary school teacher. There were 40 students, 27 of them were girls. The mathematics and Khmer literature were taught. For the mathematics, the exercises on fan construction and size of cylinder, height and base of cylinder were taught. The teaching methods were that:

- Chatting with students
- Repeating old lessons by providing the exercises and allowing the student to do them on the white board.
- Teaching new lessons by providing exercises. The teacher showed example exercises to the students and then allowed them to practice. The teachers walked about in the class to explain to the students in groups and then collected the work papers from students for correction. The common correction was also done on the white board.
- The teacher called the students who had mistakes in exercises to come up to the white board to do exercises again.
- Before leaving the class, the teacher told the students to learn by themselves at home.

For the Khmer literature, the teacher dictated the lessons titled “ Rice Crop” and “ Investment” to the students. And teaching methods were as follows:

- Chatting with students
- Repeating old lessons on word writing exercises on the white board or slates.
- Teaching daily lessons. The teacher showed the text and two or three students read it, allowed the students to write difficult words on slates and explained the meaning of the words. The teacher read a group of words to the students to write until finishing. The teacher re-read the paragraph to the students to listen and then collected the work papers for correction and scoring.
- The teacher wrote all wrong words on the white board.

**February 2012:**

The grade 12 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 96 students, 50 of them were girls. 90 students came to class regularly. The amount of teaching hours was 20 hours. The examinations prepared for future exam were taught. These examinations were “Listening to Text For Children”, “History of National Royalty” and “The Ramayana Story”. In addition, the grammars about closing and opening consonants were taught. The result was that 25 students were good, 45 students were fairly good and 26 students were fair.

The grade 11 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 45 students, 30 of them were girls. 90 students came to class regularly. The amount of teaching hours was 12 hours. The teacher explained about explanatory and comparative topic composition. The first topic titled “Struggle will bring good result”, please kindly explain. The second topic titled “Please compare punishment imposed by the king on some actors like Moeun Nguon, Or Choun and Mrs. Teav’s mother with punishment imposed by French colonialist on Kraing Leav village”. The result was that 20 students were good, 20 students were fairly good and 5 other students were fair.

The grade 12 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 90 students, 50 of them were girls. 90 students came to class regularly. The amount of teaching hours was 20 hours. In this month, the teacher only taught the examinations prepared for future exam to the students. The result was that 20 students were good, 50 students were fairly good and 26 students were fair.

The grade 11 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 45 students, 30 of them were girls. 40 students came to class regularly. The amount of teaching hours was 12 hours. The lesson of inability study and 4 other sub-topics were taught. The result was that 15 students were good, 20 students were fairly good and 10 of them were fair.

The grade 12 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 96 students, 50 of them were girls. 90 students came to class regularly. The amount of teaching hours was 20 hours. One lesson and 3 other sub-topics, exercises relating to the lesson, formulas and keys for doing exercises and examinations prepared for future exam were taught. The result was that 20 students were good, 50 students were fairly good and 26 of them were fair.

The grade 11 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 45 students, 30 of them were girls. 35 students came to class regularly. The amount of teaching hours was 20 hours. One lesson was taught and many other exercises relating to the lesson were done by the students. The result was that 15 students were good, 20 students were fairly good and 10 of them were fair.

The grade 6 was taught by Mr. Ros Samnang, primary school teacher. There were 45 students, 27 of them were girls. 43 students came to class regularly. The amount of teaching hours was 24 hours. Both Khmer literature and mathematics were taught. Dictations and writing exercise about sentence were taught as follows:

- Advantages of tourism
- Tonle Bati resort
- Investment
- Tourism in Cambodia

The teaching methods were as follows:

- Chatting with the students
- Repeating old lessons

Teaching daily lessons:

- Teacher showed the text
- Teacher asked a few students to read the text
- Teacher dictated difficult words to the students to write on their respective slates.
- Teacher dictated a group of words to the students to write until finishing
- Teacher read the text and asked the students to re-check it.
- In order to improve the students' knowledge, the teacher collected the students' work for correction and scoring.

Concerning the mathematic teaching, the teacher taught equation exercises and equation quizzes to the students. The teaching methods were as follows:

- Chatting with students
- Repeating old lessons:
  - Students were asked to do writing exercises on the white board
- Teaching daily lessons:
  - Teacher showed an exercise to students and asked them to do it and raised one example to show to the students.
  - Every student did the exercise.
- In order to improve the students' knowledge:
  - Teacher collected the students' work for correction
  - Teacher asked two students at a time to do wrong exercises on white board

The result was that 5 students were very good, 10 students were good, 20 students were fairly good and 10 of them were fair.

The grade 12 physics was taught by Mr. Sroeun Thun, physic professor. There were 96 students, 50 of them were girls. 85 students came to class regularly. The amount of teaching hours was 20 hours. In that month, only exercises prepared for future exam were taught. The result was that 1 student was very good; 20 students were good; 50 students were fairly good and 25 students were fair.

The grade 11 physics was taught by Mr. Sroeun Thun, physic professor. There were 45 students, 30 of them were girls. 35 students came to class regularly. The amount of teaching hours was 12 hours. One lesson and two other sub-topics were taught. In addition, many other exercises were given to the students for practice both at class and at home. The result was that 15 students were good, 20 students were fairly good and 10 students were fair.

The grade 12 biology was taught by Mr. Duong Vannvuth, biological professor. There were 96 students, 50 of them were girls. 90 students came to class regularly. The amount of teaching hours was 16 hours. Examinations prepared for future exam were taught. The relevant examinations were the lessons learned from early year to late year. In the examinations, there were questions and exercises. The result was that 10 students were good, 50 students were fairly good and 36 students were fair.

### ***March 2012:***

The subject of grade-12 chemistry was taught by Mrs. Sorn Nary, professor of chemistry. There were 60 students who came to class regularly and two of them didn't. Of this number, 37 of them were girls. The total amount of teaching hours was 20 hours. In July 2011, the students needed a lot of exercises prepared for grade-12 completion examination. So a lot of exercises and lessons prepared for exam were taught. The results were that 20 students were graded good; 30 students were graded fairly good and 10 of them were fair.



The subject of grade-11 chemistry was taught by Mrs. Sorn Nary, professor of chemistry. There were 77 students, 36 of them were girls. The number of teaching hours was 12 hours. 70 students came to class regularly and 7 of them didn't. The lessons of speed of chemical reaction and the factors having impact on the speed were taught and then exercises relating to these lessons were given to the students. The result according to the teacher's evaluation was that 30 students were good, another 30 were fairly good and 10 of them were fair.

Grade 11 physics was taught by Mr. Sroeun Thun, physic professor. There were 77 students, 36 of them were girls and only 70 of them came to class regularly and the rest didn't. The amount of teaching hours was 12 hours. The number of students increased in that month because it was vacation. In July, the teacher taught the lesson "Movement in Plan" and then provided exercises relating to this lesson. The result in that month for grade 11 of the subject of physics was that 5% of the students were very good; 20% were good; 40% were fairly good and 35% were fair.

Grade 12 physics was taught by Mr. Sroeun Thun, physic professor. There were 60 students, 37 of them were girls. 58 of them came to class regularly while 2 of them didn't. The amount of hours was 20 hours. The lessons taught, were Vrms and energy as well as exercises relating to these lessons. The result was that 5% of the students were very good; 30% were good; 30% were fairly good and 35% were fair.

Grade 12 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 60 students, 37 of them were girls, 58 of them came to class regularly and 2 of them didn't. The amount of teaching hours was 20 hours. The lessons taught as follows:

- Raising the explanatory topics and analyzing them according to each of topics properly.
- The teacher showed the topics to the students.
- The teacher gave the students the explanatory compositions for writing.

The result of the study of students was that 20% of them were good, 70% were fairly good and 10% were fair.

Grade 11 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 77 students, 36 of them were girls. 70 of the students came to class regularly and 7 of them didn't. The amount of teaching hours was 12 hours and the number of students increased due to vacation. At first, the teacher chatted with the students and asked them about the lessons that were learned in previous years. And then, the lesson "Noun" was taught. The result was that 10% were good; 60% were fairly good and 30% were fair.

Grade 12 biology was taught by Mr. Duong Vannavuth, biological professor. There were 60 students, 37 of them were girls. 58 of them came to class regularly and 2 of them didn't. The amount of teaching hours was 16 hours. The number of students increased due to vacation. The topics were taught were as follows:

- Teaching the examinations prepared for completion of grade 12 exam.
- Choosing the examinations with more questions than exercises prepared for completion of grade 12 exam.
- Providing many other exercises prepared for completion of grade 12 exam.

The result was that 1 student was very good; 20 students were good; 30 students were fairly good and 9 students were fair.

Grade 6 was taught by Mr. Ros Samnang, primary school teacher. There were 40 students, 27 of them were girls. All of them came to class regularly. The amount of teaching hours was 12 hours. The lessons taught were as follows:

- Chatting with students
- Repeating old lessons
- The teacher asked the students some question
- Teaching daily lessons
- The teacher asked one of the students to read model text
- The teacher asked one of the students to read exercise questions in their books
- The teacher asked the questions in the students' books
- Collection of opinion relating to any topic
- The teacher allowed the students to writ the opinion on paper

After that the teacher gave the students the writing exercises as follows:

- Writing the activities of community agriculture
- Transforming the poetic works into proses
- Description of information in the region

Concerning the teaching activities of grade-6 mathematics, the teacher had the following teaching strategies:

- Chatting with students
- Repeating old lessons
- Providing daily lessons and practice exercises. The teacher gave the students exercises and then showed examples. The teacher asked 2 of students at a time to do exercises at the white board and helped explain to the any students who didn't write correctly.

In addition, improvement of the students' knowledge was done by providing individual student with exercises and then collecting all work for correction.

The result was that 5 students were very good; 10 students were good; 20 students were fairly good and 5 students were fair.

Grade 12 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 60 students, 37 of them were girls. The amount of teaching hours was 20 hours. The result was that 10 students were good; 35 students were fairly good and 15 students were fair.

Grade 11 mathematics was taught by by Mr. Heng Leang, mathematic professor. There were 77 students, 36 of them were girls. 70 of them came to class regularly and 7 other didn't. The amount of teaching hours was 12 hours. The lesson taught was "Limit of Real Number". The result was that 10 students were good; 25 students were fairly good and 15 students were fair.

***April 2012:***

The grade 12 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 48 students, 16 of them were girls. 40 of them came to class regularly and 8 other didn't. The amount of teaching hours was 20 hours. 2 lessons were taught. They were about theory and reaction of acid and bas and then a lot of questions and exercises were provided. The result was that 10 students were good; 28 students were fairly good and 10 students were fair.

The grade 11 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 48 students, 30 of them were girls. 40 students came to class regularly and 8 other didn't. 2 lessons about the characteristics of metal and oxidation reaction together with a lot of questions and exercises were taught. The result was that 10 students were good; 23 students were fairly good and 15 other were fair.

The grade 12 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 16 of them were girls. 40 of them came to class regularly and 8 other didn't. The amount of teaching hours was 20 hours. The lesson taught was to draw key words used to interpret explanatory, discussing and comparative composition topics and to teach the explanatory topic. In addition, the compositions were given to the students for writing. The result was that 10 students were good; 28 students were fairly good and 10 students were fair.

The grade 11 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 30 of them were girls. The amount of teaching hours was 12 hours. 40 of them came to class regularly and 8 other didn't. The lessons taught were to draw the meaning of explanatory topic for showing according to each of milestones including:

- Introduction (showing the details)
- Body of meaning (interpreting the meaning in details)
- Closure ( providing the value of the topic)

In addition, the teacher taught the key words in grammars, especially the big and small sounds of consonants. The result was that 10 students were good; 23 students were fairly good and 15 students were fair.

The grade 6 was taught by Mr. Ros Samnang, Khmer literature professor. There were 42 students, 34 of them were girls. Among all students, 40 came to class regularly. The amount of teaching hours was 12 hours. The lessons taught were schooling life, good students, examination of best students and quality of best students. The teaching methods of teacher were as follows:

- Chatting with students
- Repeating old lessons
- Teaching daily lessons by showing the texts, reading the text to the students, dictating difficult words to the students and writing them on the white board. The teacher read a group of words to the students to write until completion and then re-read the text.
- The teacher improved the students' knowledge by collecting the students' work for correction and then copied all wrong words on the white board.

The result was that 10 students were good; 20 students were fairly good; 10 students were fair and 2 of them poor.

Concerning the grade-6 mathematics taught by Mr. Ros Samnang, the lessons and exercises were given to the students. The teaching methods were that:

- Chatting with the students before starting the class
- Repeating the old lessons
- Teaching daily lessons – the teacher showed the exercises and questions and drew examples for explaining to the students. The teacher gave the exercises to the students and allowed them to do them on the white board. The students did exercises individually, the teacher walked to observe and explain to the students and then he collected the work papers for correction.
- In order to improve the students' knowledge, the teacher called the students who made mistakes to do exercises on the white board.

The result was that 10 students were good; 20 students were fairly good; 10 students were fair and 2 of them were poor.

Grade 12 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 48 students, 16 of them were girls. 44 students came to class regularly and only 4 didn't. The amount

to teaching hours was 20 hours. 2 topics and a lot of exercises were taught and the result was that 18 students were good, 22 students were fairly good and 18 of them were fair.

Grade 11 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 48 students, 30 of them were girls. 41 students came to class regularly and 7 other didn't. The amount to teaching hours was 12 hours. 2 topics and a lot of exercises were taught and the result was that 12 students were good, 20 students were fairly good and 18 of them were fair.

The grade 12 physics was taught by Mr. Sroeun Thun, physic professor. There were 48 students, 16 of them were girls. 46 students came to class regularly. The amount of teaching hours was 20 hours. Three topics and a lot of exercises were taught. The result was that 10% of the students were good; 50% were fairly good; 35% were fair and 5% were poor.

The grade 11 physics was taught by Mr. Sroeun Thun, physic professor. There were 48 students, 30 of them were girls. 40 students came to class regularly. The amount of teaching hours was 12 hours. Four topics and a lot of exercises were taught. The result was that 8% of the students were good; 50% were fairly good; 35% were fair and 7% were poor.

The grade 12 biology was taught by Mr. Duong Vannavuth, biological professor. There were 48 students, 16 of them were girls. 40 students came to class regularly. The amount of teaching hours was 12 hours. 3 topics were taught. In addition, the professor selected grade 12 examinations and taught the lessons relating to exercises for new grade 12 students. The result was that 10 students were good; 28 students were fairly good and 10 students were fair.

#### ***May 2012:***

The grade 12 physics was taught by Mr. Sroeun Thun, physic professor. There were 48 students, 27 of them were girls. 45 students came to class regularly and the amount of teaching hours was 20 hours. The lesson " Engine " and many other exercises relating to it were taught. The result was that 7 students were good; 20 students were fairly good; 20 students were fair and 1 of them was poor.

The grade 11 physics was taught by Mr. Sroeun Thun, physic professor. There were 48 students, 29 of them were girls. 40 students came to class regularly and the amount of teaching hours was 12 hours. The topics relating to height and distance were taught. In addition, a lot of exercises provided at school and for homework for students. The result was that 3 students were good; 20 students were fairly good; 24 students were fair and 1 of them was poor.

The grade 12 mathematics was taught by Mr. Heng Leang. There were 48 students, 27 of them were girls. 40 students came to class regularly. The amount of teaching hours was 20 hours. Two topics relating to sub-rational study were taught. In addition, a lot of exercises were done by the students as well. The result was that 20 students were good; 24 students were fairly good and four other were fair.

The grade 11 mathematics was taught by Mr. Heng Leang. There were 48 students, 29 of them were girls. 45 students came to class regularly. The amount of teaching hours was 12 hours. Ordinal arithmetic and geometry and exercises were taught. 10 students were good; 30 students were fairly good and 8 of them were fair.

The grade 12 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 27 of them were girls. 45 students came to class regularly. The amount of teaching hours was 20 hours. The topics taught were to interpret discussing composition topic, to show the structure in order for them to think which opinion is affirmative and negative or

synthetic. The word “ Injustice ” provided for discussion. In addition, grammars were taught as well. The result was that 10 students were good; 25 students were fairly good; 10 students were fair and 3 of them were poor.

The grade 11 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 29 of them were girls. All students came to class regularly. The amount of teaching hours was 12 hours. The teacher explained t the grammars about the sounds of vowels and consonants and big and small sounds. The result was that 10 students were good; 25 students were fairly good; 10 students were fair and 3 of them were poor.

The grade 12 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 48 students, 27 of them were girls. 45 students came to class regularly. The amount of teaching hours was 20 hours. Two lessons “Motion of Equilibrium” and “Equilibrium of Acid and Salt” and other 9 sub-topics were taught together with a lot of exercises. The result was that 7 students were good; 20 students were fairly good; 18 students were fair and 3 of them were poor.

The grade 11 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 48 students, 29 of them were girls. 43 students came to class regularly. The amount of teaching hours was 12 hours. Two lessons were taught. The first lesson was about oxidation potential and 3 other sub-topics. The second lesson was about electro-chemical battery and 3 other sub-topics were taught. After that, a lot of exercises were done by students both at class and at home. The result was that 3 students were good; 25 students were fairly good; 20 students were fair and 1 of them was poor.

The grade 6 was taught by Mr. Ros Samnang, primary school teacher. There were 42 students, 29 of them were girls. 40 students came to class regularly. The amount of teaching hours was 24 hours. The Khmer literature and mathematics were taught. For Khmer literature, the composition was taught. In the composition there were 3 other sub-topics such as “ A good person whom I like” “Description of place” and “Normal letter”. The teaching methods were as follows:

- Chatting with students
- Repeating old lessons
- Teaching daily lessons:
  - a. learning model text,
  - b. Teacher showed the text to the students to read,
  - c. Teacher asked the questions in the books to the students
  - d. How many paragraphs are there in this text? What are described about in each of paragraphs?
  - e. Teacher called the students to read the exercises and questions in their books in order to collect opinion.
- In order to improve the students’ knowledge, the teacher wrote opinion that the students provided on the white board.

The result was that 5 students were very good; 10 students were good; 15 students fairly good; 10 students were fair and 2 of them were poor.

Concerning the mathematic teaching by Mr. Ros Samnang, he taught both exercises and quizzes. The other sub-topics such as multiplication by decimal, division by decimal, center point and circle, etc. were taught. The teaching method were as follows:

- Chatting with students
- Repeating old lessons
- Teaching new lessons:
  - a. Teacher showed the exercise or quiz and allowed the students to observe or read

- b. Teacher raised an example to explain to the students
- c. Teacher gave the students the quiz
- d. The students did exercise or quiz as instructed by teacher
- e. Teacher walked around to explain to the students in groups
- In order to improve the students' knowledge, teacher collected the students' work for scoring and then did the corrections on the white board.

The result relating to the mathematic teaching was that 5 students were very good; 10 students were good; 15 students were fairly good; 10 students were fair and 2 of them were poor.

The grade 12 biology was taught by Mr. Duong Vannavuth, biological professor. There were 48 students, 27 of them were girls. 45 students came to class regularly. The amount of teaching hours was 16 hours. The teacher taught the lesson about the keys of lessons used in exercises. In addition, a lot of exercises provided at class and at home. The result was that 12 students were good; 18 students were fairly good and 18 other students were fair.

***June 2012:***

Grade 12 chemistry was taught by Professor Mrs. Sorn Nary. 20 hours were taught and 40 students attended the class, 21 of them were girls. 37 students attended the class regularly while 3 of them didn't. The professor reviewed old lessons, formulas and how to solve them. And then, she gave the students some exercises and questions. The result of learning of students was that 10 students were good; 25 students were fairly good; 5 students were average.

In October 2011, in grade 11 chemistry, there were 35 students, 10 of them were girls. 25 students attended the class regularly and 10 others didn't. 12 hours were taught. The professor reviewed old lessons and gave questions and exercises to the students relating to oxidation, HCl, Na HCO<sub>3</sub> and CaCO<sub>3</sub>. The result of learning was that 5 students were good; 23 students were fairly good; 7 students were fair.

The grade 12 biology was taught by professor, Mr. Duong Vannavuth. In that month, his class consisted of 40 students, 21 of them were girls and the amount of teaching was 16 hours. 30 students come to class regularly and 10 others didn't. The professor selected good exercises from the lessons ADN and ARN and then corrected all the exercises for students as the models and finally the students were allowed to correct the exercises. The result of learning was that 10 students were good, 20 students were fairly good and 10 others were average.

The grade 12 Khmer literature was taught by professor Mr. San Maong. In his class, there were 40 students, 21 of them were girls, 30 of them attended the class regularly while 10 others were often absent. In October, 20 hours were taught. The teaching activities were that composition relating to the word "injustice in society" and to grammar about "consonant". The result in that month was that 10 students were good, 20 of them were fairly good and 10 of them were fair.

In grade 11 Khmer literature, there were totally 35 students, 10 of them were girls, 25 of them came to class regularly and 10 of them were often absent. In that month, the total 12 hours were taught. The teaching activities were that the professor taught relating to original word, root word and derivative word. The result was that 13 students were good, 15 of them were fairly good and 7 others were average.

The grade 6 students were taught by Mr. Ros Samnang. He taught both Khmer literature and mathematics. For Khmer literature, there were 42 students, 40 of them attended the class regularly and 2 of them didn't. 12 hours were taught in that month. The teaching strategies were that chatting with students, review of old lessons and teaching of daily lessons. The teacher read a

text to the students; the teacher called 4 or 5 students to read; the teacher read the word or a group of words for the students to write; the teacher re-read the text, called 2 or 3 students to re-read and asked the students to change the texts with each other for correction. The teacher strengthened the knowledge of students by copying the mistakes of them and defining any word that most of students miswrote for joint correction. The teacher gave the students dictations about best students' exam, best students' quality, the weakest students and advantage of education. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 students were average.

These 42 students also learned mathematics of grade 6. 40 of them attended the class regularly and 2 of them didn't. 40 hours were taught as well. The teacher taught the exercises relating to the number >1,000,000, addition of even number, extraction of even number, multiplication of even number and division of even number. The teaching methods were that the teacher chatted with students, reviewed old lessons, taught daily lessons, strengthened the students' knowledge by collecting exercises of all students for correction and marking and then making joint correction on the white board and gave the students home works. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 students were fair.

Grade 12 physics was taught by professor Mr. Sroeun Thun. There were 40 students in his class, 21 of them were girls. In grade 12 physic class, 30 students showed up at class regularly and 10 others were often absent. The lessons learned were as follows:

$Y = y_1 + y_2 + \dots + y_3 = A \sin(\omega t + \phi)$  that A? and  $\phi$ ? How to find A &  $\phi$ .

$A = \sqrt{a^2x + A^2y}$  that  $A_x = A_1 \cos \phi_1 + A_2 \cos \phi_2$  and  $A_y = A_1 \sin \phi_1 + A_2 \sin \phi_2$

$\tan \phi = \frac{A_y}{A_x}$  if  $A_x > 0, A_y > 0 \Rightarrow \phi = \tan^{-1} \left( \frac{A_y}{A_x} \right)$  if  $A_x > 0, A_y < 0 \Rightarrow \phi = \tan^{-1} \left( \frac{A_y}{A_x} \right)$

If  $A_x < 0, A_y > 0 \Rightarrow \phi = \pi - \tan^{-1} \left( \frac{A_y}{A_x} \right)$  if  $A_x < 0, A_y < 0 \Rightarrow \phi = \pi + \tan^{-1} \left( \frac{A_y}{A_x} \right)$

And then the professor gave an example exercise to verify the formula. The result of teaching in that month was that 10 students were good, 20 of them were fairly good and 10 of them were fair.

For grade 11 physics class, there were 35 students, 10 of them were girls, 25 of them attended the class regularly while 10 other didn't. The teaching hours were 12 hours. The professor taught about:

+Motion of even circle including the path of circle, speed vector with stable value,

+Impetus includes:

- Center incoming impetus  $a_c = \frac{v^2}{R}$

- Touching impetus  $a_T = \frac{dv}{dt} = 0$

- Length speed  $v = \omega R$

- Angle speed  $\omega = \frac{2\pi}{T} = \frac{v}{R}$

+ Revolution of motion  $T = \frac{2\pi R}{v} = \frac{2\pi}{\omega}$

The amount of circuit in 1 S:

$N = \frac{1}{T} = \frac{\omega}{2\pi}$

That:  $a_c \rightarrow m/s^2$

$T \rightarrow s$   
 $v \rightarrow m/s$   
 $w \rightarrow rd/s$   
 $R \rightarrow m$   
 $N \rightarrow rw/s$   
 $aT \rightarrow m/s^2$   
 $dt \rightarrow s$

And then the professor gave an example exercise to verify the formula. The result was that 13 students were good, 15 students were fairly good and 7 of them were average.

Grade 12 mathematics taught by professor Mr. Heng Leang. In October 2011, in his class, there were 40 students, 21 of them were girls. 30 students attended the class regularly and 10 others didn't. 20 hours were taught. He reviewed old lessons and taught the new ones and then gave the students exercise practice. The result was that 7 students were good, 18 of them were fairly good and 15 others were average.

Professor Heng Leang also taught the grade 11 mathematics. There were 35 students in his class and 10 of them were girls. 25 students showed up at class regularly while 10 of them were absent very often. In that month, 12 hours were taught. The lessons taught were self-multiplication, characteristics of self-multiplication and N root. The result was that 5 students were good, 15 students were fairly good and 15 others were fair.

### ***July 2012:***

In this month, the grade 6 consisted of 42 students, 27 of them were girls. 40 students came to class regularly and two of them didn't. The class taught both Khmer literature and mathematics. 24 hours were taught. The lessons learned were text reading and dictation about 1) good experience in schooling, 2) writing a poem about the rule for men, 3) honesty and 4) vaccination against paralysis. As for mathematics, the teacher taught about multiplication, addition, extraction, etc. The teaching strategies were that the teacher chatted with students, reviewed old lessons and taught daily lessons. Concerning the daily lessons, the teacher showed example exercises and texts to the students, allowed them to do exercises and to write difficult words on the white board. The students were asked to do exercises from what he had already explained. The teacher asked comprehensive questions on the lessons, dictated a group of words for students to write until they had finished. The teacher collected all mathematic exercises of students for correction. The teacher strengthened the students' capacity by calling those who had mistakes to do exercises on the white board and to copy the corrected exercises in their books, by collecting all student's dictation books for correction and by asking those who had mistakes to copy wrong words for joint correction on white board and then copied into their books. Finally, the teacher gave the students some exercises as homework. The result was that 5 students were excellent, 15 of them were good, 15 of them were fairly good, 5 of them were average and 2 of them were weak.

Grade 12 biology class consisted of 40 students, 27 of them were girls in November 2011. 37 students attended the class regularly while 3 of them didn't. 16 hours were taught. The lessons taught were that the professor reviewed the grade 11 lessons and selected the most important points relating to exercises. The results was that 15 students were good, 15 of them were fairly good and 10 of them were fair.

Grade 12 chemistry was taught professor Mrs. Sorn Nary. In her class, there were 40 students in total, 27 of them were girls. 37 students attended the class regularly while 3 others didn't. 20 hours were taught. In that month, the professor taught about inter-molecule and then gave



questions and exercises to the students. The result was that 20 students were good, 15 of them were fairly good and 5 of them were average.

Grade 11 chemistry class consisted of 35 students, 19 of them were girls. 33 students attended the class regularly and 2 of them were often absent. 12 hours were taught. The old lessons were reviewed and then the new lesson about ammonia was taught. After that, the questions and exercises were given to the students. The result was that 13 students were good, 16 students were fairly good, 5 students were average and 1 of them didn't work.

Grade 12 mathematics was taught by professor Mr. Heng Leang. 40 students were in his class, 27 of them were girls. 33 students attended the class regularly while 7 of them didn't. 20 hours were taught in that month. The lesson taught was relating to the number of complex. The exercises relating to this lesson were given. The result was that 10 students were good, 20 of them were fairly good and 10 of them were fair.

Grade 11 mathematics was taught by professor Mr. Heng Leang. There were 35 students in his class, 19 of them were girls. 33 students came to class regularly while 2 of them didn't. 12 hours were taught in that month. The lesson taught was about exponential and then the professor gave the students the questions and exercises. The result was that 8 students were good, 16 of them were fairly good and 11 of them were average.

In November 2011, grade 12 physics was taught by professor Mr. Sroeun Thun. In his class, there were 40 students, 27 of them were girls. 37 of the students attended the class regularly while 3 of them were often absent. 20 hours were taught. The lesson taught was about overlap principles and continuous wave. And then he gave the students some exercises. The result in that month was that 18 students were good, 16 students were fairly good and 6 of them were average.

The grade 11 physics class was taught by professor Mr. Sroeun Thun. 35 students learned in his class, 19 of them were girls. 33 students attended the class regularly while 2 of them didn't. 12 hours were taught. The professor taught about interaction power, electric realm, motion in the uniform realm and sub-function of electric power. And then, exercises were given to the students both in class and at home. The result was that 14 students were good, 16 of them were fairly good and 5 of them were average.

The grade 12 Khmer literature was taught professor Mr. San Maong. 40 students were taught in that month, 27 of them were girls. 35 students attended the class regularly and 5 others didn't. 20 hours were taught. The lessons taught were about grammars relating to phonetics, monosyllabic and dissyllabic words and comparative composition. The result was that 15 students were good, 20 of them were fairly good and 5 of them were average.

The grade 11 Khmer literature was taught professor Mr. San Maong. There were 35 students, 19 of them were girls. 30 students attended the class regularly and 5 others didn't. 12 hours were taught in that month. The lessons taught were about original words and nouns. The result was that 5 students were good, 25 of them were fairly good and 5 of them were average.

### ***August 2012:***

Grade 6 Khmer literature was taught by Mr. Ros Samnang. 42 students learned in his class, 27 of them were girls. All of them were permanently present. 12 hours were taught. The lessons taught were about compositions 1) description about the person you like, 2) writing a letter to ask for apology and 3) description about place. The teaching strategies were that chatting with students, review of old lessons and teaching new lessons. The methods in teaching new lessons were that the teacher called one of the students to read the text, asked the questions to measure the level of

understanding of students and asked the students to re-check the meaning of the text and then gave them some questions. The teacher did the idea collection by allowing the students to read the exercise questions in the book and then asked the questions to find important ideas for composition, and asking the students to do the composition where possible. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 of them were average.

Grade 6 mathematics was taught by Mr. Ros Samnang. The same number of students as above was in his class. The teacher taught about decimal number gave exercises relating to the decimals. The teaching methods were that the teacher chatted with students, reviewed old lessons and taught new lesson. The methods for teaching new lesson were that the teacher explained to the students from examples, called 2 or 3 students to do exercises on the white board, gave the students the exercises to do personally, collected the students' exercises for correction and called the students who did wrong to do exercises again on the white board and then corrected them properly. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 of them were average.

Grade 12 biology class was taught by professor Mr. Duong Vannavuth. There were 40 students, 27 of them were girls. 38 students attended school regularly and 2 of them didn't. 16 hours were taught in that month. The lessons taught were that the grade 11 lessons relating to grade 12 examination were reviewed, for instance, creation of reproductive cell and hybridization and grade 12 questions. And then, the teacher gave some exercises to the students. The result was that 35 students were good, 4 of them were fairly good and 1 of them was fair.

Grade 11 chemistry was taught by professor Mrs. Sorn Nary. 35 students learned in her class, 19 of them were girls. 30 students came to class regularly and 5 others didn't. 12 hours were taught in that month. The lesson taught was about ammonia ( $\text{NH}_3$ ) and sulfuric acid ( $\text{H}_2\text{SO}_4$ ) and then questions and exercises were given to the students. The result was that 25 students were good, 8 students were fairly good and 2 others were fair.

In December 2011, there were 40 students in grade 12 chemistry class, 27 of them were girls. 36 students attended regular class while 4 of them didn't. 20 hours were taught. The professor gave some exercises to the students and taught them a new lesson about the theory of oxide and Bas. The result was that 2 students were excellent, 20 students were good, 13 of them were fairly good and 5 of them were average.

Grade 12 mathematic class was taught by professor Mr. Heng Leang. In his class, there were 40 students, 27 of them were girls. 32 students attended regular class while 8 of them were absent very often. 20 hours were taught. In that month, only exercises were given to the students. The result was that 8 students were good, 15 students were fairly good and 25 others were average.

Professor Mr. Heng Leang also taught the grade 11 mathematic class. There were 35 students, 19 of them were girls. 30 students attended the class regularly while 5 others didn't. 12 hours were taught in the month. Only questions and exercises were given as well. The result was that 5 students were good, 10 students were fairly good and 20 of them were average.

Grade 12 physics was taught by professor Mr. Sroeun Thun. 40 students learned in his class, 27 of them were girls. 36 students attended the class regularly and 4 of them didn't. 20 hours were taught in the month. The professor gave the students questions and exercises prepared for future exams. The result was that 5 students were excellent, 20 of them were good, 11 of them were fairly good and 4 of them were fair.

In the same month, professor Mr. Sroeun Thun also taught the grade 11 physics and 35 students learned in his class, 19 of them were girls. 30 students attended the class regularly and 5 of them didn't. 12 hours were taught. The lesson taught was about electric potential – electric realm power -electric potential  $A \rightarrow \infty$  - power  $A$  – potential energy. The result was that 5 students were excellent, 20 of them were good, 5 of them were fairly good and 5 others were fair.

Professor Mr. San Maong taught grade 12 Khmer literature class. 40 students learned in his class, 27 of them were girls. 35 students attended the class regularly and 5 of them didn't. 20 hours were taught. Explanative comparative composition and poem were taught. The result was that 15 students were good, 20 of them were fairly good and 5 of them were average.

### ***September 2012:***

Professor Mr. Duong Vannavuth taught grade 12 biology class. His class consisted of 40 students, 27 of them were girls. 36 students attended the class regularly and 4 of them didn't. 16 hours were taught. The lessons taught were the abstraction of the meanings in the lesson relating to a variety of exercises and review of grade 11 lessons relating to grade 12 exercises.

Grade 11 chemistry class was taught by professor Mrs. Sorn Nary. In that month, her class consisted of 35 students in total, 19 of them were girls. 30 students attended the class regularly and 5 of them didn't. 12 hours were taught. The chapter 6 about stereo chemistry was taught including the lesson about geometry of molecule and then the questions and exercises were given. The result was that 18 students were good, 12 of them were fairly good and 5 of them were average.

Grade 12 chemistry class was taught by professor Mrs. Sorn Nary. 40 students were in her class, 27 of them were girls. 35 students came to class regularly and 5 of them didn't. 20 hours were taught in that month. The lessons taught were about formulas for doing exercises and examinations. The result was that 18 students were excellent, 12 of them were good and 12 others were fair.

Professor Mr. Heng Leang taught grade 12 mathematics. His class consisted of 40 students, 27 of them were girls. 35 students attended the class regularly and 5 of them didn't. 20 hours were taught. The lessons taught were about primitive and indefinite integral and then exercises were given. The result was that 18 students were good, 12 of them were fairly good and 10 of them were fair.

Professor Mr. Heng Leang taught grade 11 mathematics. There were 35 students, 19 of them were girls. 31 students attended the class regularly and 4 of them didn't. The mathematic exercises prepared for future exam were given. The result was that 20 students were good, 10 students were fairly good and 5 students were average.

Professor Mr. Sroeun Thun taught grade 11 physics. 35 students learned in his class, 19 of them were girls. 30 students attended the class regularly and 5 of them didn't. 12 hours were taught. The lesson taught was about condenser and then exercises relating to the lesson were given. The result was that 10 students were excellent, 20 students were good, 3 students were fairly good and 2 others were average.

Grade 12 physic class was also taught by Mr. Sroeun Thun. 40 students learned in his class and 27 of them were girls. 28 students attended the class regularly and 12 of them didn't. 20 hours were taught. Exercises relating to electric power were taught. The result was that 23 students were excellent, 7 students were good, 7 students were fairly good and 3 others were average.

In January 2012, professor Mr. San Maong taught grade 12 Khmer literature. 40 students learned in his class, 27 of them were girls. 38 students attended the class regularly and 2 of them didn't. 20 hours were taught. The lessons taught were about Pramanism, Ramayana story, questions and answers relating to the texts and compositions. The result was that 10 students were good, 25 of them were fairly good and 5 of them were fair.

Grade 11 Khmer literature was also taught by professor Mr. San Maong. He taught 35 students, 19 of them were girls. 30 students attended the class regularly and 5 of them didn't. 12 hours were taught. The professor showed the interpretation normally explanative and comparative subjects. The result was that 10 students were good, 20 of them were fairly good and 5 of them were fair.

Mr. Ros Samnang taught the grade 6 Khmer literature to 42 students, 27 of them were girls. 40 students attended the class regularly and 2 of them didn't. 12 hours were taught. The teaching strategies were that the teacher chatted with the students, reviewed the old lessons and taught daily lessons. The teacher showed the text to the students and called 2 or 3 of them to read it, the teacher asked the students to write difficult words on the white board, the teacher dictated a cluster or a group of words to the students in order for them to write until finishing the text, the teacher read the text again and allowed the students to check it and collected the students' exercise books for correction and then asked the students who had made mistake in writing to make 10 copies. The result was that 5 students were excellent, 10 of them were good, 15 of them were fairly good and 12 of them were average.

Mr. Ros Samnang also taught the grade 6 mathematics. 40 students attended the class regularly and 2 of them didn't. 12 hours were taught. The teacher reviewed the old lesson by calling 2 or 3 students to do previous exercises on the white board. Then he started to teach daily lesson by showing the exercises and raising the examples for explanation to the students, the teacher gave an exercise to the students and walked about in class to observe the students and explain to them, the teacher collected the students' exercise books for correction and then called the students who made a mistake in doing exercise to do it again on the white board and then made correction. The result was that 5 students were excellent, 10 of them were good, 15 of them were fairly good and 12 of them were average.

### ***October 2012:***

Professor Mr. San Maong taught grade 12 Khmer literature class. There were 40 students in his class in that month and 27 of them were girls. 32 students attended the school regularly and 8 of them didn't. 20 hours were taught. The lesson taught was about the interpretation of examination prepared for 1<sup>st</sup> and 2<sup>nd</sup> trimester and national level exams. The result was that 10 students were good, 20 students were fairly good and 10 of them were fair.

Mr. San Maong also taught the grade 11 Khmer literature class. His class consisted of 35 students, 19 of them were girls. 30 students attended the class regularly and 5 of them were absent very often. 12 hours were taught. The lessons taught were about the level of Khmer words, composition in the form of comparative explanation and about noun. The result was that 10 students were good, 18 of them were fairly good and 7 of them were fair.

Professor Mr. Duong Vannavuth taught the grade 12 biology class to 40 students, 27 of them were girls. In February 2012, 30 students came to class regularly while 10 of them didn't. 16 hours were taught. The examination prepared for the first semester test was taught, questions and exercises relating to lessons which have already been taught, were given to students. The result was that 15 students were good, 15 of them were fairly good and 10 of them were average.

The grade 12 chemistry was taught by professor Mrs. Sorn Nary. 40 students learned in her class, 27 of them were girls. 32 students attended the class regularly and 8 of them didn't. 20 hours were taught. The lessons taught were about the ration of acid/bas, nature of motion, review of formula relating to exercises, examinations prepared for the first semester test. The result was that 10 students were good, 20 of them were fairly good and 10 of them were average.

Mrs. Sorn Nary also taught the grade 11 chemistry and 35 students were in her class, 19 of them were girls. 30 students came to class regularly and 5 of them didn't. 12 hours were taught. The lessons that the students learned were about geometry of molecule, form and shape of molecule and exercises relating to this. The result was that 10 students were good, 18 of them were fairly good and 7 of them were average.

The grade 12 mathematic class was taught by professor Mr. Heng Leang to 40 students, 27 of them were girls. 32 students attended the class regularly and 8 of them didn't. 20 hours were taught. The professor taught about the examinations prepared for the first semester test of mathematics. The result was that 10 students were good, 20 of them were fairly good and 10 of them were fair.

Mr. Heng Leang also taught the grade 11 mathematic class. 35 students learned in his class, 19 of them were girls. 30 students attended the class regularly and 5 of them didn't. 12 hours were taught in that month. The lesson taught was about trigonometry. And then exercises were given to the students. The result was that 12 students were good, 20 of them were fairly good and 3 of them were average.

Grade 6 consisted of 42 students, 27 of them were girls. 40 students attended the class regularly and 2 of them didn't. 12 hours were taught. The teaching strategies were that the teacher chatted with students, reviewed old lessons and started new lesson. The teacher showed the text to the students and called 2 or 3 students to read it. The question exercises to verify the meanings of the lesson were also given to the students. The teacher write difficult words on the white board, read a group of words in order for students to write until they had finished, re-read the text, called 2 or 3 students to read again and asked the students to change their text for correction. In addition, the teacher strengthened the students' knowledge by gathering their works for correction. The result was that 2 students were excellent, 10 of them were good, 18 of them were fairly good and 12 of them were average.

Mr. Ros Samnang taught his students mathematics. 42 students learned in his class, 27 of them were girls. 40 students attended the class regularly and 2 of them didn't. 12 hours were taught. The teaching strategies were that the teacher chatted with students, reviewed old lessons and started new lesson. The teacher showed an example to the students and then started explanation, distributed an exercise card for the students to do in group, called a representative of group to interpret on white board and summarized the works of student groups. The teacher strengthened the students' knowledge by allowing each of them to do exercises and collected them for correction. The result was that 2 students were good, 10 of them were fairly good, 18 of them were fair and 12 of them were weak.

Professor Mr. Sroeun Thun taught the grade 12 physics. 40 students learned in his class, 27 of them were girls. 32 students attended the class regularly and 8 of them didn't. 20 hours were taught. In that month, only examinations prepared for first semester test were taught. Eight examinations were given. The result was that 10 students were good, 20 of them were fairly good and 10 of them were fair.

He also taught the grade 11 physics in that month. There were 35 students in his class, 31 of them attended the class regularly and 4 of them didn't. 12 hours were taught. The students were taught about substance heat and then exercises relating to the lesson were given to the students as well. The result was that 10 students were good, 20 of them were fairly good and 5 of them were fair.

***November 2012:***

Grade 6 mathematic and Khmer literature class was taught by Mr. Ros Samnang. 42 students learned in his class, 27 of them were girls. 40 students attended the class regularly and 2 of them were often absent. 24 hours were taught. As for Khmer literature, the teaching strategies were that the teacher chatted with the students, reviewed old lesson by writing difficult words and started daily lesson. The teacher showed the text to the students and called 2 or 3 students to read it. The question exercises to verify the meanings of the lesson were also given to the students. The teacher wrote difficult words on the white board, read a group of words in order for students to write until they had finished, re-read the text, called 2 or 3 students to read again and asked the students to change their text for correction. In addition, the teacher strengthened the students' knowledge by gathering their works for correction. Finally the teacher gave the students homework. For mathematics, the teacher reviewed old lesson by calling 3 or 4 students to do exercises on the white board and started a new lesson by showing an example exercise to the students, giving the students an exercise to be done in group, walking about in class to see and explain to them, collecting their works for correction and asking a representative of students to do a joint correction on the white board, giving an exercise to be done individually and collecting their works for correction. The teacher strengthened the students' capacity by giving the students competitive exercises to be done on the white board and finally, gave homework to the students. The result was that 2 students were excellent, 10 of them were good, 18 of them were fairly good and 12 others were fair.

Mr. Duong Vannavuth, a biology professor taught the grade 12 biology to 40 students, 27 of them were girls. 35 students attended the class regularly while 5 others didn't. 16 hours were taught. The professor taught only examinations prepared for the first semester test by focusing on questions and exercises.

Professor San Maong taught the grade 12 Khmer literature which 40 students, 27 girls, learned. 38 students attended the class regularly, 2 of them didn't. 12 hours were taught. The fifth examination about drama was taught. Interpretation on the questions and answers about the topic and explanation on the writing was made. The result was that 10 students were good, 25 students were fairly good and 5 others were fair.

He also taught the grade 11 Khmer literature class. 35 students learned in his class, 19 of them were girls. 30 students attended the class regularly and 5 others didn't. 12 hours were taught. The students learned poem, knew about the rime and interpretation about the measurement of poem. The teacher showed how to write a poem. The result was that 10 students were good, 20 of them were fairly good and 5 others were average.

The grade 12 physic class was taught by professor Mr. Sroeun Thun. The class consisted of 40 students, 27 of them were girls. 35 students attended the class regularly and 5 others didn't. 20 hours were taught. The professor only taught the examinations prepared for the first semester test, so in that month, 6 examinations were taught. The result was that 10 students were good, 25 of them were fairly good and 5 others were average.

He also taught the grade 11 physic class. 35 students were in his physic class, 19 of them were girls. 30 students attended the class regularly and 5 others didn't. 12 hours were taught. The

professor taught about the rule of Newton. The result was that 10 students were good, 20 of them were fairly good and 5 others were average.

Professor Mr. Heng Leang taught the grade 12 mathematics. 40 students learned in his class, 27 of them were girls. 35 students attended the class regularly and 5 others didn't. 5 hours were taught in that month. Only examinations prepared for the first semester test were taught. So 7 examinations were taught. The result was that 5 students were excellent, 18 of them were good, 7 of them were fairly good and 10 others were fair.

Mr. Heng Leang also taught the grade 11 mathematics. 35 students learned in his class, 19 of them were girls. 29 students attended the class regularly and 6 others didn't. 12 hours were taught. The professor taught about the formula of trigonometry and then exercises relating to this lesson were given to the students. The result was that 10 students were good, 22 of them were fairly good and 3 others were average.

The grade 12 chemistry class was taught by professor Mrs. Sorn Nary. The class consisted of 40 students, 27 of them were girls. 30 students attended the class regularly while 10 of them didn't. 20 hours were taught in that month. The professor reviewed old lessons and formulas by showing the students how to solve the examination and 6 other examinations were taught to be prepared for future tests. The result was that 25 students were good, 10 of them were fairly good and 5 others were average.

She also taught the grade 11 chemistry class in which there were 35 students. 30 students attended the class regularly and 5 others didn't. 12 hours were taught. The new lesson relating to alcohol and ether was taught. In addition, questions and exercises were given. The result was that 25 students were good, 7 of them were fairly good and 3 others were fair.

In addition to instruction, the teachers and professors gave the monthly tests to the students in order to measure the improvement of their knowledge. The results of monthly tests were distributed publicly to the students, their parents and local authorities during the monthly meetings.

The following are management activities of Mr. Nov Simon, the project manager:

- Monitoring the teaching activities and teaching strategies of teachers/professors.
- Observing the students' schooling at each time and evaluating the knowledge and results of study of the students through exercises done, monitoring and surveying.
- Encouraging and instructing the minority of the weak students who sometimes came to class late to pay more attention to their study prepared for future exam.
- Asking the students to pay more attention to class sanitation.
- Preparing documents relating to teaching for teachers.
- Organizing the meetings with all teachers.
- Interviewing the students about the quality of teachers' teaching and asking the teachers about the consequence of teaching and about the needs of teaching materials.
- Preparing the texts and documents relating to the exam results and grades based on the exercises of each of subjects.
- Collecting the results of monthly exercise examination.
- Cultivating relationship with local authorities and relevant institutions.
- Selecting the students and teachers from high schools.
- Attending new school year ceremony chaired by Mr. Kuoch Chamroeun, Mean Chey district governor.
- On June 16, 2012, August 26 2012 and September 9, 2012, Mr. Nov Simon organized the meetings in which students' parents, students, all teachers, Chroy Ampil village chief,

Kbal Koh commune chief and deputy head of Mean Chey District Office of Education, Youth and Sport were invited to participate. The purpose of meeting organizing was to discuss on teaching activities and exam results of students, teaching strategies for the period of 2012, consequence of teaching and its resolution, results of teaching, idea exchange on the gap of teaching and timetable.

## **9. Self-evaluation of the project up to the reporting time:**

**Current achievements and effects of the project on the community; degree of attainment of the original project goal; difficulties you are encountering in carrying out the project, etc.**

### ***9.1 Current achievements***

- 40 students enrolled for grade 12 (for July 2012 exam).
- 40 students enrolled for grade 12 (for August 2012 exam)
- 35 students enrolled for grade 11.
- 42 students enrolled for grade 6.
- 3 meetings with students' parents and local authorities organized.
- 99% of all students improved their knowledge and understanding.
- 60 students (100%) passed 25-27 July 2012 exam, 5 students obtained level B and 21 students obtained level C who have been provided with scholarship at universities.
- 54 students have continued their study at various universities.
- 6 students have worked for various institutions.
- 40 students (100%) passed August 03-05 2012 exam, 5 level B, 17 level C, 12 level D and 6 level E.

### ***9.2 Effects of the project on the community***

- The poor students had a chance to rise up to higher education.
- Increased number of human resources for community development.
- Reduced poverty among the community poor families.
- Reduced school dropping out and illiteracy.
- Local authorities' and students parents' cooperation and participation improved.
- Understanding of community people on the value of education increased.
- The community people helped encourage their children to come to school regularly and didn't allow their children to help with housework or do something else that affected their study.

### ***9.3 Degree of attainment of the original project goal***

According to the exam results, 60 grade-12 students (100%) for July 2012 exam and 40 grade 12 students for August 2012 exam passing their exam and proceeding with their university study, meant that in the future, the communities would have 100 qualified intellectuals who would have capacity to assist in rural community development.

### ***9.4 Difficulties we are encountering in carrying out the project***

- Cooperation from local authorities and education, youth and sport office was limited.
- The government schools always changed their teaching times so that our teachers had difficulties in adjusting to our times.
- Private classes opened by government school teachers also affected our classes.
- Raining season and flooding also obstructed the students' travel to school.

## **10. Prospects and implementation schedule of the project until the end of the grant period after this report**



- We will follow up with the students who passed their exams about what they would do.

### 11. Feedback from Students

I am Yem Ry 18 years old learning at grade 12 G of Chey Varaman 7 and living in Tuol Thnaut village, Koki commune, Kien Svay district, Kandal province. My family is poor. I think this project is very good for me. I have obtained an improved knowledge from five subjects. The



project gives a great chance to poor students to get access to additional education. Seeing that it gives a lot of advantages to the poor students, I want it to continue for years. Before learning at KAD, I was weak at these five subjects such as chemistry, biology, physics, mathematics and Khmer literature. After I had learned at KAD, my knowledge of these five subjects has been improved by 70%.

I am Chuob Dalin, 16 years old, learning at grade 11 C1 of Prek Eng high school and living in Prek Thom village, Sangkat Kbal Koh, Mean Chey district, Phnom Penh. I live in poor family. I think this project is very good and gives me a lot of knowledge from four subjects as well as to provide the poor students with access to higher education. I want this project to continue forever and provide the poor students with university scholarship.



Before learning at KAD, I was weak at these four subjects including chemistry, physics, mathematics and Khmer literature. My knowledge was only 40% then. After I had learned at KAD, my knowledge of these four subject has risen up to 75%.

I am Leang Heng Kim, 11 years old, learning at grade 6 K of Machhemavoan primary school and living in Chroy Ampil village, Sangkat Kbal Koh, Kien Svay district, Kandal province. I think this project is very good for me and for my classmates. The advantages the project bring



about are to learn free of charge and get additional knowledge. I have requested for continuation of project for years so that the poor children have learning opportunities. Before learning at KAD, I was fair at some of subjects and I was weak at Khmer literature. Then, my knowledge was about 40% but after I had learned, I have had much more knowledge than before. My knowledge has been up to 75%. Before, I was weak at dictation and grammar, but now I have understood, been able to write and do grammar questions very well.

# I. STRENGTHENING LOCAL DEMOCRATIC GOVERNANCE THROUGH SOCIAL ACCOUNTABILITY



## **1. Background:**

SILAKA has entered into partnership with Society for Participatory Research In Asia, PRIA, to start this project, **Deeping Local Democratic Governance through Social Accountability, DLDGSAA**. The DLDGSAA has received award for funding from the United Nations Democracy Fund, UNDEF for 2 years. In Cambodia, SILAKA has implemented this project in partnership with Ta Khmao Municipality and Khmer Association for Development (KAD), Kandal province. The project was implemented for 24 months starting on March 01, 2011 and ending on February 28, 2013.

The Cambodia's Deepening Local Democratic Governance through Social Accountability in Asia, DLDGSAA, aims to improve democratic practices in urban local governance institutions through social accountability for improving the provision of basic services to the most marginalized families in Ta Khmao Municipality, Kandal, Cambodia.

DLDGSAA worked to enhance organized civic action and participation through mobilisation, capaMunicipality building, campaigns and participatory monitoring in ensuring accountability. It intends to enhance citizens' access to information and basic services by developing partnership with elected municipalities to establish 'models' of social accountability mechanisms, particularly using citizen charters, pro-active information disclosures and public grievance redressal mechanisms.

## **Project Objectives, Outcomes**

### **Objective:**

To improve democratic practices in Takhmau Municipality governance institutions through social accountability for improving the provisions of basic services (water and sanitation) to the urban poor households.

### **Outcomes:**

1. Enhanced capacities of the urban poor households to engage in regular, sustained and constructive dialogues with municipalities through monitoring and demanding quality services;
2. Enhanced capacities of municipalities to institutionalize social accountability mechanisms and to include needs of the urban poor households in planning and decision making;
3. Enhanced capacities of local civil society organizations to engage in activities that promote democratic urban local governance and enhanced linkages with practitioners of urban governance in Asia;
4. The national policies and programs on municipal governance are informed based on the lessons learned from the project with regard to mechanisms of social accountability and participation of the urban poor households;

## **2. Purpose of Partnership**

The purposes of partnership with CSOs are:

- To jointly develop innovative approaches to ensure strengthen local CSOs capability in corporation in deepening Local Democratic Governance through Social Accountability in Ta Khmao Municipality.
- As part of the on-going process to deepening local democratic governance in Ta Khmao Municipality, CSOs was required to carry out a number of supportive functions and undertake some activities to initiate the project and work closely with Citizen Groups in Ta Khmao Municipality.

## **3. Management and Arrangement**

- SILAKA, as the Implementing Agency, was responsible for overall project management including planning, implementation, monitoring, financial management and contractual arrangements with KAD.
- KAD deployed a field facilitator. The disbursement of resources to KAD was aligned to the agreed upon disbursement schedule between SILAKA and PRIA. This ensured that adequate resources were available with KAD to carry out activities planned between two disbursements (SILAKA and PRIA).
- KAD developed monthly activity plan and budget plan and submitted to SILAKA every first week of the month.
- KAD mainly worked to facilitate field activities with citizen groups and local leaderships (Sangkat) and CBOs in two Sangkats to mobilize their participations and collaboration in the project activities at grass root level.
- The nature of the project demanded for providing hands-on capability development support to KAD by SILAKA to ensure the effective implementation of all field-based activities. SILAKA constantly provided such on-site support. These also included the monitoring of the field activities as well as the project.
- KAD prepared planned activity and financial reports and made documentation of any activities (photos, video etc.) as much as possible and sent to SILAKA.

## **4. Duties and Responsibility of KAD**

### **4.1. Conducting, preparing and sharing of citizen report (2 times)**

- Facilitated citizen/CSOs meeting and select 48 citizen leaders (surveyor);
- Orientation and pilot of CR instrument to selected citizen leaders (surveyor);
- Facilitated data collection and follow-up.

### **4.2. Training/orientation of 480 citizen leaders**

- Participated in reviewing & finalizing training curriculum;
- Orientation meeting among citizens & select volunteer citizens leaders to be elected by citizens;
- Coordinated and collaborated with selected trainers for facilitating trainings to Citizen Leaders (12 sessions) (each training cover 40 pax. for 1 day duration).

### **4.3. Formation of neighborhood level committees (10 committees)**

- Worked with Citizen leaders to identification committee members (criteria) and numbers;
- Prepared list of committee and introduced the members committee to municipality.

### **4.4. Working with citizen groups/sangkat for initiating community monitoring of services**

- Orientation meeting with Citizen Leaders/Neighborhood Committees to review and finalized monitoring system, indicators (result from CR), instrument (Checklist form...etc.);
- Collected consolidate monitoring reports of citizen groups.
- Coordinated monthly meeting at Sangkat level (24 meetings)

### **4.5. Facilitate interface meeting at Sangkat and Municipality levels (4 meetings)**

- Planning and design for the meetings;
- Informed participants
- Documented the meetings

### **4.6. Training workshop of councilors and officials (2 sessions within 60 officials)**

- Worked with Municipality to identify participants (at 50% female) and training location;
- Coordinated and collaborated with selected trainers for facilitating trainings & plan for next step implementation;
- Prepared training reports.

### **4.7. Organizing Municipality-wide campaigns on development and governance issue**

- Facilitated citizen leader to collect information regarding citizens' needs and/or concerns, good cases, interface meeting, monthly meeting and CR report;
- Consolidated the citizens needs and concerns for the campaign;
- Participated in the campaign design committee and cooperated with media person;
- Confirmed participants (local citizens and Sangkat leadership).

### **4.8. Design & pilot following SA tools at Ta Khmao Municipality (citizen charter, Pro-active Disclosure of Information and Grievance Redressal System):**

- Review of existing (policy or guidelines), if any in Cambodia and Ta Khmao;
- Review of inputs by citizens from citizen report, campaign reports and neighborhood meeting reports;
- Designing model for one service;
- Sharing of mechanism with municipality;
- Sharing of mechanism with the citizens' associations;

- Preparing report.

## **5. Project Activities Carried Out by KAD in 2012**



The project activities were implemented by Mr. Sim Dony, KAD program manager and Mr. Roeun Veayor, executive assistant together with administrative and financial officers in cooperation with SILAKA staff. In 2012, KAD continued to work on this project and the following were activities it performed:

- 26 January, 2012, KAD staff was sent to SILAKA for meeting that discussed on lesson planning for training community people.
- 06 February 2012, KAD staff informed citizen representatives of monthly meeting.
- 09 February 2012, KAD staff was invited to attend the meeting at SILAKA that discussed on training organization for people and monthly meeting.
- 10 February 2012, KAD staff organized a meeting with people at Prek Hou commune at 8:00AM – 11:00AM.
- 21-22 February 2012, the 2<sup>nd</sup> citizen training (1<sup>st</sup> stage) was planned and training materials were prepared.
- 23 February 2012, the 2<sup>nd</sup> citizen training (1<sup>st</sup> stage) was held at Prek Hou primary school.
- 24 February 2012, KAD staff prepared a report of that training.
- 27-28 February 2012, the 2<sup>nd</sup> citizen training plan (2<sup>nd</sup> stage) was made and training materials were prepared.
- 29 February 2012, the 2<sup>nd</sup> citizen training (2<sup>nd</sup> stage) was organized at Kampong Samnang commune office.
- 01 March 2012, a report on the citizen training was made.
- 02 March 2012, the 2<sup>nd</sup> citizen training plan (3<sup>rd</sup> stage) was made.
- 06 March 2012, KAD was invited to attend the meeting at SILAKA on training session.
- 07 March 2012, the 2<sup>nd</sup> citizen training (3<sup>rd</sup> stage) was organized at Sangkat Kampong Samnanh.
- 09 March 2012, KAD staff made a report on the training activities.
- 12 March 2012, the 2<sup>nd</sup> Ta Khmao municipality official training plan was made.
- 14 March 2012, the training in which Ta Khmao municipality officials were invited to participate, was organized at Ta Khmao municipal office.
- 14 March 2012, KAD staff monitored local citizen groups.
- 15 March 2012, a report on municipal official training was made.
- 18 March 2012, citizen group monitoring was done.
- 22-24 March 2012, the meeting with interviewers was organized at KAD.
- 08 April 2012, citizen group monitoring was done and monthly meeting with Prek Raing villagers was organized.

- 23 April 2012, meeting with a donor from India at SILAKA.
- 24 April 2012, the meetings with citizen representatives and citizen groups at Batachi and Prek Raing villages were organized.
- 24 April 2012, the meetings with Prek Hou and Kampong Samnanh commune chiefs were held.
- 25 April 2012, the meeting at Ta Khmao municipal office in terms of the report on citizen opinions and dissemination of information.
- 27 April 2012, the interface meeting was held at Ta Khmao municipal office.
- 27 April 2012, the 1<sup>st</sup>- year summing-up meeting was organized at SILAKA.
- 03 May 2012, the meeting at SILAKA relating to previous work done and the work done next.
- 08 June 2012, the 3<sup>rd</sup> citizen training plan was made.
- 13-17 June 2012, the villagers of Kporp Veng, Krabao villages and Sangkat Prek Hou were trained.
- 18 June 2012, the reports on three training sessions were made.
- 26 June 2012, the meeting with Ta Khmao municipal officials was organized.
- 01 & 03 July 2012, the meetings were organized at SILAKA in terms of monitoring and campaign.
- 04 July 2012, the meetings were organized at SILAKA in terms of monitoring and future work done.
- 16 & 19 July 2012, the meetings were organized at SILAKA in terms of monitoring and future plan for next activities.
- 20 July 2012, KAD staff went to all villages under two Sangkats in order to meet with all monitoring groups and to inform them of the campaign and public forum.
- 24 July 2012, the meeting with citizen representatives at Prek Hou commune was held and the data was collected.
- 27 July 2012, the public forum was organized at Kporp Veng lower secondary school.
- 28 July 2012, the meeting with SILAKA on public campaign was held.
- 30 July 2012, the meeting with Ta Khmao municipal officials (including the members of municipal council) discussing on the campaign was organized and then the meeting participants visited the campaign locations.
- 31 July 2012, the campaign throughout Ta Khmao municipality was held.
- 08 August 2012, the monitoring questionnaires were distributed to villagers.
- 16 -17 August 2012, the fourth citizen training plan was made.
- 23 August 2012, KAD staff was sent to SILAKA for training.
- 24-25 August 2012, the 4<sup>th</sup> citizen training was organized at Sangkat Kampong Samnanh.
- 29-30 August 2012, the 4th citizen training was organized at Sangkat Prek Hou.
- 31 August 2012, the meeting with citizen representatives was held at Prek Hou commune.
- 07 September 2012, the monitoring questionnaires were distributed to villagers.
- 11 September 2012, monthly meeting plan with people was made.
- 12 September 2012, the monthly meeting with citizen representatives was organized at KAD.
- 13 September 2012, the report on monthly meeting with citizen representatives was made.
- 17 September 2012, KAD staff joined a meeting with SILAKA staff.
- 18 September 2012, interface meeting plan was made.
- 25 September 2012, KAD staff was invited to attend the meeting with SILAKA staff in terms of interface forum.
- 27-29 September 2012, the interface forum was organized at Ta Khmao municipal office.
- 02 October 2012, plenary meeting was held at Ta Khmao municipal office.

- 12 October 2012, monthly meeting with citizen representatives was held and monitoring was done.
- 13 November 2012, monthly meeting with citizen representatives was organized and monitoring was done.
- 17 November 2012, interface meeting plan was made.
- 19 November 2012, the interface forum was organized at Ta Khmao municipal office.
- 03 December 2012, KAD staff was invited to attend the meeting with SILAKA relating to public campaign.
- 04 December 2012, the public campaign was organized at Ta Khmao.
- 05 December 2012, the report on public campaign was made.
- 17-18 December 2012, KAD staff participated in national conference in Phnom Penh.



## J. DENTAL SERVICES FOR VULNERABLE CHILDREN PROVIDED BY KAD DENTAL CLINIC



### 1. Activities:

This dental clinic was established in 2007 with dental surgery donation from Dentaid-UK and KAD contribution. The project was initiated in order to improve the quality of life of the children and adolescents through the provision of basic dental treatment and oral health education. In 2010, Khmer Association for Development (KAD) received funding from the Direct Aid Program (DAP) of Australian to carry out the “Basic Dental Care for Disadvantaged Children and Adults in and around Phnom Penh” at KAD dental clinic, Ta Khmao municipality, Kandal province. In 2011-2012, Khmer Association for Development partnered with One-2-One Charitable Trust to improve this dental clinic and its services. They provided the clinic with both human and budgetary resources such as dentists, dental assistant, national and international volunteers, dental supplies, instrument, equipment and budget to operate its activities. KAD’s clinic has two dental chairs and other equipment donated by DENTAID in UK. It was established by KAD staff including Mr. Meas Chandeth, Executive Director, Mr. Sim Dony, Program Manager, Mr. Chive Seyha, Executive Assistant, Mr. Lim Sokha, Dental Nurse and Mr. Kim Yon, Dentist. We were provided with technical assistance from Dr. Barry Thomson, a visiting dentist from Western Australia and some dentists from New Zealand. Dr. Barry also donated some dental supplies and instruments for use in the clinic. In partnership with One-2-One Charitable Trust, the clinic was operational for 5 days per week from Monday to Friday and 4 people were employed part-time under the direction of Dr. Puy Hoeung, a young Cambodian dentist. The assistants were dental students from the Faculty of Odontostomatology, University of Health Sciences (Miss. Ly Meyhor, Mr. Heur Mengkong, Mr. Krim Ratha,) and the Faculty of Dentistry, International University (Mr. Meth Chora). Sometimes, Mr. Lim Sokha, a dental nurse



working at another KAD dental clinic in Kien Svay came to help, for example when there were many patients or dentist was absent. Mrs. Debbie Rowley, a dental therapist from New Zealand, volunteered to see children from CCF for two days. The executive director and program manager helped with the administrative work.

The children and adolescents who were under the care of non-governmental organizations and orphanages were treated. The non-governmental organizations and orphanages that sent their children for dental treatment in 2012 including SPSG, MOC, Center of Peace, Cambodian Children Foundation, PSE, New Future of Children, ASCAO, Caritas – Cambodia, God’s Home Everlasting Life Church, New Hope, World Cooperation, KRUSA THEY (NEW FAMILY) and AFESIP. All these organizations and orphanages work to help the most vulnerable children and adolescents out of poverty and misery, for instance, Cambodian Children Foundation works with children whose parents are extremely poor. They help send the children to school and provide



them with basic health care. AFESIP is the organization that works with young girls who were involved in human trafficking, sex trade, domestic violence (rape, physical and mental abuse), and addiction (e.g. narcotic drugs). KRUSA THEY (NEW FAMILY) Ta Khmao works with poor children and orphans, as well as those affected by HIV/AIDS and domestic violence. Before sending their children to clinic, all the partners prepared a list of children with names, sex and age and emailed it to KAD. They were allowed to set the treatment times because they knew when the children were busy at school and when they were free. Normally, 15-25 patients aged from 4 to 21 years from these organizations were seen per day – sometimes more. They normally came both in the morning and afternoon by their own Tuk Tuk and vans. Sometimes, those who were nearby and had a problem with transport means, were transported to and fro by One-2-One Charitable Trust’s Tuk Tuk. Prior to the start of treatment, the patients were registered by using a dental examination form which was kept for the next appointment. In the clinic we employed cross infection control guidelines, clinical protocols and a child protection policy. All equipment was cleaned and instruments were sterilized completely by dental assistants after each patient. The children who came to Ta Khmao clinic mostly suffered from toothache, swollen and bleeding gums, and dental caries. A range of other problems were found – most of which we could treat. From January to December 2012, 4,579 children were dentally treated. The dental services that they received were extraction, filling, scaling, prophylaxy, sealant, pupotomy, endo, duraphat, x-ray, silver and check-up. In addition to these, oral health education was given together with toothpaste and toothbrushes. We found that many children liked eating sweets and candies and before being helped by their NGOs, had no habit of regular tooth brushing. The young women from AFESIP had the most serious dental problems and most needed multiple treatments.

## 2. Output:

The following are the names of dental services we have provided and the number of patients we treated in each month:

Extraction	Filling	Scaling	Prophylaxy	Sealant	Pupotomy	Endo	Duraphat	X-ray	Silver	Check up	Month
57	98	35	30	28	4	8	102	29	25	63	January
41	40	30	20	33	5	8	88	45	92	40	February
64	55	33	20	42	4	5	55	32	31	52	March
42	31	30	20	34	5	6	44	21	22	32	April
85	42	31	15	37	3	3	55	18	23	30	May
51	32	25	18	35	2	7	82	23	31	27	June
39	29	20	18	47	2	3	66	32	22	37	July
50	49	50	12	29	1	5	59	18	27	30	August
73	50	36	21	68	2	7	85	38	22	28	September
82	73	29	10	26	3	6	72	29	19	32	October
50	65	33	40	29	1	7	72	38	30	29	November
99	41	33	14	52	6	9	73	35	40	51	December
<b>733</b>	<b>605</b>	<b>385</b>	<b>238</b>	<b>460</b>	<b>38</b>	<b>74</b>	<b>853</b>	<b>358</b>	<b>384</b>	<b>451</b>	<b>Total</b>

In addition to dental treatment, all these children were also educated on oral health issues and provided with toothpastes and toothbrushes in order for them to know how to prevent tooth decay by themselves.

## 3. Outcome:

- The patients had less pain, were able to eat better, study better and sleep well, had improved oral health, and benefited from an improved appearance.
- The children and young adults received dental health education which reinforced good dietary patterns and the importance of daily tooth brushing.
- The patients developed confidence in coming to the dental clinics and many enjoyed their visits.
- Dental students benefited from their exposure to the children, improving their dental and child management techniques, and developing a sense of community service.
- The project contributed to expense reduction on dental treatment.



# III. Financial Report

## 1. Income

1.1 German Embassy = UAD17,500

1.2 Kindermissionswerk = USD45,120.01

1.3 Schmitz Hille Foundation = USD19,653.18

1.4 Build Foundation = USD13,632

1.5 US Embassy = USD7,452.50

1.6 W. P. Schmitz Foundation = USD15,403.38

1.7 Self-Generated Income = USD21,972

**Total Income in 2012 for Center Development = USD140,733.07**

## 2. Expenditure

### 2.1 Administration

- Logistics = USD10,995.88
- Personnel = USD13,140

### 2.2 Activities

- Operation of Kindergarten = USD2,315.95
- Provision of Medical Services and Health Education = USD5,011.25
- Provision of Dental Services and Education for Children = USD10,236.48
- Capacity building = USD315
- Printed/audiovisual materials = USD1,475
- Travel and transport = USD1,715.8
- Furniture and equipment = USD6,255
- Skill training = USD8181.75
- School materials for students = USD2,576.2
- T-shirt weaving training and operation of small-scale enterprise = USD24,816.58
- Operation of English Access Microscholarship Program = USD7,452.50

### 2.3 Construction

- Construction of child day care building = USD15,403.38
- Construction of learning building = USD25,802.64

**Grand Total Expenditure = USD135,693.41**

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Kampong Speu province, Cambodia, February 08, 2013  
Khmer Association for Development (KAD)  
Executive Director  
Meas Chandeth  
Tel: 023 425 927, Mobile: 012 932 840  
E-mail: [chandeth.meas@kadngo.org](mailto:chandeth.meas@kadngo.org)