



April 20, 2018

2017 Annual Report

The projects and activities were carried out in 2017

Project I – Child Day Care Service Provision

**Project II – Rural Disadvantaged Children and
Youth Development**

**Project III - The Community Development through
the Promotion of Sustainable Agriculture**

**Project IV – English Access Microscholarship
Program**

Project V – Scholarship for Poor University Students

Letter from KAD Executive Director

Firstly, we would like to extend our heartfelt appreciations to all donors who have funded our projects or programs from which several hundred thousands of children and community people have benefited. Frankly speaking but for their financial supports, our activities couldn't be conducted and our children couldn't face up to the changes in their lives; especially, their invaluable aid was involved in effectively settling a lot of problems facing us during the activity implementation.

Secondly, we have appreciated an active involvement of our highly-educated, well-trained, long-experienced personnel in our community development work to help the community children and people out of poverty, misery and hardship that badly trampled their lives. Without their presence and assistance, the projects or activities were unable to materialize or to be realized. They have exhausted all their strength, spirit, intelligence, experience, competence, knowledge and career to accomplish their duties. They performed their tasks with strong commitment and highest responsibility. Sometimes, they spent their valuable time regardless of their national holiday, rest time or personal business.

Thirdly, we would like to acknowledge the collaboration, official recognition and active participation of local authorities, relevant institutions and communities. The local authorities and related institutions cooperated and officially recognized the projects and activities. They facilitated the processes of project design, plan, implementation, monitoring and evaluation. They helped monitor the activities and provided the project implementers with good recommendations used to improve their future project implementation. The community people actively participated in the project activities and made budgetary, advisory and spiritual contributions. They expressed their confidence in Khmer Association for Development in working to benefit the most vulnerable people.

Fourthly, on behalf of Khmer Association for Development, we would like to appeal to all donors for continuation of a grant funding to operate our organization working for the sake of most vulnerable people.

Kampong Speu, Cambodia, April 20, 2018
Executive Director



Meas Chandeth

Project I

Child Day Care Service Provision

1. Name of Organization:

Khmer Association for Development (KAD)

2. Address of the organization implementing the project:

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Contact phone: (855-97) 20 20 945 Contact phone: (855-12) 932 840
E-mail: chandeth.meas@kadcngo.org Website: www.kadcngo.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:

- 4.1 Mr. Meas Chandeth, Executive Director,
- 4.2 Mr. Doem Sam On, Executive Assistant,
- 4.3 Mrs. Keo Sokunbopha, Finance Officer,
- 4.4 Mrs. Keo Sovana, Assistant Accountant,
- 4.5 Mrs. Tim Kimsang, Administrator/Accountant,
- 4.6 Miss. Oeng Ratha, Child Caregiver/Project Coordinator,
- 4.7 Miss. Kham Sophea, Child Caregiver,
- 4.8 Miss. Khoeun Kimyon, Child Caregiver,
- 4.9 Miss. Pounh Putheavy, Child Caregiver,
- 4.10 Miss. Ya Sreyneth, Child Caregiver,
- 4.11 Miss. Sok Marady, English Teacher of Primary School
- 4.12 Mr. Suong Soknoy, Khmer Teacher of Primary School
- 4.13 Mr. Sath Ruos, Primary School Teacher,
- 4.14 Mr. Moom Kosal, Primary School Teacher (for both Khmer and English languages)
- 4.15 Miss. Doem Sreypheang, English Teacher of Child Day Care Service
- 4.16 Mrs. Soeu Savry, Primary School Teacher,
- 4.17 Miss. Tuy Sokly, Child Caregiver,
- 4.18 Mr. Phou Pheng, Van Driver,
- 4.19 Mr. So Serenyvath, Van Driver,
- 4.20 Mr. Roeun Chenda, Hyundai driver,
- 4.21 Mrs. Maung Veasna, Cook,
- 4.22 Miss. Pounh Vanary, Child Caregiver,
- 4.23 Kham Kamsan, Secretary/Librarian

5. Project title:

Child Day Care Service Provision (Reference no. KAD - KAM 25-5-6)

6. Address of the project site:

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

7. Short description of situation of children and the project purpose / goal:

In Cambodia there is a slogan saying that “Bamboo shoot will replace bamboo tree when it grows up.” This means that when children grow up, they will supersede the current adult as community and society leaders. In order to achieve this goal in keeping with the above-mentioned slogan, the Royal Government of the Kingdom of Cambodia has formed some new laws and enforced some other Conventions on Children Protection of the United Nations. Civil society and NGOs in Cambodia have formulated their own policies to protect children from all forms of abuse and also abided by the laws of Cambodia and various Conventions of the United Nations to promote the rights of the child. The Royal Government created the National Policy on Child Care and Development in which 13 institutions are involved to develop the children, but as evidence, this policy doesn’t work well because their responsibility, participation and contribution are very limited. The children live only upon their parents who earn their keep by working for the field of textile and by doing the rice farming. Working for the garment factories and rice cultivation provide them with insufficient income, so they have come down to mortgaging their homestead land, farmland and houses for money to meet their various needs; for instance, to buy a motorbike, an agricultural machinery, rice seeds, chemical fertilizers and poisons, to cure them of their diseases, etc. When unable to pay back all debts, their pawned belongings or properties were forcibly sold and confiscated. All these problems have impoverished them that badly affected their children, for example, they were left unattended, didn’t have enough to eat, lacked the access to education, medical checkup and warm care and suffered all forms of violence. In the areas covered by Khmer Association for Development(KAD), most women work for garment factories to get additional income to feed their children, so it requires them to depart from their home villages to their working places early morning by leaving their children at home unattended or entrusting them to their old grandparents or to their relatives being devoid of sufficient care. This factor causes a lot of serious problems that the children face; for instance, they drown in a water pond or canal; they have a traffic accident; they are sexually raped; they are seriously sick; they don’t have enough to eat and they miss their school.

On the other hand, the preschool education is always ignored, especially in rural areas of Cambodia. Each school covers around 40 villages, but only some 35 children are admitted. In addition, there aren’t enough school or instructional materials and equipment used for instruction and the child caregivers’ teaching activities are also inattentively done. The school located away from the villages is a very big factor either due to the lack of transport means and travel safety.

In order to prevent all these problems from occurring to the children, Khmer Association for Development has implemented the Child Day Care Service Provision project to improve the warm, safe care for the most vulnerable community children in Samraong Tong district through the delivery of safe homestay, recreation, health care, protection from all forms of abuse, nutritious food and learning opportunity.

8. Completed activities up to the reporting time:

KAD has set up the children development center that allows the community children to stay in it all day and even provides them with transportation, hygienic practice, medical and dental

health treatment, lunch, snack, morality education and a great chance to learn Khmer literature, numeracy and English.



concept @ kresal



concept @ kresal

For this year of project implementation, there are two levels of education, the kindergarten and the grade school. In the kindergarten level, the children are graded according to their ages and for the primary level, only those who are aged 6 - 9 are kept in grades 1 - 3. For the next academic year, these children would be promoted to grade 4 and the new grade 1 would be set up. In the kindergarten, 4 classrooms are arranged and the 3-5 year old children are admitted and they are streamed according to their ages and grades.

The child day care service activities are managed by 27 staff including 1 executive director, 1 executive assistant, 1 accountant/administrator, 1 finance officer, 1 procurement officer, 1 librarian/secretary, 1 chef, 3 drivers, 3 farming supervisors, 13 caregivers and 1 health staff.

There are 188 children, 95 are girls. The school performances include study, physical exercises, participation, attitude, hygiene and sanitation. According to the caregivers' evaluation on the children's school performances, it indicates that 3 points such as study, physical exercise and participation are done very well and 2 others such as behavior, hygienic

health are executed fairly. However, the caregivers express their opinions in terms of the children's school performances that some children face a health problem and irregular school attendance due to illness. The daily activities are divided into two parts, the morning and the afternoon as follows:

Kindergarten Grade A: This grade was led by two caregivers, Miss. Ya Sreyneth and Miss. Pounh Vannary. There were 28 children, 7 of them were girls, but 2 of them didn't attend the class regularly because of regular sickness. The school performances included study, physical exercises, participation, attitude, hygiene and sanitation. According to the caregivers' evaluation on the children's school performances, it indicated that 4 points such as study, physical exercise, participation and attitude were done very well and only 1 point such as sanitary practice was executed fairly. However, the caregivers expressed their opinions in terms of the children's school performances that 2 children had faced a health problem and irregular school attendance due to illness. Some of them didn't pay much attention to their study because they remained the minors and however, the majority of them reflected much upon their schooling, liked learning by themselves and obeyed the caregivers. The daily activities were divided into two parts, the morning and the afternoon as follows:

Morning activities:

- The children were transported from their home villages by drivers and accompanied by caregivers.
- Physical hygiene was done by nail-cutting, tooth-brushing and hand-washing.
- The children were lined up to respect the national flag, to sing the national anthem with motion and to do physical exercises.
- The caregivers checked the attendant list and asked some questions about good daily behavior.
- The children were asked whether or not they were taught at home by their parents, guardians or relatives.
- Prewriting by asking the children to read and to write some of Khmer alphabets.
- Numeracy by teaching number 1 – 100 and by asking them to recite the multiplication and to write numbers 1-100.
- Children were taught all Khmer vowels.
- Morality education on how to solute, to walk, to sit, to speak, to sleep and eat morally and decently.
- Coloring, free painting, and story telling.
- Energetic game, entertainment and environmental cleanup.
- Lunch preparation for children.
- Preparing a nap for children.
- In this grade A, some children suffered from cough and fever and they were treated by the health staff standing by in the Center.

Afternoon activities:

- After taking a nap, the children were bathed, combed and tidied up by caregivers.
- The children were taught the basic English words, asked about daily good behavior in English, given good advice, all learned lessons were reviewed, and English songs were sung.
- The children were taught English alphabets A – Z and allowed to color the pictures.
- English vocabularies were given and the children were taught how to translate them into Khmer.
- The children were allowed to count the number 1 – 100 in English and English words in terms of human organs were also instructed.
- Children were asked to write and read on the white board one by one.

- Old lessons learned the whole day were reminded so that the children would be able to remember them very well.
- Snacks and homework was given to the children before leaving the center.
- The children were reminded of good practice and asked to prepare their school materials.
- The children were lined up to respect the national flag and anthem before leaving the center.

Kindergarten Grade B:

The grade B was undertaken by Miss. Khoeun Kimyon, the caretaker. There were 25 children who were aged 4 – 5 in this grade. Of this number, 15 were girls. They came from 17 villages and the furthest village is around seven kilometers away from the center. Of 25 children, only 4 of them abandoned the schooling due to relocation, family breakup and sickness issues. According to the evaluation with regard to the monthly children's study it has shown that: 3 students rated good, 15 rated fair and 4 were poor. They all rated fair for other activities such as physical exercises, participation and attitude. The caregiver expressed her opinion that irregular school attendance took place because of the lack of transportation and minor illnesses. Some students were weak at their work because they liked playing a lot and didn't pay more attention to their study. Four children dropped out because they were chronically ill and relocated to other areas with their parents. The following activities were carried out for the whole year by the caregiver:

Morning activities:

- She went to pick the children up at their home villages. When arriving at the center, they were suggested to brush their teeth, to be lined up to sing the national anthem, to do physical exercises, to sing motional songs and to recite the poems.
- Reviewing old lessons by asking the students to write on their respective hand board.
- New lessons were started by writing on the white board and then asking the children to read and writing down in their respective notebooks and finally they were asked to read one by one.
- Prewriting relating to Khmer alphabets was done and then some songs were taught.
- Mathematics in relation with the numbers was taught.
- The vowel lessons were reviewed; multiplication was recited; and English songs were taught.
- The children were allowed to break and play on the playground for fifteen minutes per day. During their break, sometimes, they were asked to pick up trash to be put into the trash bin.
- When coming back to the room, the children were asked to read one by one and then prepared for lunch.
- Before taking lunch, the children were required to wash their hands and after that they were put to bed until 1:30 pm.

Afternoon activities:

- After waking up, the children were bathed, their hair was shampooed, combed and neatly tied and their finger nails were cut short.
- The children were asked to recite the English alphabets, A – Z and days of the week. Monday – Sunday and all parts of human body.
- The old lessons were reviewed by allowing the children to write on their respective hand slates.
- Then the new lessons were written down on the white board and read to the children who afterward were asked to repeat, to record in their respective books and to read on the white board once at a time.

- English words, phrases and simple sentences were taught by asking the children to read and to practice saying them again and again.
- Snacks were prepared for children to eat such as boiled yam, cake, sweets, fruit, etc.).
- Before leaving for homes, the children were given homework, lined up to sing the national anthem and good habit was reviewed.

Kindergarten Grade C:

Miss. Kham Kamsan was responsible for managing the Kindergarten Grade C. In her classroom, there were 27 children, 17 of them were girls. 11 of them were not punctual in class because they had health problems. All the children aged 5 - 6 and came from 17 villages. The caregiver had to evaluate five activities done by the children. They included study, physical exercises, participation, attitude, hygienic health. According to the evaluation, the results of their study were that 4 children were graded good; 19 were rated fair and 3 were considered poor. As for the four other points, they rated fair. According to the caregiver's opinion, some children didn't bring their study materials to the center and were playful and those who had just come to the center were ill very often. The following activities were done by the caregiver during the whole year of project implementation:

Morning activities:

- She went to carry the children by a vehicle from their villages to the center. Upon arrival, they were put in straight lines to brush their teeth, to sing the national anthem and to do the physical exercises.
- The old lessons were reviewed by asking the children the questions once at a time.
- The new lessons were started and written down on the white board and the children were asked to copy them into their respective notebooks.
- Pre-writing taught the children Khmer consonants and vowels. Pre-mathematics taught the children the numbers 1 -100. The caregiver read to the children and then they were allowed to repeat one by one.
- The children were allowed to recite the multipliers 1-10 and then the kindergarten songs were learned.
- The children were allowed to take a short the morning break and to pick up trash.
- After coming back to the class, they rewrote down both new and old lessons in their respective notebooks.
- The children were asked to clean their hands and to get ready for lunch and then prepared them for a short nap.

Afternoon activities:

- After getting up, the caregiver bathed and shampooed the children, tied their hair neatly and then cut their finger nails short.
- The class started by asking the children about the previous lessons and by reviewing all lessons that have already been learned.
- The children were asked to spell English words and to translate the English sentences.
- New lessons like new English words, phrases, sentences and number were taught by writing them on the white board and let the children copy them.
- The caregiver read the lessons to the children and then they were required to repeat them.
- Snacks were given to the children and then they were told to prepare their school materials for getting back home.
- The children were lined up to sing the national anthem and to respect the national flag. They were told about daily good practices.
- The children were sent back to their home villages.

Kindergarten Grade D:

Miss. Oeng Ratha, a caregiver, was responsible for teaching the Kindergarten Grade D in which 26 children, 14 girls learned. They aged 6 -7. According to the report made by the caregiver, just 8 of all children was absent very often because they had health problems such as fever, respiratory inflammation, headache, stomachache, etc.. One child dropped out because he was settled into the public school. The children came from 15 villages. According to the caregiver's evaluation, most children had good health and were quick to understand about what they had learned with great attention. Their school performances included studies, physical exercises, participation, attitude, hygiene and sanitation. Of 26 children, 5 rated good; 19 rated fair and 1 of them was poor. The participation and physical exercises were done very well while their attitude was fair. They practiced their hygiene and sanitation very well either. However, just 1 of them were slow at their learning because they didn't attend the class regularly and didn't have the already learned lessons in their notebooks and didn't practice self-learning at home. The following activities were done by caregiver:

Morning activities:

- When arriving at the center, the children were led to brush their teeth as part of their hygienic activities.
- They stood in straight line to respect the national flag and to sing the national anthem, to do the physical exercises, to recite poem and multipliers. They were asked about their good practices and old lessons.
- Pre-writing - the children were taught Khmer consonants and syllables. They also learned to write numbers.
- They listened to old stories and recited the poems.
- They were educated on how to speak politely, to eat hygienically, to clean their body and clothes and to brush their teeth.
- All these lessons were taught to the children by asking them to read, to recite, to count and write on the white board. They were given the dictations and allowed to read in groups and individually.
- Pre-mathematics – both Khmer and Latin numeracies and the numbers 1 - 100 were taught and the multipliers 2 – 10 were recited.
- The children were allowed to copy all lessons into their respective notebooks, to write on the whiteboard, to read in groups or individually, to write on the hand slates, to recite the lessons, the multipliers and to do the homework.
- The children were allowed to take a short break. During the break, they had a chance to play happily on the playground.
- At 10:40 am, lunch was prepared and then the children had it. After lunch, they were put to bed until 2:00 pm.
- Some children suffered from cough and fever, so they were sent to local health centers, hospital and private clinics.

Afternoon activities:

- After taking a nap, the children were bathed and shampooed. Their hair was combed and tied neatly. Finally, they were manicured. Then they stood up to express their respect for the caregiver and classmates.
- In the afternoon, English language was taught from Green Textbook. Normally, the old lessons were reviewed, English words were recited, spelt, dictated and translated and the numbers were counted.
- As for the new lessons, the children were taught how to write English words and sentences, for instance, days of the week, months of the year, parts of the body, species of animals, types of fruit, families and colors, vegetables, materials etc., to count and to write the numbers 1 – 100.

- Before going back home, snacks were given to the children and usually, they had cake, sweet, yam, fruit, etc. and then the children were reminded of all lessons they learned all day, asked about good behavior, given good advice and homework.
- They were sent back to their home villages by all caregivers and drivers at about 4:00 pm.

Primary Education – Grade 1:

Miss. Soeng Navy, the primary school teacher and Miss. Doem Sreypheang, the university students were employed to take responsibility for instructing the grade 1 by dividing their respective roles and duties. Miss. Soeng Navy taught the children Khmer literature, mathematics and social study in the afternoon while Miss. Sreyphean taught only English language in the morning and helped manage the whole class all day. In this class there were 29 children aged 6 – 8 years and of this number 15 of them were girls coming from 16 villages under Samraong Tong district.

According to the evaluation of the caregivers in terms of the children's study, it was indicated that 15 children received the good scores; 7 others received fair scores; 7 of them received poor scores. Besides the study, other activities included physical exercises, participation, good behavior, practices of hygiene and sanitation. All the children practiced all these points very well. In this class, two of children didn't come to class regularly due to frequent illness and one of them dropped out because nobody in the family didn't prepare her for school, so the real number of children was 28. Some factors that caused the children's poor school performance were that they were ill very often; the parents didn't attend to their children's study; the children themselves liked playing.

The activities that implemented by the caregivers were as follows:

Morning activities:

- 6 -7:45 am, Sreypheang went to collect the children from their village by Hyundai truck.
- 7:50 am – 8:15 am, the children were greeted, lined up to sing motional songs and to recite the lessons. Their homework was corrected and some advice was given.
- 8:15 am – 9:00 am, old lessons were reviewed and new ones started by writing on the white board and the children were asked to read in groups, in rows and one by one. The questions relating to the days, months and years were asked. 15 minutes were given to the children to copy the lesson. Some more questions about the lesson they were learning were asked. The caregiver read the lesson to the children and then they were allowed to repeat it in group and individually. Afterward, they were taught how to write and spell the words. The caregiver rubbed the lesson from the whiteboard and then asked the children to read. The children were asked to open their textbooks to see the pictures and then illustrated and colored.
- 9:25 – 10:05 am, the children were allowed to take a short break.
- 10:05 am – 10:45 am, the children cleaned their hands and prepared themselves for lunch and then took a nap up to 12:30 am. During this time, they were told old stories and asked to tell the old stories and sometimes, to draw the pictures.
- American Headway English textbook was used in English teaching activities. Vocabularies, phrases and sentences were taught. The pictures together with examples were utilized in the teaching methods. The lessons were written down on the whiteboard and then the caregivers read them to the children to repeat after that. Then the children read and spelt vocabularies by themselves. At the end of class, all lessons learned were reviewed and homework was given.

Afternoon activities:

After taking a short nap, the children were bathed and then they were prepared for the afternoon class. The afternoon curriculum was divided into two sections as follows:

A. Khmer literature and sociology:

1:00 pm – 1:50 pm Khmer literature learning

- At first, the teacher had to strengthen school disciplines and morality.
- Homework was corrected and the children were asked to read once at a time.
- The already learned lessons were reviewed and the children were asked about the previous lessons.
- The children were asked to open their respective textbooks and given a chance to learn about the lessons and pictures.
- New lessons started and the children were given 15 minutes to write.
- At 1:50 pm – 2:10 pm, the children were allowed to break for 20 minutes.
- 2:10 pm – 2:50 pm, the children learned the lessons written down on the whiteboard and spelt them.
- The teacher read the lessons and allowed the children to repeat and then she explained.
- The children were allowed to read and to spell on their own and then the teacher gave them a dictation and after that she corrected it.

B. Mathematics:

2:50 pm – 3:15 pm, mathematic and sociological study

- The teacher explained the mathematic lessons and demonstrated the mathematic exercises.
- The teacher gave the children the exercises for actual practice and then corrected it.

3:15 pm – 3:30 pm - The old lessons were reviewed and the previous days' homework was corrected.

- Daily lessons were taught including addition, extraction, multiplication and division.
- The children were encouraged to recite the multipliers every day and taught how to know the time.
- At the end of hours, they were given homework and practice with good habit.

Primary Education – Grade 2:

The children studying in Grade 1 in the previous year were promoted to the grade 2 in the following year. Mr. Moom Kosal, the primary teacher, was in charge of both Khmer and English instruction. In this grade, there were 27 students, 14 of whom were girls. The curriculum was Khmer literature, mathematics and sociology. In addition, other elements such as physical exercise, participation, attitude and hygienic health were included into the curriculum. According to the teachers' evaluation, of 27 students, 1 was good at the subjects of Khmer literature, mathematics and social study; 20 were fair at the subjects of Khmer literature, mathematics and social study and 6 others were poor at all these subjects. All the students were active in the other elements. According to the teachers' comments, only one student didn't come to school regularly and didn't do their homework. Among 27 students, there weren't any who dropped out and their school results were satisfactory for all skills such as writing, reading and listening. Instructional activities were done from Monday to Saturday. The curriculum was divided according to the week days, for example, from Monday to Thursday, the children learned Khmer literature, mathematics; on Friday they learned only mathematics and on Saturday they learned sociology. However, one of children was often ill. The following are instructional activities:

Morning activities:

- In early morning Kosal went to the villages with the driver to collect the children. When arriving at the center, the children were asked to do the sanitation and then lined up to pay respect to the national flag and anthem.
- Old lessons were reviewed and homework was collected and corrected.

- New lessons were started by writing on the whiteboard and then the children copied them into their notebooks.
- English vocabularies given and then asked the children to make the sentences using them.
- The children were required to converse with each other using the vocabularies given.
- New homework was given to the children and encouraged them to do it for the next day's correction.
- Lunch was prepared and after that the children were put to nap.

Afternoon activities:

The afternoon curriculum was divided into two sections as follows:

A. Khmer literature:

- Old lessons were reviewed by asking the students to write on their respective hand slates, to read with the notebooks or textbooks closed, to read the lessons in the textbooks and by asking and answering the questions.
- Teaching methods – all new words were selected and explained to the students. The teacher read the lessons to the students and then they were allowed to read one by one and finally, to copy into their notebooks. Dictation, monthly tests, hand slate writing and homework were included into the curriculum.

B. Mathematics:

From Monday to Friday, mathematics and sociology were taught and on Saturday all lessons were reviewed. The teaching methods were that the teacher had the students to recite the multiplications, to do the numbers on their hand slates and on the whiteboard and corrected their exercises and homework.

Primary Education – Grade 3:

Last year, this grade 3 was established and supervised by two teachers, Mrs. Kham Sophea and Mr. Sath Ruos. Sophea taught English in the morning and in the afternoon helped provide the weakest students with additional Khmer literacy instruction, produce instructional materials and supervise other kindergarten classes. Sath Ruos was responsible only for teaching the primary level such as Khmer literacy, mathematics and sociology. There were 22 students in this class, 11 were girls. According to the annual test results, 5 students received the best grades and 17 others obtained medium grades and they did well in other activities such as physical exercise, participation, attitude, sanitation and health.

The activities that implemented by the teachers were as follows:

Morning activities:

- Sophea went to collect the children from their village by Hyundai truck.
- The children were greeted, lined up to sing motional songs and to recite the lessons. Their homework was corrected and some advice was given.
- Old lessons were reviewed and new ones started by writing on the white board and the children were asked to read in groups, in rows and one by one. The questions relating to the days, months and years were asked. 15 minutes were given to the children to copy the lesson. Some more questions about the lesson they were learning were asked. The caregiver read the lesson to the children and then they were allowed to repeat it in group and individually. Afterward, they were taught how to write and spell the words. The caregiver rubbed the lesson from the whiteboard and then asked the children to read. The children were asked to open their textbooks to see the pictures and then illustrated and colored.
- The children were allowed to take a short break and to pick up the trash.

- The children cleaned their hands and prepared themselves for lunch and then took a nap up to 12:30 am. During this time, they were told old stories and asked to tell the old stories and sometimes, to draw the pictures.
- American Headway English textbook was used in English teaching activities. Vocabularies, phrases and sentences were taught. The pictures together with examples were utilized in the teaching methods. The lessons were written down on the whiteboard and then the caregivers read them to the children to repeat after that. Then the children read and spelt vocabularies by themselves. At the end of class, all lessons learned were reviewed and homework was given.

Afternoon activities:

The afternoon curriculum was divided into two sections as follows:

A. Khmer literature and social study:

- The school attendance list and class sanitation were checked.
- Old lessons were reviewed and homework was corrected
- New lessons were provided and the students were asked to read the lessons and raised the questions relating to the lessons.
- The students were allowed to copy the lessons from the white board.
- Homework relating to the lessons was provided for the following day.

B. Mathematics:

- The previous days' homework was corrected and lessons were reviewed.
- New lessons started by writing on the white board and then ask the students to read and to copy them into their respective notebooks. At the end of hours homework was given to the students.

Child Health Care Provision





concept @ kresal

Insufficient health care is also a very big issue that the community children face. Most of community people in KAD coverage areas work for garment or shoe factories that require them to leave for work early in the morning and return home late afternoon, so they have no time to take care of their children and even never know what happens to them. When the children fall sick, nobody refers them to hospital, so minor sickness can become a serious one. In addition, nobody prepares enough nutritious food for them that makes their health decay very fast. When suffering from diseases, the children miss the school very often that makes them perform badly. They can't eat and sleep too much that increasingly enfeebles them. In each commune, there is one public commune health center that provides the villagers with health care, but they see the patients only in the morning and sometimes, at the end of each month they run out of medicine. Furthermore, the health staff behave rudely towards the patients, so all these health issues adversely affect the children's health. Mr. Hang Sarim, the former communal health staff of the government was employed to work as the health staff of KAD after his retirement. KAD has set up its own health room in the center that treated both the children in and outside of the center. For the period of the first year project implementation, 719 children were treated and normally they suffered from various diseases such as flu, respiratory inflammation, fever, dense blood, headache, toothache, stomachache, diarrhea, minor wound, intestinal inflammation, laryngitis, mouth blister, eye pain, skin rash. In addition, oral health care for children were also provided by training them on how to take care of their teeth and dentally treating them. Normally, the children suffered from gingivitis, tooth decay, swollen gum and dental pain. During the one-year project implementation, 597 children from various villages received the dental treatment from KAD dental clinic. Additionally, KAD health staff and caregivers organized health education in which the children in the center and from communities participated to raise the awareness on health issues in the purpose of improving their health and preventing all types of diseases.

Computer Literacy Training

Computer skill training is very rare in rural areas of Cambodia. If children want to study computer, they could firstly afford to pay and secondly travel a long way to the town.

KAD – 2017 Annual Report

Computer skills are very important for the present Cambodia for finding a good job; otherwise they become unemployed after leaving the school or university. Anyway, there aren't any organizations that implement this kind of project bringing such skills for the local community children besides KAD. KAD has just opened a computer literacy training class in the center, aiming at providing the children and community youth with computer skills that can be used to create the future employment. Mr. Doem Sam On undertook to train the school children from grade 3 on. After lunch, the grade 3 children were not allowed to take a nap. They were required to join the training class. In addition, the other local community youth also had a chance to study it.



Nutritious Food Production for Children



Nutritious food is very important thing to improve the children’s health and development, but rural community people of Cambodia never consider or care about that because they think that it is satiable for them when they have enough rice to eat although it is nutrient or non-nutrient. On the other hand, they prefer to buy chemical, unhygienic or unclean food, vegetables, meats, etc. from the markets and are uninterested in safe, less spending self-production, so this food issue

has adversely afflicted the children’s wellbeing. In order to solve this problem, Khmer Association for Development has conducted the small-scale farming activities with a view to boosting the food security initiatives for the children and to improving their parents’ livelihoods by creating opportunities for them to better manage and promote their subsistence conditions through the establishment of short-term training courses on agricultural techniques and self-help groups. These activities have also produced a non-chemical nutritious food to enhance the children’s and communities’ wellbeing and harmony. In order to achieve the results, some measures have been implemented, include 1) organizing the agricultural technique trainings for the children’s parents, 2) handing the materials, equipment, vegetables and rice seeds, organic natural fertilizer, fruit trees and species of animals to them, 3) deepening a fish pond and

remodelling a chicken shelter in the center as demonstration farm and purchasing some more species of chicken and young fish for raising, 4) preparing a new compost site and producing the composts as demonstration site for the trainees, 5) establishing an animal feed machine for producing an animal feed to be supplied in the demonstration farm and to the trainees, 6) building a rice barn and buying rice to be stored and loaned to the target group and 7) preparing a vegetable garden and growing vegetables in the center and the communities.

concept @ kresal

As mentioned above, from September 29 to October 27, 2017, 7 staff were sent to Thailand for community development training on the agricultural skills in order to develop our farm and to increase our farming products. In addition, the adult students are also involved in the farming activities. They are training on the farming skills and in their free time, they practice their skills by helping producing organic fertilizers and growing vegetables and trees. In the farm, many types of vegetables and trees have been planted such as cucumber, string bean, eggplant, corn, sweet potato, radish, green pepper, pumpkin, wax gourd, Chinese green, etc. and some animals such as chicken, duck, goose, turkey have been raised as well.

In order to get enough nutritious food for children to eat without fear of health effects, KAD produced vegetables and meats on its own. It consisted of its community development group in cooperation with community people and school students to grow many types of organic vegetables like cucumber, Chinese green, savoy, salad, chili, parsley, mint, string bean, pumpkin, gourd, wax gourd, etc. and to feed some species of animals such as chicken, ducks, turkeys and fish. Doing this is part of expense reduction on the sale of food outside, so some money can be saved for other purposes.



concept @ kresal

Food Preparation for Children

As already mentioned previously, the children of the project were allowed to stay in the center all day, so they were provided with all services they needed like transportation, learning, rest, hygienic practice, meals, recreation, protection from abuse, etc. All these activities couldn't be done by their families as they had to leave for work early in the morning and return home late in the afternoon, so these burdens bore heavily on KAD staff. There were two cooks who

were hired to cook daily meals for children staying all day in the center. The administrator and the executive assistant took responsibility for buying daily vegetables, meats and desert. The finance and procurement officers were responsible for purchasing the kitchen wares and arranging the kitchen. There are two kitchens with one attached to the child day care building and one another located outside. Eight sacks of rice were bought per months. Grocery was also bought monthly that was used for whole month. Early monthly, the cooks started cooking and at about 10:45 am the children were prepared for lunch and at about 2:30 pm for snacks. For rice and dishes, two big cooking pans were used and the amount of rice increased when the number of children had risen. The cooking mainly focused on hygiene and the children's taste. This means that everything must be clean, for instance, vegetable, meat, cooking materials and equipment, eating place, children's hands and food must be cooked according to the children's desire. The cooking wasn't an easy work. It required the cooks to get up early to prepare the entire day's food for children otherwise it couldn't get ready for them on time.



concept @ kresal

Children Transportation

The project provided the children with the transport means because their parents had no time to send them to the center. In order to facilitate the transportation, enough vehicle, well-skilled and well-experienced drivers are needed because a safe driving is the most important thing to avoid the traffic accident. Three vehicles were used to transport the children to and fro. Three drivers were employed to drive the children who live in various villages in Samraong Tong district, Kampong Speu province. In the morning, they traveled to the villages to collect the children and in the afternoon at 4:00 pm, they were sent back home.



A Happy Child House Construction

Seeing that the children had eaten outdoor that were badly affected or disturbed by a lot of problems such as dirt, rain, sun heat and animals and that they had slept in a small space in their classrooms encumbered by the tables, Khmer Association for Development sought funds from Schmitz Foundations Mirja Sachs Foundation based in Germany to construct a building used not only as an eating and a sleeping accommodation, but for many other purposes such as parent meeting, traditional ceremony, etc. Since there was such building, the children have avoided all the issues as mentioned above.



concept @ kresal

One 10.5m x 20m luxurious building with the best quality of Khmer roof tiles, metal roof frames, metal door and windows, electric bulbs and fans that would be able to accommodate around 200 children was constructed. The building provides the children with comfortable enough room for eating and sleeping without any trouble by outer environment like rain, heat, dirt, animals, etc. The children are free from infection of various diseases as they stay in safe, secure and hygienic place. The community people, especially the children's parents wax confident in the services or project provided or implemented by Khmer Association for Development that encourages them to put their children in the center for learning, to cooperate with and participate more actively in the project implementation.

Difficulties in carrying out the project:

- Construction materials and equipment were carried to the construction site late so that sometimes the construction process was delayed.
- Long heavy rain disrupted the construction activities that interrupted the completion of the building.
- Small space was inaccessible by truck that carried construction materials and by a crane truck that was rented to crane a very heavy metal roof frame.

Solutions to Challenges:

- We always urged the construction material suppliers to supply their goods on time for construction activities.

- The construction workers were asked to take a rest when the heavy rain fell and sometimes, they were suggested to do what they could in other buildings that were safe from the rain.
- Some trees and plants were cleared to get a big space for craning the heavy metal roof frame.

Additional activities:

- The most needed documents used in the project are prepared and compiled and rearrangement for class promotion is made.
- Monthly meetings with the children’s parents are organized in which the study results, types of provided services and other problems are announced.
- New academic-year school opening is held in which the new school enrolment campaign is done aiming at alerting the rural community people to the period of school enrolment.
- Monthly meetings with all involved staff are held in which the problems are raised and the results are known.
- All project staff and management are required to participate in the project evaluation to find out about the results and problems.
- Monthly reports were made and submitted to the Samraong Tong Offices of Education, Youth and Sport, Women’s Affairs and Social Work.
- KAD staff joined the monthly meetings organized by the local authorities and relevant institutions.

9. The responsibility and duty of each of staff involved in the project:

- Mr. Meas Chandeth, the executive director was responsible for daily and weekly monitoring all the project activities including caregiving, transport, meal preparation, kitchen wares, study and teaching materials, class equipment, school disciplines, internal regulations, staff mandate, child health care, sanitation, environment, waste management, infrastructure development, documents preparation used in the project, meetings with children’s parents or guardians, communication with local authorities, communities and relevant institutions, staff capacity building, etc., for finding out about the challenges and solving them during the activity implementation, for organizing monthly meetings with all the staff involved in the project and for making both progress and final reports submitted to the donor.
- Mrs. Keo Sokunbopha, the finance officer, who has worked for KAD for about 7 years, undertook to manage funding in the bank, to sign the withdrawal of cash, to inspect expenditure and income and to prepare financial report to be submitted to the donors.
- Mrs. Keo Sovanna, the procurement officer was responsible for purchasing materials and equipment needed by the projects or programs, making inventory of all KAD properties and checking them on regular basis.
- Mr. Doem Sam On, the executive assistant, assisted the executive director with whatever he has done. In addition, Sam On helped buy food for children, send them to health service providers when falling sick, organize the monthly meetings with all staff who directly carried out the project, collect monthly reports from the implementers, prepare the administrative documents and liaise with children’s parents or guardians and related institutions. He also prepared and submitted monthly reports to the relevant institutions such as District Offices of Education, Youth and Sport and Women’s Affairs. He was also invited to attend the monthly meetings with them.
- Mrs. Tim Kimsang is an administrator/accountant who took responsibility for maintaining all properties and for managing income and expenditure of Khmer Association for Development. She recorded the names of children who stayed in the center, bought food for them, monitored the children’s health and reported it to the

executive assistant when having any health problems, demonstrated the income and expenditure to the finance officers when they came to check it, announced the selection of children, organized the transport means, supervised all the caregivers and assisted the executive director with some of his work.

- Mr. So Sereynivath, Mr. Phou Pheng and Mr. Roëun Chenda are drivers. In early morning at about 6:00AM, they picked the children up from their home villages to the center and at 4:00PM they drove them from the center back to their homes. In addition, they could be available to drive the sick children to health center, clinic or hospital and to transport other materials and equipment. In addition, they were also responsible for maintaining and fixing their vehicles.
- Mrs. Maong Veasna is a cook who was employed to cook meals for children. She worked from early morning until 1:00PM. She cooked lunch, cleaned the kitchen and its surrounding and washed dishes and cooking pans and sometimes, she made snacks for the children in the afternoon.
- Miss. Oeng Ratha is a caregiver and also a coordinator who took responsibility for caring for and teaching the children, supervising all the caregivers, collecting monthly reports, organizing monthly meetings with all caregivers and taking orders from the organization leaders for implementation.

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

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

10.1 Current achievements:

- 188 children accessed basic education at the center of Khmer Association for Development.
- 42 children were rated the best; 110 children were rated fair and 36 others were considered poor.
- 152 families had a great chance to work out of their villages to get more income.
- The meetings with the children's parents were held for 12 times during the project implementation.
- One new academic year campaign in which several hundreds of people participated was organized.
- A new grade 3 was arranged in which 22 children were sent to learn in it.
- The awareness of community people on the area of education and knowledge was raised by inviting the children's parents to attend the monthly meetings.
- Monthly reports were made and submitted to the Samraong Tong Offices of Education, Youth and Sport, Women's Affairs and Social Work.
- Teaching and room decoration materials were made; rooms were maintained; hygienic kits for children were managed; the surroundings were kept clean and the transportation of the children to the center was arranged.
- Information from the children's parents by interviewing them on the project activities was gathered, analyzed and used to make reports and to improve the project implementation.
- The monthly meetings among themselves were held for 12 times during the project implementation in order to improve their work and to solve the problems they faced during the past months' activity implementation.
- Frequent trainings were provided in order to improve the caregivers' capacity so that they could carry out their work successfully.
- The grade 3 was arranged and 22 children were sent to learn in it; the teacher was employed and documents used were prepared.

- All children were sent to health centers, hospitals and private clinics for treatment when they fell sick. However, the medical checkup was done on monthly basis in order to improve the children's health. They were also provided with dental treatment to improve their oral health care.
- 2 water tanks constructed to get water for hand washing.
- 2 toilets, 1 site of playground and 4 classrooms were renovated.
- 1 concrete incinerator was built and used to burn down trash and kitchen waste.
- 1 farm used to produce non-chemical vegetables and meats to improve nutritious food for children.
- 1 more vehicle used to transport the children was bought.

Development of children in terms of positions, attitudes and other activities in the center:

Posture:

- During the class the children sat in their respective places as arranged by the caregivers and tried to pay more attention to their study.
- When eating, the children sat with their legs folded under their thighs expressing politeness in their respective places as set by caregivers.

Attitude:

- Behavior relating to wording in their speeches much improved. They said good words to their classmates and caregivers during the class.
- When learning, the children were brave to do something, for instance, they were willing to read, to write, to question and tried to do all homework provided by the caregivers, helped receive and give orders to each other and explained any points they knew to their classmates and did the self-learning or they were taught by their parents at home.
- As for hygiene, sanitation and morality, they always washed their hands before lunch and snack regularly and properly and their clothes were always kept clean and tidied up as well and they also always obeyed the caregivers' advice. They were honest. When finding something somebody lost, they took it to the teacher or caregiver.

Other activities of children in the center:

- They helped do the environmental cleanup outside the class by picking up trash on the premise and to sweep the class and collect rubbish into dustbin.
- They prepared their own study materials and protected them from the loss.
- They stored their study materials in good orders at their respective places as suggested to prevent the mess-up.
- They helped clean the bathrooms in the center.

10.2 Outcomes of the project:

- The children acquired basic knowledge, for instance, they were able to read and write both Khmer and English. Their behaviors were changed, for example, they became more courageous; their postures relating to sleep, walk, stand, sit, talk and eat, etc. improved; they conducted themselves very politely, with friendliness towards other people and with supple posture and they knew how to keep themselves hygienic and clean.
- Their parents had a lot of times to work at home, on the rice field and for various institutions that could make more income to support their families.
- The parents reduced the spending of much money on poor quality of food they had done before entering the center that caused sickness very often.
- The parents had no more concerns about their children's safety and health care while they were working because their children were placed under safe care.

- The participation and contribution of the children's parents in project implementation was very active towards the incitement of project success.
- The new academic year campaign done that provided the rural community people with the most important messages in terms of their school enrollment for their children. This has made the number of child school enrollment increased.
- Setting up the primary education in the center made the children much easier to get access to education that eradicated the loss of opportunity to school.
- We were very glad to see that the community people had understood about the value of education and knowledge through our frequent meetings. This has encouraged them to send a large number of children to school.
- The project was officially recognized by the relevant institutions such as local authorities, District and Provincial Departments of Education, Youth and Sport, Women's Affairs and Social Work.
- The lives of children could be saved on time due to referral to health service providers on urgent basis when falling severely sick and advanced medical check-up was part of the children's health improvement. In addition, the money spent on health care was also reduced.
- Nutritious food and stay in the center prevented the children from health problems, all forms of violence and other incidents.

10.3 Effects of the project on the beneficiaries and communities:

- The number of community children losing a learning opportunity has been reduced and more and more children have been more and more interested in education.
- The center has become the popular place where the community children have had access to education and health care and have been provided with warm care and sheltered from various abuse.
- The community people requested Khmer Association for Development for life-long operation of this center and for opening the higher grades. They'd rather send their children to the center than to the public school.
- They have had insight into the value of education and knowledge that has brought about their confidence in the center.
- The rural communities have been full of literate, well-bred children and they could make a very good model for others.
- The community living standard improved due to a lot of job opportunities they have availed themselves of and daily spending of their children and on health care reduced.
- The children have been sheltered from various problems including sexual rape, traffic accident, drowning, immediate breakout of diseases, etc. So they have lived happy lives.
- The community people thought that the project belonged to them so they participated actively in its implementation.

10.4 Degree of attainment of the original project goal:

The project activities have, up to now, been implemented up to 100% because all activities in the project plans have been done that have achieved the project objective and goal. In addition, other activities that were not included into the project plans were also carried out.

10.5 Difficulties in carrying out the project:

- Bad roads with big potholes were slippery and bumpy and made feel uncomfortable and vehicles broke down very often that desperately supposed a lot of spending on fixing.
- There were no proper vehicles carrying the children. So the problems were that the children were hot during the dry season and wet and cold during the rainy season.

- The number of children increased, so the vehicles were very crowded. This made the children feel uneasy and caused collision.
- A lot more children in communities wanted to come and learn in the center, but due to the lack of transport means, they were not accepted. This has made the community people upset.
- There was no proper place in which the children could take a nap after lunch.
- The flood during the rainy season cut open some parts of road on which the children were driven to and fro so that the transportation was delayed because of a very long detour.

10.6 Solutions to Challenges:

- The drivers were told to drive slowly and carefully and to take detour to find the better roads.
- Umbrellas were used to protect the children from the sunshine and rain and pieces of cloth used to cover the roof.
- Transportation was done a few times per day in order to keep spaces for children so that they felt comfortable and avoided collision.
- More children who were not accepted were told to wait until there would be enough transport means.
- Small spaces in classrooms were used for sleeping places of the children and funding would be needed to construct a rest building in which they could take a nap after lunch.
- The detour was taken to avoid the flood and the flood – destroyed roads and learning time was reduced for a while.

11. 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 activity implementation will be strengthened and improved. The challenges will be solved immediately. The activity implementation monitoring will be done with great attention. The most needed infrastructure will be constructed to satisfy the children's needs towards the improvement of their wellbeing.

12. KAD's Future plans and feedback from the beneficiaries:

KAD is going to strengthen its activity implementation and staff capacity and to seek funds to construct the most needed infrastructure, to improve the transport means, learning equipment, health care and encourage the library book reading. The communities were satisfied with all activities from which they have benefited and requested KAD for long-term continuation and expansion to further areas.

Project II

Rural Disadvantaged Children and Youth Development

Project ID:	D160311007/1
Project Start (date):	November 01, 2016
Total Project Running Period (months/years):	36 months
Current Reporting Period (from/until):	November 2016 – October 2017

Project title	Rural Disadvantaged Children and Youth Development
Name of the legal project holder and the name of the representative authority	1- Mr. Meas Chandeth 2- Mr. Doem Sam On
Name of the person responsible and in charge of the project	1- Mr. Meas Chandeth 2- Mr. Doem Sam On
Contact E-Mail (required)	chandeth.meas@kadcngo.org

*The narrative report gives a description of the realisation of a project, including the positive and negative impacts and the positive and negative experiences associated with the project implementation. It provides information on the objectives achieved, the measures carried out, the duration and the expected sustainable impacts, as compared with the proposals set out in the project application. It is particularly important to state what conclusions can be drawn from the project for future work (lessons learnt). The report can also show the impacts of the project by referring to particular case examples. **The narrative report should contain some informative photographs if possible.***

The person responsible for the project is responsible for ensuring that Kindermissionswerk receives a narrative and financial interim report within six months of receiving any payment, insofar as nothing else has been contractually agreed. Additional interim reports are required every six months. It is possible to pay out an instalment once an interim report has been provided. Following the completion of the project, a final narrative and financial report is necessary. This should cover the project as a whole. This report must be submitted as an original, signed document.

Kindermissionswerk reserves the right to conduct local audits of the proper use of the funding. The originals of all project documentation and invoices/receipts must be stored by the project holder for ten years from the end of the project for auditing purposes. On request they must be submitted to Kindermissionswerk.

- 1. Which objectives were planned (in application) and which have been achieved so far?**

The objective was planned in application which has been achieved so far as follows:

- To enable the disadvantaged children and adolescents living in Samraong Tong district to get a wide access to learning opportunities, health services, life skills, nutritious food and protect from abuse.

2. What activities have been carried out (what, who, when, how often, where)?

The following are activities that have been carried out during the past 12 months (November 2016 – October 2017:

2.1 Provision of kindergarten education to the community children aged between 3 and 5 or more:



concept @ kresal

National Policy on Child Care and Development in which 13 institutions are involved to develop the children, but as evidence, this policy doesn't work well because their responsibility, participation and contribution are very limited. The children live only upon their parents who earn their keep by working for the field of textile and by doing the rice farming. Working for the garment factories and rice cultivation provides them with

insufficient income, so they have come down to mortgaging their homestead land, farmland and houses for money to meet their various needs; for instance, to buy a motorbike, an agricultural machinery, rice seeds, chemical fertilizers and poisons, to cure them of their diseases, etc. When unable to pay back all debts, their pawned belongings or properties were forcibly sold and confiscated. All these problems have impoverished them that badly affected their children, for example, they were left unattended, didn't have enough to eat, lacked the access to education, medical checkup and warm care and suffered all forms of violence. In the areas covered by Khmer Association for Development (KAD), most women work for garment factories to get additional income to feed their children, so it requires them to depart from their home villages to their working places early morning by leaving their children at home unattended or entrusting them to their old grandparents or to their relatives being devoid of sufficient care. This factor causes a lot of serious problems that the children face; for instance, they drown in a water pond or canal; they have a traffic accident; they are sexually raped; they are seriously sick; they don't have enough to eat and they miss their school.

On the other hand, the preschool education is always ignored, especially in rural areas of Cambodia. Each school covers around 40 villages, but only some 35 children are admitted. In addition, there aren't enough school or instructional materials and equipment used for instruction and the child caregivers' teaching activities are also inattentively done. The school located away from the villages is a very big factor either due to the lack of transport means and travel safety.

In order to prevent all these problems from occurring to the children, Khmer Association for Development has implemented the Child Day Care Service Provision project to improve the warm, safe care for the most vulnerable community children in Samraong Tong district through the delivery of safe homestay, recreation, health care, protection from all forms of abuse, nutritious food and learning opportunity.

The community children are allowed to stay in the center all day in which they are provided with transportation, hygienic practice, medical and dental health treatment, lunch, snack, morality education and have a great chance to learn Khmer literature, numeracy and English.

For the 1st year of project implementation, there are two levels of education, the kindergarten and the grade school. In the kindergarten level, the children are graded according to their ages and for the primary level, only those who are aged 6 - 9 are kept in grades 1 - 3. For the next academic year, these children would be promoted to grade 4 and the new grade 1 would be set up. In the kindergarten, 7 classrooms are arranged and the 3-5 year old children are admitted and they are streamed according to their ages and grades.

The child day care service activities are managed by 25 staff including 1 executive director, 1 executive assistant, 1 accountant/administrator, 1 finance officer, 1 procurement officer, 1 librarian/secretary, 1 chef, 3 drivers, 3 farming supervisors, 13 caregivers and 1 health staff.

There are 193 children, 90 are girls. The school performances include study, physical exercises, participation, attitude, hygiene and sanitation. According to the caregivers' evaluation on the children's school performances, it indicates that 3 points such as study, physical exercise and participation are done very well and 2 others such as behavior, hygienic health are executed fairly. However, the caregivers express their opinions in terms of the children's school performances that some children face a health problem and irregular school attendance due to illness. The daily activities are divided into two parts, the morning and the afternoon and additional activities are done as follows:

Morning activities:

- The children are transported from their home villages to the Center by drivers and caregivers.
- Physical hygiene is done by nail-cutting, tooth-brushing, hand-washing and body cleaning.
- The children are lined up to respect the national flag, to sing the national anthem with motion and to do physical exercises. The caregivers check the attendant list and ask some questions about good daily behavior.
- The children are asked whether or not they were taught at home by their parents, guardians or relatives.
- Prewriting lessons by asking the children to read and to write some of Khmer alphabets.
- Numeracy lessons by teaching number 1 – 100 and by asking them to recite the multiplication and to write numbers 1-100.
- Children are taught all Khmer vowels, consonances and words.
- Morality education on how to solute, to walk, to sit, to speak, to sleep and eat morally and decently.
- Coloring, free painting, and story telling.
- Energetic games, entertainment and environmental clean-up.
- Lunch preparation for children.
- Preparing a nap for children and bathing them after taking a short nap.
- The children suffering from cough, dense blood and fever are sent to health service providers including local health centers, hospital and private clinics.

Afternoon activities:

- After taking a nap, the children are bathed, combed and tidied up by caregivers.
- The children are taught basic English words, asked about daily good behavior in English, given good advice, all learned lessons are reminded, and English songs are sung.
- New English words, English words about human body and colors and so on are taught.
- Children are asked to write and read on the white board one by one.
- Snacks are distributed to the children. Homework is given before leaving the Center.
- They are reminded of good practice and lined up to respect the national flag and anthem before leaving the Center.

Additional activities:

- The most needed documents used in the project are prepared and compiled and rearrangement for class promotion is made.
- Monthly meetings with the children's parents are organized in which the study results, types of provided services and other problems are announced.
- New academic-year school opening is held in which the new school enrolment campaign is done aiming at alerting the rural community people to the period of school enrolment.
- Monthly meetings with all involved staff are held in which the problems are raised and the results are known.
- All project staff and management are required to participate in the project evaluation to find out about the results and problems.

2.2 Opening the afternoon classes for community children aged 6 to 12

According to the law relating to the field of general education in Cambodia, the children who are 6 years of age shall be sent to the grade 1 of primary school; otherwise it is opposed to the law. Talking about this point, it is noticed that a lot of community children don't have access to education although they reach the 6, 7, or 8 years of complete school ages due to the pretexts that they are still young; they are afraid of going to school alone; they are concerned about road insecurity; the families are poor to buy any transport means; nobody prepares the children for school and the community people lose confidence in the public education system. The lack of school staff and facilities is a big issue as well. 50 – 70 children are jammed in



concept @ kresal

one class that foments bedlam and disorder and finally they are unable to read and write leading to high rate of dropping out and high number of illiteracy. Inattention of teachers to their work also badly affects the children's education; for instance, during the rainy season, the teachers are occupied with their field work that induces them to be absent from their instructional duty very often; the teachers always show up at school late; the teachers always delegate the best student to

teach the rest of the class instead without proper supervision; the children are forced to buy cakes that some of teachers sell in the school premise, so they are afraid of going to school when they have no money; there is a conflict of interest among school staff that makes their duty fulfilled unsuccessfully. In addition, the rural community people never understand the value of education, so they never attend to their children's study. Due to high rate of poverty, the community people in the areas covered by KAD get a loan from various Microfinance Institutions with high interest rate and in the long run, the debt piles up

a great deal beyond the possibility of repayment that compels them to sell all their properties and stop their children from school to work to get monthly income to repay the debt although the children haven't completed the primary level yet.

In order to tackle all the above-mentioned problems, Khmer Association for Development (KAD) provides the rural community children with out-of-school primary education in order to improve their knowledge such as reading and writing skills towards reduction of school dropping-out, to increase the number of literate children and to forbid the children to commit bad deeds. The additional grades 1- 6 open only in the afternoon in which the children are taught Khmer literature and mathematics in line with the public school curriculum. 6 teachers are responsible for instruction, curriculum preparation and student management. Each class can seat around 30 students of which boys and girls mingle together and teach 3 hours per day, 5 days per week. The students are provided with all school materials as all of them selected for the project are extremely poor who couldn't afford to buy them.

At the end of each month, the students take a monthly test to measure the degree of their knowledge and those who come first, second and third in competition will be rewarded to uplift their spirits. Currently, 187 students benefit from this activity. According to the study results of all students up to the reporting period of November 2017, it is indicated that 96 students get the best points; 85 students get the fair points; 6 students descend to the lowest point. In addition, other components of the curriculum such as physical exercise, participation, attitude, health, sanitation and hygiene carried out by the students are also included in this activity and according to investigation, the students apply all the points very well. On the other hand, the students who fall behind in the class are always taken out for separated instruction and in the long run, they are expected to catch up with their classmates.

There aren't any libraries set up in rural areas of Cambodia, so the promotion of reading habit is almost none. That's why the community people in Cambodia dislike reading and the level of community illiteracy is increasingly high. In this project, Khmer Association for Development wishes to inculcate the community people, especially children with reading practice. In the center, there is a library in which many sorts of books both written in English and in Khmer are stored. The library book reading activity has been reinforced to ameliorate the children's knowledge or capacity. Today, KAD library opens during the day and all the children are allowed to enter it to read the books. There is a librarian who is in charge of library book management and reading activity. Recently, some more books and chairs have been bought to store in the library. According to the monthly reports of the librarian, around 50 children enter the library to read the books per day from Monday to Friday.

In the school curriculum only the study activity involved is not enough yet, so life skills also play a very important role in boosting the brilliant future of the children. Life skills mean that the students are grounded in real skills, discipline themselves and learn to work. In the educational system for community schools such activities are not entered into the curriculum. So in KAD life skills in terms of farming and visual arts such as painting, carving, molding, etc. included in the curriculum in order to promote and maintain Khmer culture and to impart life skills that can create future self-employment. But for the first year up to the reporting time, the painting, animal and vegetable farming activities conducted. One painter is employed to teach the children in KAD center how to do the painting. He works five days per week and 8 hours per day. Three farming staff are employed to direct the farming processes in KAD farm and also train other students and supervise their farming work as well.

In rural communities of Cambodia, social morality has degenerated remarkably, especially among young people, for instance, they dropped out of school; they use narcotic drugs; they create a gang that commit various bad deeds; they don't respect each other or other old people; they destroy both private and public properties; they rape young girls.



In order to forestall such debaucheries, Khmer Association for Development in cooperation with Buddhist monks inspire the social morality into the children by educating them on decency and morality through Buddhism aiming at having them to behave morally and decently and to become productive citizen who will be useful for the society.

Additional activities done as follows:

- The children’s parents are called to attend monthly meetings that display the study results, raise the issues faced during the project implementation and give some advice or suggestions to improve the project activities.
- The teachers are involved in instructional materials and equipment that are important for instruction.
- The children are educated on the awareness of environmental and hygienic issues by requiring them to clean their classes and school premise, managing trash, using a toilet, washing hands and planting various kinds of trees.
- The teachers go directly to rural communities to meet with the representatives to be aware of the children’s situation.
- KAD staff do the campaign to advertise its services and school enrolment to the communities.
- Monthly reports on the number of students and their schooling results are made for submission to the relevant institutions.

concept @ kresal

2.3 Opening the English, computer and social media training classes:



unemployed after leaving the school or university. Anyway, there aren't any organizations that implement this kind of project bringing such skills for the local community children besides KAD. There are 5 teachers who take responsibility for English instruction. They teach 10 hours per day from morning until evening and 5 days per week from Monday to Friday. Currently, there are 586 students learning English at KAD from various types of textbooks, for example, New Headway, American Headway, Interchange, Side by Side and English for Today. In addition, other documents used in English education such as grammar, conversation, English story, vocabulary, etc. Monthly test is given to the students to measure their knowledge. Presently, there is one computer trainer who trains the students in Microsoft Word, Excel and social media like email, Facebook, Youtube, line, etc. He teaches 8 hours per day and 5 days per week. Up to now, there have been 357 joining the computer skill trainings and those who complete a full course must pass through the final test and then provided with the completed certificates.

Additional activities done as follows:

- The children are encouraged to read the library books so that they get a habit of reading to improve their reading skills.
- The students raise money from villagers and other school students to help the most vulnerable children.
- The Buddhist monks are invited to educate the students on decency and morality.
- The students organize the Parents Day in which they give food to their parents, beg a pardon from the parents and express the regret to their previous bad behaviour.
- The workshop on narcotic drugs is held to prevent the rural community children and youth from being addicted to drugs.
- The old students join the road fixing activity to enhance the road conditions.
- The old students organize an English camp in Kampong Thom province that requires them to order their English, to learn new skills and experiences and to create new friendship with the students from other provinces.
- The June 1st International Children Day is organized to raise the awareness on the rights of the child to the participants and communities.
- A playground is set up where the children can play happily in the center and as part of their comfort.

2.4 Provision of health care and health education:

Insufficient health care is also a very big issue that the community children face. Most of community people in KAD coverage areas work for garment or shoe factories that require them to leave for work early in the morning and return home late afternoon, so they have no time to take care of their children and even never know what happens to them.





concept @ kresal

When the children fall sick, nobody refers them to hospital, so minor sickness can become a serious one. In addition, nobody prepares enough nutritious food for them that makes their health decay very fast. When suffering from diseases, the children miss the school very often that makes them perform badly. They can't eat and sleep too much that increasingly enfeebles them. In each commune, there is one public commune health center that provides the villagers with health care, but they see the patients only in the morning and sometimes, at the end of each month they run out of medicine. Furthermore, the health staff behave rudely towards the patients, so all these health issues adversely affect the children's health. KAD conducts the health activities that treat them when they are sick and that educate them on health issues to defend against various diseases. KAD has signed the health service provision agreement with two local health centers and two private clinics to take care of the children's health. In order to recognize the patients sent by KAD, the children are provided with yellow health cards to be brought to show the health service providers when they are sick. Moreover, KAD has also established its own dental and medical clinic in its center to cure both dental and medical health of the children and even educate them on dental and medical issues. The medical health problems faced by the children are respiratory inflammation, throat inflammation, stomach-ache, fever, dengue fever, flu, headache, diarrhoea, wound, itches, vomit, eye diseases, deworming. 749 children receive medical treatment from health service providers. As for dental health care, Khmer Association for Development (KAD) has set up its own dental clinic in the center that provides the children with dental treatment. The dental health problems the children have are like tooth decay, swollen face, gingivitis, abscess, cavity and acute pain. These dental problems are caused by the lack of oral health hygiene, regular dental check-up and treatment and disrupt the children's schooling, sleeping and eating leading to bad health. In order to solve all these dental problems, 647 patients have

been provided with extraction, filling, scaling, prophylaxy, sealant, root canal treatment, popotomy, duraphat and silver.

As planned in the project proposal, the community people are also involved in the weekly health education. The health education as part of the health program done to preclude the people and children from having any diseases and to alert them to the impending outbreak of various seasonal diseases and the farming training as part of the community development through the promotion of the sustainable agriculture initiated to augment nutritious food production in their communities. Normally when any seasonal diseases break out, the villagers don't know how to ward them off. On the other hand, their communities are the most underdeveloped areas, so they live in deficiency of various natural resources and infrastructures such as water pond with dirty water, insufficient sources of water, irrigation system, sanitary toilets and lack of information about disease prevention program, so they have to drink unclean water, defecate outdoor, sleep without mosquito nets that badly affects their health. The pregnant women don't know what to do with their pregnancy before the baby delivery and still utilize the traditional baby delivery services. As for the field of agriculture, they normally use chemical fertilizers to grow rice and in the long run, their farmland becomes infertile that makes them unable to continue their agricultural work any longer. Each family owns a large homestead land, but they don't grow any vegetables in it, but they spend much money to buy the chemical ones that cause indisposition from the market for daily uses. In order to settle all the problems as mentioned above, KAD implements the disease prevention program through the weekly health education organization in which the community people are invited to participate. Up to the reporting time, KAD organized 52 health education sessions which 5,295 villagers were invited to attend and the topics were about sanitation, hygiene, maternal and infant health, safe baby delivery, birth spacing, pre and postnatal health care, prevention of seasonal and social diseases such as dengue fever, bird flu, diarrhoea, malaria, typhoid, cholera, HIV/AIDs, etc. As for the farming training, KAD trained up to 645 villagers on the farming skills like vegetable growing and animal raising techniques and even provided them with vegetable seed and animal loans. In the project, three staff and one expert are employed to train the villagers, to monitor their activities and to demonstrate the actual farming practices in the demonstration farm belonging to KAD.

concept @ kresal

2.5 Child Protection from all forms of abuse:



Child abuse can be broadly defined as any harm inflicted on children physically, emotionally, and/or sexually and which interrupts or endangers their development and well-being.



Abuse can also include physical, emotional, Sexual, Neglect (or lack of care), bullying, domestic violence and child labor. Understanding child abuse is the foundation of a child safe environment. It is important for employees in all organisations who work directly or indirectly with children in Cambodia to recognise the signs of abuse in order to know how to react to it and what procedures need to be in place.

- Physical abuse - Physical abuse is any action that causes physical harm or possible physical harm to a child. It can occur from adult to child, and also from child to child. Examples of physical abuse are: beating, hitting, slapping, kicking, pulling hair, burning, etc. A common example of this type of abuse in Cambodia is the beating of

a child either by a parent or by a teacher as a form of punishment or discipline. According to recent research carried out in Kandal Stung district, teachers and parents admit to using physical violence to discipline children. 56% of boys and 19% of girls from 12-18 years old said that their teachers had beaten them. Despite boys and girls claiming their fathers had beaten them frequently, both reported that they receive more beatings from their mothers, boys at 76% and girls at 60%. Boys tend to receive more physical forms of punishment.

- Emotional abuse - Emotional abuse is any action that is not physical but that has a negative effect on the social, intellectual or emotional development of a child. Examples of emotional abuse are: witnessing domestic violence, humiliating, ridiculing, threatening and intimidating etc. An example of this is when adults laugh at and humiliate a child, often in front of others, because of something they have done wrong, typically due to the deed being outside the capability of the child. At home, girls tend to receive this form of punishment more than boys.
- Sexual abuse - Sexual abuse is forced sexual relations and other types of sexual assault and sexual intimidation; when an adult, peer or another young person sexually abuses a child. Examples of sexual abuse are: fondling of the child's genitals; masturbation;

oral sex; vaginal or anal penetration; exposure of the child to pornography, taking pornographic pictures of a child etc. A common form of sexual abuse in Cambodia is between a relative or a good friend of the family and child. Often very young girls are subject to sexual abuse within the home or extended family. Of 198 cases of child abuse investigated by LICADHO in the first 10 months of 2015, 133 (or two thirds) were cases of alleged rape or indecent assault. In 2016, the number reported had risen to 304 cases of child rights abuse and exploitation with rape representing the highest incidence of abuse, at almost 70% of total reported cases.

- Neglect (or lack of care) - Neglect can be a form of physical or emotional abuse. Neglect occurs when children are denied their basic rights to life, such as food, clothing, shelter, medical attention or supervision, to the point where the child's health and development is or is likely to be significantly harmed or endangered. A common example of this is when parents do not give their child food as a form of punishment or when parents leave their children at home alone without appropriate supervision.
- Bullying - Bullying can be a form of physical or emotional abuse. It is the harming or intimidation by adults of children, or by children of other children, in order to have power over them. Examples of bullying are: pushing, shoving or otherwise exerting physical, emotional or financial power over another; keeping certain people out of a social group; teasing, etc. Common examples are when children are threatened by other children with weapons such as guns, sticks, clubs, knives, etc.; children pressuring other children to join gangs; teachers demanding money or food in exchange for preferential treatment in class, etc.
- Domestic violence - Domestic violence can be a form of physical or emotional abuse. It is any action that a person uses to control another person in the setting of the home. Examples of these actions are: hitting a child, cursing or blaming a child, witnessing parents physically fighting, etc. A common form of domestic violence in Cambodia is when a child watches the father hit the mother.
- Child labour – it is a very common form of child abuse in Cambodia. This involves the various activities that exploit children for their commercial value. It can include begging, hard domestic labour on farms, or commercial sex work among other activities. Children are not only abused but a financial gain is made arising from the abuse.
- Long Term Effects of Child Abuse - Child abuse damages children physically, emotionally and behaviourally for most of their lives. It has long-term effects which impact on children, on their family and on the community. These include but are not limited to: low self-esteem, depression, mental health problems, drug or alcohol abuse, suicide, eating disorders, emotional instability as an adult, overly aggressive or overly passive behaviour, poor school performance, poor school attendance, difficulty forming positive, trusting relationships, promiscuity, commercial sex work.

Early identification and effective intervention of child abuse can help to lessen its long-term effects and help promote the recovery of victims. The KAD's intervention in child protection from all forms of abuse as part of the promotion of the children's rights by investigating the needs and issues they have and by reporting to local authorities for solution. As evidenced, up to this reporting time, KAD investigated the cases of 37 children vulnerable to poverty, abandonment and domestic violence and as the result, it appealed to generous people to help them with humanitarian aid such as food, school materials, clothes, medicine, school uniforms, bicycles and monthly payment for health care for those who suffer from chronic diseases. KAD educate the villagers to raise the awareness on the children's rights. KAD staff go to villages once a week to organize the education sessions in which around 35 villagers are invited to participate each time, so up to this reporting time, some 1,512 people in total have received the knowledge relating to the children's rights. KAD invokes its own child protection policies and a Handbook on Child Safety in Organization in Cambodia as a

basis to prevent the children from various forms of abuse. These policies are applied by all staff, teachers, caregivers, drivers and cook.

2.6 Staff capacity building:

Staff capacity building is also the most important section that can't be overlooked. The great results achieved must be grounded on real determined competent staff or true human resources. In order to implement all activities effectively and efficiently towards the attainment of the project objectives and goal, all caregivers, primary teachers and computer trainer were sent to Phnom Penh Vocational Training to get further training on their respective skills. Recently, 7 staff were sent to Thailand for community development training on the farming, child management and homestay preparation.



concept @ kresal

2.7 Nutritious food production:



concept @ kresal

Nutritious food is very important thing to improve the children’s health and development, but rural community people of Cambodia never consider or care about that because they think that it is satiable for them when they have enough rice to eat although it is nutrient or non-nutrient. On the other hand, they prefer to buy chemical, unhygienic or unclean food, vegetables, meats, etc. from the markets and are uninterested in safe, less spending self-production, so this food issue has adversely afflicted the children’s wellbeing. In order to solve this problem, Khmer Association for Development has conducted the small-scale farming activities with a view to boosting the food security initiatives for the children and to improving their parents’ livelihoods by creating opportunities for them to better manage and promote their subsistence conditions through the establishment of short-term training courses on agricultural techniques and self-help groups. These activities have also produced a non-chemical nutritious food to enhance the children’s and communities’ wellbeing and harmony. In order to achieve the results, some measures have been implemented, include 1) organizing the agricultural technique trainings for the children’s parents, 2) handing the materials, equipment, vegetables and rice seeds, organic natural fertilizer, fruit trees and species of animals to them, 3) deepening a fish pond and remodelling a chicken shelter in the center as demonstration farm and purchasing some more species of chicken and young fish for raising, 4) preparing a new compost site and producing the composts as demonstration site for the trainees, 5) establishing an animal feed machine for producing an animal feed to be supplied

in the demonstration farm and to the trainees, 6) building a rice barn and buying rice to be stored and loaned to the target group and 7) preparing a vegetable garden and growing vegetables in the center and the communities.

As mentioned above, from September 29 to October 27, 2017, 7 staff were sent to Thailand for community development training on the agricultural skills in order to develop our farm and to increase our farming products. In addition, the adult students are also involved in the farming activities. They are training on the farming skills and in their free time, they practice their skills by helping producing organic fertilizers and growing vegetables and trees. In the farm, many types of vegetables and trees have been planted such as cucumber, string bean, eggplant, corn, sweet potato, radish, green pepper, pumpkin, wax gourd, Chinese green, etc. and some animals such as chicken, duck, goose, turkey have been raised as well.

3. What are the expected results as planned and what are the quantitative and qualitative output achievements (Output/Results)? Please give the *indicators* and measured values

3.1 The expected results as planned are as follows:

- The children have received a warm care and a basic knowledge and protected from all forms of abuse and dangers and their rights have also been promoted.
- The children's parents have had a lot of time to work to earn further income that has helped improve their living standard. They have stopped being worried about their children's safety and living anymore.
- The number of school enrollment of the children living in Samraong Tong district has increased upon reaching the school age.
- The awareness and understanding on the advantages and value of knowledge strengthened and advocacy for advancement of local educational system done.
- Reduction of school dropping out and illiteracy has contributed to increased human resources for community development.
- The children and youth have enough capacity to proceed with their study at the universities and to create employment both for themselves and for others.
- Domestic violence, use of narcotic drugs, public insecurity and number of gangsters reduced.
- The children have had good attitude, good morale and decency through daycare education and were brave when integrated into primary school.
- The childcare center has become known as a care center on which the community people have depended and have had confidence and where the children have been provided with warm care and safety.
- The health of children improved through good practices of sanitation, hygiene, physical exercises and nutrition and provision of basic health care education and services that were able to prevent the children from having various infectious diseases.
- Improved knowledge and ability to have life-long good oral health both for themselves and their families.
- The KAD dental clinic became known as a place where good quality dental services obtained free of charge for those in need.
- Improved dental health will contribute to good sleep, eating of much food, regular school attendance and to improved general health.
- The community people have changed their health behavior that improved their health through good practices of hygiene and sanitation and nutrition and awareness of basic health care including drinking clean water, using toilet, washing their hands before eating and cleaning vegetables several time and thoroughly before cooking, destroying mosquitoes, sending their children for health services when sick etc.

- The community people sent their children to school instead of ordering them to work and domestic violence against children reduced due to understanding of the child rights and advantages of the field of education and through provision of education on the child rights for community people.
- Expenses on education and health care reduced towards poverty reduction and health improvement. Children acquired the rights to education and health care, protection and development.
- The children have enough nutritious food to eat towards good health and their parents practice new skills used to advance community food security. In addition, chemicals used in agricultural work eradicated.
- Nutritious food helped develop children's brain and body that made them physically fit and performed well at school and through further staff capacity building, their capacity improved that performed their work more effectively.

3.2 The quantitative and qualitative output achievements

- 193 community children aged between 3 and 5 years from low income families admitted into the child day care service activity from which they received warm care, learning opportunity, health care, nutritious food, transportation, hygienic, decency and morality education, and protection from all kinds of abuse.
- 187 children aged between 6 and 12 years enabled to get access to additional afternoon classes that provided them with a great chance to improve their knowledge towards the reduction of school dropping out.
- 943 children and youth had an access to English and computer skill training that provided them with skills used to find well-paid jobs to support their study and their families.
- 1,396 children aged 1 – 13 years received both dental and medical care that avoided them from health problems towards reduction of expenditure on health treatment.
- 37 most vulnerable children obtained humanitarian aid that helped them lessen their hardship in life for a short time.
- 1,512 community people through the public education and awareness on the children's rights participated actively in elimination of discrimination and violence against the children.

4. What progress has been made and what are the visible and measurable outcomes and achievements of these activities (visible short and middle term effects)?

4.1 Progress has been made as follows:

- The number of children utilizing the services of the children development center increased.
- The most needed infrastructure catering for the needs of children and bringing them a comfort improved.
- Transport means used to drive the children to and fro with safety also refined.
- Health care service facility set up in the center close to the children so that they are able to receive quick health treatment.
- Clean water supply system providing enough water for the entire year used for drinking and cooking by children improved.
- Some more farmland bought and organized to feed animals and to grow many types of vegetables as nutritious food for children.
- The activities have been well-operated as planned in the project proposal.
- The classes have been well equipped with enough materials, instrument and equipment.

- The parents have understood a lot about the advantages and values of the field of education, so they helped monitor their children's study activities and urge the children to attend regular school.
- The children have been able to read and write well and even performed well.

4.2 The visible short-term effects

- 193 community children aged between 3 and 5 years received child day care services.
- 187 community children aged between 6 and 12 years entered the additional afternoon classes in which they were taught Khmer literature, mathematics and sociology.
- 586 students were selected to study English that would be provided them with English skills.
- 357 were selected to study computer skills that would be provided with computer skills.
- 749 were provided with medical treatment and 647 received dental treatment.
- 5,295 villagers received education on health issues such as sanitation, hygiene, maternal and infant health, safe baby delivery, birth spacing, pre and postnatal health care, prevention of seasonal and social diseases such as dengue fever, bird flu, diarrhoea, malaria, typhoid, cholera, HIV/AIDs, etc.
- 645 villagers received the farming skill training and vegetable seed and animal loans.
- 37 children vulnerable to poverty, abandonment and domestic violence received humanitarian aid such as food, school materials, clothes, medicine, school uniforms, bicycles and monthly payment for health care for those who suffer from chronic diseases.
- 1,512 community people joined the education sessions on the children's rights.
- All project staff were provided with further capacity building to strengthen their knowledge and capacity.
- Nutritious food produced to feed around 200 children staying all day in the center.

4.3 The visible middle-term effects

- 193 community children could become literate, lived in safety from all forms of abuse, behaved more politely and morally than the past and their parents had more time to work and were able to find the new jobs to get incremental income to support their families.
- Improved reading and writing skills have made the 187 community children more interested in their schooling and debarred them from repeating the class and dropping out.
- 586 students acquired English skills that would be used to create employment.
- 357 students obtained computer skills that would be used to generate income to support their families.
- 1,396 children had improved health leading to the reduction of expenditure on health treatment.
- The villagers who were educated on health issues used their knowledge to improve their health.
- The villagers used their farming skills to do the farming that generated income to enhance their family condition.
- Humanitarian aid donated to 37 children vulnerable to poverty, abandonment and domestic violence helped reduce their hardship and misery.
- The community people understood about the children's rights.
- Further capacity building to strengthen the knowledge and capacity of project staff made their work done more effectively and efficiently.
- Nutritious food assisted the children to have good health and reduce expenditure on health care.

5. How many children have benefitted? Indicate the direct and indirect beneficiaries.

Direct beneficiaries

- 2,756 children and 4,751 villagers directly benefited from the project.

Indirect beneficiaries

- 6,809 children and 11,667 villagers and local authorities indirectly benefited from the project.

6. What has changed/developed/improved for the target group(s)?

- The community people could find the jobs that made them earn some more income to improve their living condition.
- They have stopped being concerned about their children's living any more.
- They paid more attention to their children's education and understood well about the value of knowledge.
- They participated more actively in the project implementation.
- The children development center located close to their rural communities from which the local children could get its services.

7. What has been achieved with regard to the well-being of the children?

- The most needed infrastructures such as a toilet, a bathroom, a water tank, a hand washing tank, a concrete floor, a classroom, a street, etc. improved.
- The transport means with enough space used to drive the children to and fro has been settled.
- The animal and vegetable farms to produce enough nutritious food have been established.
- Health services provided to take care of their health and to prevent seasonal outbreak of various diseases by setting up the health room in the center.

8. Description of the project setting

9. If compared to it was at the start, the project has changed the situation up to 90% and another 10% remain because the small project was unable to do everything perfectly, but it has resolved all the problems faced by the children or communities.

9. Measures, activities carried out and target group's involvement

In the project, some activities implemented including 1)child day care service provision, 2)opening the afternoon classes for community children aged 6 to 12, 3)opening the English, computer and social media training classes, 4) Provision of health care and health education, 5)child protection from all forms of abuse, 6)staff capacity building, and 7)nutritious food production. The target group was involved in carrying out the project through both in-kind and monetary support. In addition, they sometimes spent their time to monitor their children's activities and to attend the meetings discussing their children's situation, health, daily meals, living and education. The target group was satisfied with the project implemented in their areas because it brought for them a lot of advantages of poverty reduction. During the stated reporting period, the positive experiences gained including 1)mobilizing the community children into the center, 2)preventing a high rate of school dropping out, 3)imbuing the rural community people with the value of education and knowledge,4)encouraging the active participation of community people in the project implementation, 5)organizing the curriculum that makes the children understand very fast,

6) staff management through democratic way and 7) nutritious food production for children. In the meantime, there were some difficulties arising during the project implementation, for instance, lack of transport means, lack of building used as an eating and a sleeping place, improper water system, insufficient sanitary system and unlimited participation of few parents of children. All measures and activities planned in the project proposal have been carried out. As mentioned above, the consequences are the same difficulties that have been described. The project activities were implemented correctly according to the action plans or schedule as described in the project proposal or to the signed agreement. Khmer Association for Development uses its own child protection policy and Child Safe Organization Manual (CSO Manual) to protect the physical, mental and sexual integrity of children and young people under its care. The children and young people were taught Khmer literature, mathematics, English, computer and visual art for 12 months starting from November 2016 up to October 2017 in KAD's center in Trakiet village, Trapeang Kong commune, Samraong Tong district, Kampong Speu province that have benefited 2,756 children and young people and 27 people including office staff, caregivers, teachers, trainers and community development workers were responsible for implementing their respective tasks. Some of them graduated from various universities and some other still study at the universities. With regard to instruction and training, it was divided according to the levels and ages of children; for instance, the children who were aged between 3 and 5 were put in kindergarten level, between 6 and 12 entered the primary level and 6 up to 17 studied English and computer skills. The kindergarten education provided in order to enable the community children to get basic knowledge, to make changes in their behaviour and to leave enough time for the parents or guardians to do their profitable work or businesses. The kindergarten level taught the children Khmer alphabets and vowels, numbers or basic mathematics and English alphabets or words. In early morning before the class started, the children were lined up to sing the national anthem, to respect the national flag, to do a physical exercise, to cite an old lesson and a multiplier and they were asked about daily good habits. Then, the caregivers reviewed the previous lessons in order to remind the children of them. And after that, the new lessons started. Normally, the topics talked about the pre-writing and pre-mathematics. The pre-writing meant that the children learnt Khmer vowels, consonants, words, phrases and sentences. The pre-mathematics was that the children learnt the number 1 – 100 and learnt to cite the multiplier. At first, all these lessons were written down on the white board and then the children were allowed to copy into their notebooks; they were asked to read at the whiteboard; they were dictated on their notebooks and hand slates; they were asked to read person by person and in groups. As for the afternoon, the children were taught English language; for instance, alphabets, vowels, consonants and words in terms of days, weeks, months, years, parts of bodies, family members, animals, fruit, colours, school materials, etc. In addition, they also learnt how to create short sentences. The students copied all lessons from the whiteboard into their notebooks, were asked to spell each of words clearly, to translate into Khmer and to write on their hand slates. At the end of each month, a monthly test was given to the children and their test papers were marked. The caregivers prepared the children's study record books in which monthly results were recorded. All the study record books were sent to the children's parents for review, signature and comments every month. There were 193 children at the age of between 3 and 5, studying at the kindergarten level of which 90 were girls. All the community children came from low-income families whose parents or breadwinners mostly worked for garment and shoe factories to get low salaries to feed them. The primary education grade to teach the children aged between 6 and 12 Khmer literature, mathematics and sociology for the after school hours. There were six grades from 1 – 6 and 6 teachers were also employed to be responsible for instruction. Khmer literature was taught using the textbooks for all grades. The curriculum was prepared by all teachers in line with that of the Ministry of Education, Youth and Sport of the Royal Government of Cambodia. Before the lessons started, the teachers checked the students' attendance, examined and corrected their previous

homework and then reviewed the old lessons by asking questions to them. Afterward, the new lessons started. The students were asked to open the textbooks to see the pictures and then to personally read the importance of the lessons, to explain difficult words, their meanings, synonyms and antonyms. The teachers asked the questions to point out the meanings of the lessons that required the students to answer, asked the considering questions or practical writing and then the students' answers were corrected. In addition, the students were let write down difficult words on hand slates, spell words, learn to write the perfect Khmer letters or alphabets and to do the dictation. The students' knowledge was strengthened by recalling them to the already-learnt lessons that required them to answer. The teachers gave the students homework and some advice. Apart from Khmer literature, mathematics was also taught. At first, the teachers corrected mathematic homework and then reviewed all old lessons. After that, daily lessons were given. In order to make the students understand very fast, first of all, straightforward exercises were put for actual practices and then practical exercises were offered to the students. At the end of each day, homework was given together with some advice. At the end of each month, the students were given monthly tests to measure their ability and knowledge. The teachers also prepared their study record books in which the study results were recorded and sent to their parents for review, signature and comments. 187 students aged between 6 and 12 benefited from this activity of which 95 were girls. They all suffered from poverty. English language was included into the curriculum from which several hundreds of community children benefited. Various types of textbooks were used, for example, New Headway, American Headway, Interchange, Side by Side and English for Today. In addition, other documents used in English education such as grammar, conversation, English story, vocabulary, etc. Normally, English language training focused on four skills including reading, writing, listening and speaking. Reading skill was to make the students interested in reading by allowing them to read the texts, old stories and newspaper written in English and by providing them with a lot of vocabularies so that they could know many words for their reading activity. In writing skill, the students were first taught special grammar and then asked to translate Khmer texts into English or sometimes, they were allowed to describe any aspects they saw or any events they attended. In listening skill, the classrooms were equipped with audio and visual equipment used for listening and watching to improve their listening skill. As for the speaking skill, the students first learnt the conversation from video lessons and then practiced conversing with each other or in groups and raised any topics to be discussed in English. In addition, when there were foreign visitors, they were encouraged to speak English with them. At the end of each month, the students were given monthly tests to measure the level of knowledge. Annual test will be given to the students in order to hand in the certificates to the students who would pass it. In addition, their parents were asked to participate in this activity by assisting to monitor their children's study and by urging them to attend regular school. There were 586 students aged from 6 to 17 learning English at KAD, of which 245 were girls and they came from low-income families whose parents or breadwinners were farmers and factory workers. There was a computer training class that trained the students in Microsoft Word, Excel and social media like email, Facebook, Youtube, line, etc. For the first stage, the students were instructed how to do the typing practically. The computer training textbooks were distributed to the students. The trainer taught the theories on the whiteboard and then the students practiced it on the computer. Every three months, there was a test once and after that certificates handed over to those who passed it. There were 357 students, 139 of them were girls, joining the computer skill trainings. They were aged between 10 and 17 who came from low-income families. The Beneficiary Selection Committee was formed among KAD staff and management to set the criteria for selecting the participants. The criteria ruled that the children and adolescents from low-income families, suffering from domestic violence, becoming orphaned, whose parents having serious or chronic diseases, from disabled families, becoming disabled and abandoned would be admitted into the project. The participants acquired English and computer skills

and completion certificates of English and computer skill trainings through final examinations.

10 Project objectives, changes and achievements

The planned project objective was to enable the advantaged children and adolescents living in Samraong Tong district to get a wide access to learning opportunities, health services, life skills, nutritious food and protection from abuse. To date, this planned objective has been achieved 100% because all planned activities have been conducted that have benefited a large number of beneficiaries. This has been known through action plans, regular monitoring and monthly reports. In addition, KAD has also created the Project Valuation Team among some of the staff and management directly involved in the project using the questionnaires to ask the community people about their interest in it, changes brought to their communities, level of their participation, suggestion and future plans.

The people/groups/institutions envisaged in the application were involved actively in achieving the foresaid objective; for instance, they attended monthly meetings with KAD staff, helped monitor their children's study, made both in-kind and monetary support, reported their children's behaviour at home to the KAD staff, signed some documents relating to their children's education and participated in the project monitoring and evaluation. 100% of the project plan as made in the project proposal reached the target group. The project has brought about some results/outcome for its beneficiaries as mentioned below:

- The children have been carefully and warmly minded in a safe place, gotten an access to education directly in their communities and dodged from all forms of abuse and dangers.
- The children's parents have landed the new jobs generating further income that has helped improve their living standard.
- The parents have stopped being worried about their children's safety and living anymore so that they performed their work with steady mind.
- The number of school enrollment of the rural community children who completed the school age of between 3 and 6 years rose a great deal.
- The rural community people have imbued with the advantages and value of education and knowledge.
- Lessened rate of school dropping out and illiteracy has contributed to incremental human resources for rural community development.
- The children kept rising up to higher grades year after year due to better marks they received after final examination.
- The local community youth have had enough skill and capacity to find good jobs providing them with valuable income that was used to proceed with their study at the universities.
- Domestic violence, use of narcotic drugs, public insecurity and number of gangsters reduced.
- There have been a lot of changes in the children's behavior and attitude; for instance, they have had good attitude, good morale and decency through morality education and become braver and smarter when integrated into primary school.
- KAD's childcare center has become known as a place on which the community people have depended and have provided them with confidence and where the children have been invested with warm care, security and safety.
- Provision of health care and education to the community children helped prevent various types of diseases and reduce expenditure on health treatment.
- The KAD dental clinic has become known as a place where good quality dental services obtained free of charge for those in need.

- Improved dental health has contributed to good sleep, eating of much food, regular school attendance and to improved general health.
- The community people used their knowledge obtained from health education for daily practice to improve their health.
- A large number of children were sent to school instead of being ordered to do the rice field work, to go fishing, crabbing and to pick eatable tree leaves for sales.
- The community people were inculcated with the child rights and advantages of the field of education and through provision of education and organization of various campaigns.
- Expenses on education and health care reduced towards poverty reduction and health improvement.
- Children acquired the rights to education and health care, protection and development.
- The children have enough nutritious food to eat towards good health and their parents practice new skills used to advance community food security. In addition, chemicals used in agricultural work eradicated.
- Nutritious food helped develop children's brain and body that made them physically fit and performed well at school and through further staff capacity building, their capacity improved that performed their work more effectively.

The following are the main visible and measurable development effects and benefit for the target group:

- The children's rights to harmonious living, education and protection have been promoted. The children obtained a warm care and education provided by the project and in addition they were protected from all forms of abuses and various kinds of dangers.
- The children's parents were able to make some budgetary contributions to the project through their income-generating new jobs and some more times they gained to work to earn their living.
- The community people appealed to Khmer Association for Development for expansion of educational activity in which they wanted to add many more children as they have lost confidence in the government run educational system.
- The community people have understood very well about the value of education so that they have given up the thought of stopping their children from school. That's why the number of children in KAD center increased year after year.
- Since the project initiated and carried out in 2012, the number of children who have been able to read and write increased a great deal as part of illiteracy reduction activities among the local community children undertaken by Khmer Association for Development.
- The local youth who left KAD center to pursue their university study have been able to mobilize their human resources to help develop their communities and united to raise funds to help out the destitute families.
- The awareness on narcotic drugs, community insecurity and acts of gangsters among the community children and youth improved towards the complete eradication.
- As the children have behaved well, morally, decently and politely, their parents, teachers and child caregivers haven't had any difficulties managing, nurturing and instructing them any more.
- The villagers always said that they preferred putting their children under the warm care of KAD's Children Development Center to sending them to the state-run schools because they thought that the center was much better than the public school.
- The outbreak of any diseases to the children was known and cured on time and the children knew how to prevent themselves from suffering any diseases.
- First of all, the community children were afraid being dentally treated and in the long run they were courageous to be treated so that they stopped having dental pain that

made them eat too much, sleep well and attend regular school.

- The community people have changed their health behavior that improved their health through good practices of hygiene, sanitation and nutrition and awareness of basic health care including drinking clean water, using toilet, washing their hands before eating and cleaning vegetables several times and thoroughly before cooking, destroying mosquitoes, sending their children for health services when sick etc.
- The community people sent their children to school instead of ordering them to work as part of reduction of severe child labor; domestic violence against children reduced due to understanding of the child rights and advantages of the field of education and through provision of education on the child rights for community people.
- Reduced expenditure on education and health care helped increase additional household income used for various purposes like expansion of business, purchase of school material for children, avoidance of debt, etc.
- The rights of the children to education and health care, protection and development promoted and protected by proper enforcement of laws.
- Increased production of nutritious food for children helped them have enough food to eat and improve their health.
- The community people were interested in producing non-chemical food and inspired with the boosting of food security.
- The children who stayed all day in KAD's center have been able to write and read very well, received warm care (enough nutritious food, enough rest after lunch time, proper bath, habit of good hygiene, careful transportation, freed from abuse or harm, good health care) and inspired with good behaviour and attitude, mutual respect, courtesy and loyalty.
- The children's parents have gained more times to work and gotten new employment that has generated some more income to improve their living standard.
- The children have had a health care service facility close to them that made them easy to get the health treatment.
- The local community youth have had English and computer skills used to create employment that has generated income to support their higher education.
- The community youth, who are employed, have been able to utilize their human resources to help the community children with the field of education and to do the fund-raising to save the poorest children and villagers from destitution.

Desired and undesired or unexpected side effects have arisen and observed as follows:

- There was a limited transport means being used to drive the children to and fro.
- The most needed infrastructures to improve the children's welfare have been limited.
- Sources of water used by the children in the center have been insufficient.
- Participation of low percentage of target group has been limited.

11. Monitoring and evaluation

Khmer Association for Development has set up the Project Monitoring and Evaluation team in which 5 staff are members including one executive director, one executive assistant, one administrator and two project implementers. The team observed the project implemented by the staff on daily basis, checked the documents they used, called monthly meetings with them to discuss the activities done and raised the problems they faced and examined their monthly activity reports. The team compiled the questionnaires to ask the children's parents to get information in terms of the project implementation and results and organized the three-month meetings with them so that they showed their ideas relating to the project.

12. Sustainability

- The affected people have been motivated to participate in the project implementation

actively; for instance, they are always contacted on the phone by our staff to ask about the reasons why their children fail to attend the school, asked to sign their children's study record books once a month, invited to join the three-month meetings, requested to help monitor their children's daily learning activities at home, to send their children to health service providers, to check their homework and to make in-kind and monetary contributions to the project.

- In order to ensure the upkeep or maintenance of the goods or equipment purchased and the building constructed, the staff who use any materials, equipment and building are required to make appropriate inventories, to fix it when broken down, to keep the building clean, to paint it again when it discolours and to fix it if something is wrong.
- In the future, the running costs will be financed through in-kind and monetary contributions of the community people who benefit from the project and fund-raising done by the community youth who have completed their university study. In addition, Khmer Association for Development has planned to turn its farm into a tourist-tailored resort serving them with a non-chemical food that can generate income for its project sustainability.
- The measures used to pursue and consolidate the objective in the long term will be to verify it and its results regularly and to implement the activities as planned in the project proposal on the right tracks.
- In order to safeguard the long-term benefits of the project for the target group, the target group will be required to volunteer their time to do voluntary work in their communities using the skills, knowledge and experiences they have received from the project; the community people will be encouraged to participate more actively in the project implementation and made to be the project owner; further staff capacity building will be increasingly strengthened. The impact after five years can be measured through the evaluation on the situation of beneficiaries who benefited from the project. The evaluation team will conduct the research to collect and analyse data of the previous target group, especially to find out about the changes brought about to them. All this information will be included into the annual report to be submitted to Kindermissionswerk.
- Financial self-sufficiency is a difficult factor to be overcome. Normally, when planning any projects the self-sustainability is always considered; for instance, the beneficiaries are required to make small monetary contributions to cover the costs of administration, communication, travel, etc. To day, around 30% monetary contributions collected from the communities and also used in the project.
- As described above, the measures envisaged so that the project can manage without external assistance in future will be to do the local fund-raising; KAD's farm will be turned into a tourist-tailored resort; the directly-affected community people or beneficiaries will be required to pay small amount as the contribution in the project implementation.
- Normally, most of the project beneficiaries are children who are provided with the learning opportunities, so the measures are planned for continuing to help them to apply their learning, even beyond the end of the programme will be to cooperate with their parents in order to help teach their children and monitor their daily activities, to determine exact date to meet with the children's parents regularly to get information relating to the children situation and to get the children into the habit of reading a book.

13. Conclusions

- ***Strength*** – our staff had a strong commitment to their duty performance, adhered to their respective roles during the project implementation and had enough capacity to fulfill their work successfully; Our Vulnerable Community Children Development Center located close to the hands of rural communities where the villagers could obtain our services easily and which assisted in taking care of and protecting their

children from all forms of abuse and providing them with a lot of time to do their work and to find the new jobs as well; our Center provided good quality of education and promoted the children's rights; good reputation, honor and confidence built had prevailed publicly and throughout the coverage areas.

- **Weakness** – Student management was a bit limited because a few students didn't respect school disciplines; environmental management in the Center was also ineffective because the participation of a small number of students was inactive and they didn't understand the bad impact of environmental degeneration; inventory preparation and asset management were also problematic because administrative section didn't focus strongly on the administrative work; communication of administrative section was a bit poor.
- **Hurdles and Obstacles** – the roads used to transport the children to and fro were destroyed by the rain flood that obstructed the travel and transportation; there wasn't a building in which the children could eat and take a rest comfortably after lunch; there were not sufficient infrastructures most needed to improve the children's welfare; a small number of students didn't respect the school disciplines, attended the classes late and were not active in environmental clean up; the road accidents and lack of travel safety discouraged the children from school; the teachers were often replaced with reference to the changes in their public school hours.
- **The problems experienced** – 1)the vehicles used to drive the children to and fro broke down very often and much money spent each month to repair them, 2) the roads used to transport the children to and fro were destroyed by the rain flood that obstructed the travel and transportation, so we had to take a long detour to other village roads spending a long time and sometimes delaying daily activities of the children or daily work, 3) the road full of potholes and slippery roads during the rainy season always hindered the transportation and made the vehicles break down very often, 4) there was not enough transport means, 5) there wasn't enough water used to irrigate the farms producing nutritious food for children, 6)there wasn't proper water supply system that provided the children with pure drinking water.
- **How to overcome the above-mentioned problems** – 1)the children's parents were required to make small monetary contrition for vehicle repair costs, 2)the drivers were urged to drive the children to and fro early in the morning so that much time were not consumed, 3) the villagers were encouraged to help fix the roads destroyed by the rain flood, 4)the children were jammed into small space in the vehicle, 5)water well was drilled and the motor used to pump it out, 6) the children used a plastic bottle to draw water from a tank.
- Although we had some strength, weakness, obstacles and problems, we never hesitated or gave up our responsibility for task performance. Moreover, we increasingly redoubled our efforts to implement the project successfully and with good results for the sake of our target group. The project management will be strengthened especially the personnel who directly manage the project activities will be further trained. As for the participation of the target group, it is very important that will make the project implementation successful and effective, so it will be improved as well.
- There aren't any changes with regard to future project planning, but we will try to improve the project activity implementation and weak points and resolve all the above-mentioned obstacles and issues.
- We are going to implement the activities as planned in the project proposal for the upcoming project phase.
- The measures used to pursue and consolidate the objective in the long term, even after the end of the project will be 1) to reinforce the communities' participations and

contributions so that the project can be sustained, 2) to buttress the personnel who carry out the project directly, 3) to do the fund-raising and to mobilize local human resources on voluntary basis to run the project, 4) to maintain the remaining assets and to fix broken materials and equipment and 5) to publish the project results through website, Facebook and community meetings.

- There wasn't any structural change among the Organization's management or responsibilities during the project implementation over the past six month or for the next six months.
- This project has participated a great deal in the promotion of the children's rights to proper living, access to education, health care, protection and development and in rural poverty reduction. What we have learned from this project is that it has been able to help people to help themselves and to help others; for instance, it has helped the local youth in order for them to be able to help develop their communities.

(This Activity and Progress Matrix is mandatory to be filled out with care as part of the narrative report for all programs comprising various or complex activities!)

Objective I (as planned): To enable the advantaged children and adolescents living in Samraong Tong district to get a wide access to learning opportunities, health services, life skills, nutritious food and protection from abuse.

Expected Results for Objective I (as per project planning):

- concept @ kresal
- The children have received a warm care and a basic knowledge and protected from all forms of abuse and dangers and their rights have also been promoted.
 - The children's parents have had a lot of time to work to earn further income that has helped improve their living standard. They have stopped being worried about their children's safety and living anymore.
 - The number of school enrollment of the children living in Samraong Tong district has increased upon reaching the school age.
 - The awareness and understanding on the advantages and value of knowledge strengthened and advocacy for advancement of local educational system done.
 - Reduction of school dropping out and illiteracy has contributed to increased human resources for community development.
 - The children and youth have enough capacity to proceed with their study at the universities and to create employment both for themselves and for others.
 - Domestic violence, use of narcotic drugs, public insecurity and number of gangsters reduced.
 - The children have had good attitude, good morale and decency through daycare education and were brave when integrated into primary school.
 - The childcare center has become known as a care center on which the community people have depended and have had confidence and where the children have been provided with warm care and safety.
 - The health of children improved through good practices of sanitation, hygiene, physical exercises and nutrition and provision of basic health care education and services that were able to prevent the children from having various infectious diseases.
 - Improved knowledge and ability to have life-long good oral health both for themselves and their families.
 - The KAD dental clinic became known as a place where good quality dental services obtained free of charge for those in need.
 - Improved dental health will contribute to good sleep, eating of much food, regular school attendance and to improved general health.
 - The community people have changed their health behavior that improved their health through good practices of hygiene and sanitation and nutrition and awareness of basic health care including drinking

<p>clean water, using toilet, washing their hands before eating and cleaning vegetables several time and thoroughly before cooking, destroying mosquitoes, sending their children for health services when sick etc.</p> <ul style="list-style-type: none"> • The community people sent their children to school instead of ordering them to work and domestic violence against children reduced due to understanding of the child rights and advantages of the field of education and through provision of education on the child rights for community people. • Expenses on education and health care reduced towards poverty reduction and health improvement. Children acquired the rights to education and health care, protection and development. • The children have enough nutritious food to eat towards good health and their parents practice new skills used to advance community food security. In addition, chemicals used in agricultural work eradicated. • Nutritious food helped develop children’s brain and body that made them physically fit and performed well at school and through further staff capacity building, their capacity improved that performed their work more effectively. 		
<p>Target Group(s) addressed:</p> <p>Local children, youth and community people from low income families</p>	<p>Location(s) of Intervention:</p> <p>Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province</p>	<p>Staff involved:</p> <p>31 staff including 1 executive director, 1 executive assistant, 1 accountant/administrator, 1 finance officer, 1 procurement officer, 1 librarian/secretary, 1 chef, 3 drivers, 3 farming supervisors, 13 caregivers, 1 health staff and 6 primary school teachers.</p>
<p>Activities during reporting period (describe activities performed and carried out) referring to each defined item under expected results, referring to Objective I.</p>		
<p>Results/Outcome/Progress (Achievements)</p> <p>Results: Make use of defined indicators to measure the results (output achievement). Outcome: What are the visible effects (positive and negative) observed? Progress: Changes/Improvements since last report.</p>		
<p>1. Provision of child day care services to the community children aged between 3 and 5 or more</p>	<p>Results (quantitative): 193 community children aged between 3 and 5 years from low-income families admitted into the child day care service activity.</p> <p>Results (qualitative): The community children have received some relieved services from the project such as warm care, learning opportunity, health care, nutritious food, transportation, hygienic, decency and morality education, and protection from all kinds of abuse.</p> <p>Outcome/Visible positive Effects:</p> <ul style="list-style-type: none"> • The children have been carefully and warmly minded in a safe place, gotten an access to education directly in their communities and dodged from all forms of abuse and dangers. • The children’s parents have landed the new jobs generating further income that has helped improve their living standard. • The parents have stopped being worried about their 	

children’s safety and living anymore so that they performed their work with steady mind.

- The number of school enrollment of the rural community children who completed the school age of between 3 and 6 years rose a great deal.
- There have been a lot of changes in the children’s behavior and attitude; for instance, they have had good attitude, good morale and decency through morality education and become braver and smarter when integrated into primary school.
- KAD’s childcare center has become well-known as a place on which the community people have depended and have provided them with confidence and where the children have been invested with warm care, security and safety.

Difficulties/Risks/Unexpected Effects:

- There wasn’t a building in which the children could eat and take a rest comfortably after lunch.
- There were not sufficient infrastructures most needed to improve the children’s welfare.
- The vehicles used to drive the children to and fro broke down very often and much money spent each month to repair them.
- The roads, that are used to transport the children to and fro, were destroyed by the rain flood that obstructed the travel and transportation, so we had to take a long detour to other village roads spending a long time and sometimes delaying daily activities of the children or daily work.
- The road full of potholes and slippery roads during the rainy season always hindered the transportation and made the vehicles break down very often.
- There was not enough transport means used to transport the children.
- There wasn’t enough water used to irrigate the farms producing nutritious food for children.
- There wasn’t proper water supply system that provided the children with pure drinking water.
- A large number of children intended to receive the project services, but due to limited number of beneficiaries as planned in the project application and resources utilized in the project, more children couldn’t be admitted, so this made the communities disappointed.

Progress made since previous reporting period:

- The number of children utilizing the services of the children development center increased.
- The most needed infrastructure catering for the needs of children and bringing them a comfort improved.
- Transport means used to drive the children to and fro with safety also refined.

	<ul style="list-style-type: none"> • Health care service facility set up in the center close to the children so that they are able to receive quick health treatment. • Clean water supply system providing enough water for the entire year used for drinking and cooking by children improved. • Some more farmland bought and organized to feed animals and to grow many types of vegetables as nutritious food for children.
<p>2. Opening the afternoon classes for community children aged 6 to 12</p>	<p><u>Results (quantitative):</u> 187 children aged between 6 and 12 years enabled to get access to additional afternoon classes in which they learned Khmer literature, mathematics and sociology.</p> <p><u>Results (qualitative):</u> The community children aged between 6 and 12 have been provided them with a great chance to improve their knowledge towards the reduction of school dropping out.</p> <p><u>Outcome/Visible positive Effects:</u></p> <ul style="list-style-type: none"> • Improved reading and writing skills have made the community children more interested in their schooling and debarred them from repeating the class and dropping out. • Lessened rate of school dropping out and illiteracy has contributed to incremental human resources for rural community development. • The children kept rising up to higher grades year after year due to better marks they received after final examination. • A large number of children were sent to school instead of being ordered to do the rice field work, to go fishing, crabbing and to pick eatable tree leaves for sales. • The community people were inculcated with the child rights and advantages of the field of education and through provision of education and organization of various campaigns. • Expenses on education and health care reduced towards poverty reduction and health improvement. <p><u>Difficulties/Risks/Unexpected Effects:</u></p> <ul style="list-style-type: none"> • A small number of students didn't respect the school disciplines, attended the classes late and were not active in environmental clean up. • Road accidents and lack of travel safety discouraged the children from school. • The teachers were often replaced with reference to their public school hours.

	<p><u>Progress made since previous reporting period:</u></p> <ul style="list-style-type: none"> • The activities have been well-operated as planned in the project proposal. • The classes have been well equipped with enough materials, instrument and equipment. • The parents have understood a lot about the advantages and values of the field of education, so they helped monitor their children’s study activities and urge the children to attend regular school. • The children have been able to read and write well and even performed well.
<p>3. Opening the English, computer and social media training classes</p>	<p><u>Results (quantitative):</u> 943 children and youth had an access to English, computer and social media skill training.</p> <p><u>Results (qualitative):</u> The children in rural areas have been able to use computer, social media to get various information and to speak English.</p> <p><u>Outcome/Visible positive Effects:</u></p> <ul style="list-style-type: none"> • Local human resources deriving from low-income families increased. • The children and youth researched on most important lessons and documents to better their education. • Money spent on the purchase of most needed books and documents reduced. • The community youth have participated in their community development through the mobilization of both budgetary and human resources. • The local community youth have had enough skill and capacity to find good jobs providing them with valuable income that was used to proceed with their study at the universities. • Domestic violence, use of narcotic drugs, public insecurity and number of gangsters reduced. <p><u>Difficulties/Risks/Unexpected Effects:</u></p> <ul style="list-style-type: none"> • If the students do not pay attention to frequent practices, they will forget what they have learned. • It will be no use, if the students misuse their social media skills, for instance, they only watch songs, games, sexual stories, etc. <p><u>Progress made since previous reporting period:</u></p> <ul style="list-style-type: none"> • A computer training class with 25 sets of computers has been established. • Five English classes have been operated and equipped with instructional materials and equipment. • The children and youth can speak English and use computer and social media.
<p>4. Provision of health care and health education</p>	<p><u>Results (quantitative):</u></p>

concept @ kresal

- 1,396 children aged 1 – 13 years received both dental and medical care.
- 5,295 villagers received education on health issues such as sanitation, hygiene, maternal and infant health, safe baby delivery, birth spacing, pre and postnatal health care, prevention of seasonal and social diseases such as dengue fever, bird flu, diarrhoea, malaria, typhoid, cholera, HIV/AIDs, etc.

Results (qualitative):

- Provision of health care to the children to avoid health problems and to improve the children’s health condition.
- The villagers have understood about the health issues and health services provided by local health centers.

Outcome/Visible positive Effects:

- Expenditure on health treatment has been reduced.
- Both children and villagers have applied the preventive methods of seasonal diseases to fend off infections.
- Provision of health care and education to the community children helped prevent various types of diseases and reduce expenditure on health treatment.
- The KAD dental clinic has become known as a place where good quality dental services obtained free of charge for those in need.
- Improved dental health has contributed to good sleep, eating of much food, regular school attendance and to improved general health.
- The community people used their knowledge obtained from health education for daily practice to improve their health.

Difficulties/Risks/Unexpected Effects:

- At the end of each month, the public health centers ran out of medicine so that the villagers had difficulty receiving health services.
- The parents were always out of home during the day, so they didn’t know what diseases their children suffered.
- There weren’t any vehicles transporting the sick children to distant hospitals.

Progress made since previous reporting period:

- A health room in KAD’s center was established to see the sick children.
- The children were organized to receive health services more easily.

concept @ kresal

<p>5. Child Protection from all forms of abuse</p>	<p><u>Results (quantitative):</u></p> <ul style="list-style-type: none"> • 37 most vulnerable children obtained humanitarian aid to relieve their difficulties. • 1,512 community people through the public education and awareness on the children’s rights participated actively in elimination of discrimination and violence against the children. <p><u>Results (qualitative):</u></p> <ul style="list-style-type: none"> • The humanitarian aid helped relieve the hardship in life of the most vulnerable children for a short time. • The community people through the public education and awareness on the children’s rights have participated in the children’s rights promotion and protection. <p><u>Outcome/Visible positive Effects:</u></p> <ul style="list-style-type: none"> • Children acquired the rights to education and health care, protection and development. • Difficulties and misery of the most vulnerable children have been mitigated. • Various actions taken to rescue the vulnerable children from misery. <p><u>Difficulties/Risks/Unexpected Effects:</u></p> <ul style="list-style-type: none"> • The local government didn’t have a package of budget to support the vulnerable children. • The cases of violence against children always overlooked. • The perpetrators against the child always escaped from the net of laws or from punishment. <p><u>Progress made since previous reporting period:</u></p> <ul style="list-style-type: none"> • KAD always took a quick action to save the child victims. • KAD usually applied the laws of the Kingdom of Cambodia and various Conventions of the United Nations to protect the children from all forms of abuse.
<p>6. Staff capacity building</p>	<p><u>Results (quantitative):</u></p> <p>All project staff were provided with further capacity building to strengthen their knowledge and capacity.</p> <p><u>Results (qualitative):</u></p> <p>Their knowledge and capacity were strengthened.</p>

	<p><u>Outcome/Visible positive Effects:</u></p> <ul style="list-style-type: none"> • The staff's roles and duties were performed more effectively and with more responsibility and care. • All the staff were admired and provided with a great confidence by the communities. <p><u>Difficulties/Risks/Unexpected Effects:</u></p> <ul style="list-style-type: none"> • Some staff still studied at the university, so they have no much time to help do some other work on weekends or when KAD organized a special event during the weekends or national holidays. • A few staff always changed their instructional hours, so the new teachers needed to replace them for a while. <p><u>Progress made since previous reporting period:</u></p> <ul style="list-style-type: none"> • The project staff have had new capacity and knowledge used to do their work successfully. • The remaining staff always helped train the new ones.
<p>7. Nutritious food production</p> <p>concept @ kresal</p>	<p><u>Results (quantitative):</u></p> <ul style="list-style-type: none"> • 645 villagers received the farming skill training and vegetable seed and animal loans. • Nutritious food produced to feed around 200 children staying all day in the center. <p><u>Results (qualitative):</u></p> <ul style="list-style-type: none"> • The villagers have absorbed new farming skills used to do the farming business. • After training, the villagers had grown vegetables such as cucumber, gourd, wax gourd, pumpkin, Chinese green, eggplant, etc. and raised chicken, duck and pig as their nutritious food. • 200 children staying in the center have had enough nutritious food to eat to improve their health. <p><u>Outcome/Visible positive Effects:</u></p> <ul style="list-style-type: none"> • A non-chemical nutritious food that didn't affect the health was produced. • Expenditure on buying the vegetables and meats at the markets has been stopped. • The villagers have fallen into a habit of growing vegetables and feeding animals for non-chemical food by themselves. • The children have enough nutritious food to eat towards good health and their parents practice new skills used to advance community food security. In addition, chemicals used in agricultural work eradicated.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">deep@kresal</p>	<ul style="list-style-type: none"> Nutritious food helped develop children’s brain and body that made them physically fit and performed well at school and through further staff capacity building, their capacity improved that performed their work more effectively. <p><u>Difficulties/Risks/Unexpected Effects:</u></p> <ul style="list-style-type: none"> Lack of water for irrigation and farming tools was a factor to hinder the farming activities. Some people are homeless and landless, so they had a lot of problems with their farming. A few people have never had a habit of and no interest in farming, so it was very hard to rope them into the farming work. <p><u>Progress made since previous reporting period:</u></p> <ul style="list-style-type: none"> A plot of land used as the demonstration farm was bought on which several types of vegetables grown and animals raised. A big water pond was dug which can store much water used for irrigation. The high school students were involved in the farming activities. The farming products could supply the day care service center with enough nutritious food.
<p>Assessment of total achievement of Objective I (describe and indicate to what extent Objective I could be achieved up to date):</p> <p>Up to date, the Objective I has been achieved 100% because all activities planned in the project proposal have been carried out leading to the achievement of the expected output. The project has been involved much in the promotion of the children’s rights to proper living, access to education, health care, protection and development and in rural poverty reduction.</p>	

Project III

Community Development through the Promotion of Sustainable Agriculture

Community Development through the Promotion of Sustainable Agriculture Project (January - December 2017)

1. Name of Organization:

Khmer Association for Development (KAD)

2. Address of the organization implementing the project:

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Tel.: (855-12) 932 840

E-mail: chandeth.meas@kadcngo.org Website: www.kadcngo.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,
- b. Mr. Doem Sam On, Executive Assistant,
- c. Mrs. Keo Sokunbopha, Finance Officer,
- d. Mrs. Keo Sovana, Financial Assistant,
- e. Mrs. Tim Kimsang, Administrator/Accountant,
- f. Mrs. Sean Savid, Community Development Staff
- g. Mr. Un Kann, Community Development Staff
- h. Mr. So Sereynyvath, Community Development Staff
- i. Mr. Suon Sareth, Community Development Staff
- j. Mr. On Nam, Community Development Staff
- k. Mr. Nor Savun, Agricultural Technique Trainer
- l. Agricultural Expert from Samraong Tong District Office of Agriculture, Forestry and Fishery

5. Project title:

Community Development through the Promotion of Sustainable Agriculture (Reference no. KAM 25-5-8)

6. Address of the project site:

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

7. Short description of situation of target group and the project purpose / goal:

Around 80% of Cambodian population are farmers who pick up their living by dependence upon the rain-based rice and secondary crop cultivation. They mostly adhere to the ancient agricultural techniques and methods and use the cattle such as oxen and buffalos to plough and rake their rice paddies instead of machinery, doing the household-tailored rice and crop farming on small plots of farmland. The farmers spend much money to buy agricultural supplies at high price each year such as chemical fertilizers, poison, rice seeds, etc. and those who do not have ploughing and harvesting means and workforce due to a few family members have to pay more money for hire of the machinery and labour. On the other hand, their annual harvest and price get lower and lower so that they lose much capital year after year that dishearten them. Currently, a lot of garment and shoe factories are located in rural areas requiring a plenty of workforce, so they have decided to give up the agricultural work in order to start a new career. It is noticed that some farmers chose to sell out their farmland while some others rented it out to the neighbours or have rested it. However, the villagers own a big homestead land on which vegetables can be grown to supply their own families rather than buying chemically grown vegetables from markets that are injurious to their health. But it is noticed that they seem uninterested in vegetable cultivation as they think that they can spend money to buy it at the market and that growing is a tiring work. This is due to some factors like the lack of seeds, farming tools and irrigation or irregular rainfall.

The extremely poor farmers suffering from the first and second categories of poverty have been selected as the target group by looking at their houses, farmland, domicile land, the number of their family members, daily, weekly and monthly income, materials and equipment used in the families. In the past, 92 families were first selected from 3 villages such as Dok Por, Trakiet and Thmar Baing and last year, 30 more families were recruited to be involved in the project. The reasons they have been impoverished or some of them get poorer because the farmland was sold to get money for health care; small farmland can only bear low rice yield that can't suffice for the whole year; farmland was mortgaged and confiscated by Microcredit Institutions; they haven't had any knowledge or skills at all that can be used in any other businesses or in the agricultural development; they work for garment factories with low monthly wage and have fallen into debt, so it has to be divided into two portions such as for family purpose and monthly payment of interest; the families with many children have difficulty earning their living by just working for the garment factories and frequent domestic violence destroyed private property conducting to increase in poverty.

Due to debt, they only need money that can be made soon, so farming harvest lasts a long time that can't await it. So most people in this area seem not to have been interested in the vegetable farming. They only rely on monthly wage from their garment factory job. That's why their living condition is noticed to be difficult because at the end of each month, they have nothing left after liquidation of debt.

The Community Development through the Promotion of Sustainable Agriculture has been initiated by Khmer Association for Development in order to instil the concepts in terms of the value of non-chemical farming products into the community people and 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.

Since the project was introduced, the target group has been encouraged to utilize the free homestead land to the best of their ability to do the farming so that they have earned additional income from it that has assisted in improving their current subsistence, they have had enough nutritious food for their children, could supply them with enough school material and been able to refer them to health service providers when they were sick. This project has been designed for the villagers to implement and to manage themselves. So currently, 122 families and about 217 high school students have been direct beneficiaries and about 785 other family members have been indirect beneficiaries.

8. Completed activities up to the reporting time:



KAD – 2017 Annual Report



concept @ kresal

KAD – 2017 Annual Report



KAD – 2017 Annual Report



concept @ kresal

8.1 To conduct the project evaluation in three villages from which 122 families have benefited from the project. The evaluation was done so as to measure any progresses made as well as to probe any inactivity or challenges during the project implementation and the reports made for use to improve the future process of the project towards the achievement of its objectives and goal.

The project evaluation team was established in which 6 people were members including 3 community development staff, one executive director, one executive assistant and one administrative officer. The team first prepared the evaluation purpose and then questionnaires used by its members to ask 30 of beneficiary families living in 3 villages such as Dok Por, Trakiet and Thmar Baing relating to some issues, for instance, 1) how they felt to the project, 2) what activities they did for the project, 3) to what extent they participated in its implementation, 4) what they benefited from it, 5) how it has changed their living condition and their villages, 6) whether or not they would want it to continue, 7) what additional activities should be added, 8) what additional activities should be added and 9) what they would suggest to improve the project implementation. The team members were called to the meeting to discuss about the evaluation activities, to analyse the answers from the questionnaires and to prepare the report.

8.2 To organize the agricultural technique trainings and to train the citizen groups on how to manage all the work themselves. These activities were done in order to strengthen the remaining the agricultural technical capacity that is used to increase the farming products or harvests and to improve the management skill of the villagers so that they had enough ability to lead their own groups and to do their work well.

Normally, farmers in Cambodia conduct the farming activities utilizing the ancient methods inherited from their ancestors that are opposed to the current context and that make annual yield drop, so the agricultural technique trainings are very important to strengthen their capacity towards the increases in high harvest and changes in their behaviour. During the project implementation, Khmer Association for Development involved some agricultural experts such as Mr. Nor Savun , one of the model farmers from Takeo province who is well-trained, well-experienced and officially recognized by both government and NGOs and Samraong Tong district agricultural staff in charge of community animal raising and vegetable growing in it. 122 member families and 217 high school students were invited to attend farming trainings on how to raise animals, to build the shelters, to prevent them from diseases, to keep the raising place clean and hygienic, to produce animal feeds, to do the vaccination, to make compost and natural poison, to build up vegetable bed, to prepare irrigation, to grow and look after vegetables.

After the theories were taught, all trainees were required to practice their skills on the demonstration farm set up by Khmer Association for Development, for instance, they were asked to mix compost and natural poison by themselves, grew some kinds of vegetables, dug a fish pond and constructed a chicken shelter. As part of agricultural training, the trainees were driven to see the farms both of Mr. Ruos Mao and Mr. Nor Savun as well as other farmers' in Takeo province and non-chemical vegetable farm at Picnic resort in Preah Sihanouk province in order to improve their skills and to get some more experience. In addition, the project staff encouraged them to do some researches on the agricultural techniques through the websites focusing on the field of agriculture in KAD office.

The citizen groups were also trained further on leadership and self-management so that they had more capacity to lead the activities themselves very well and effectively and on how to find the markets to sell their products more easily. The project staff monitored the activities done by the

family members weekly and even provided them with some advice and helped solve any problems faced by the members. The citizen groups themselves were supposed to organize monthly meetings in which their members were invited to participate to review all activities they have done over the past month, to raise the issues they encountered and discussed the future plans. The project staff also were present to supervise the process and could give them some consultation.

8.3 To sell the materials, equipment, vegetables and rice seeds, organic natural fertilizer, fruit trees and species of animals to the training participants. After the trainings, the materials, equipment, vegetables and rice seeds, organic natural fertilizer, fruit trees and species of animals were sold to the participant at low costs so that they would be able to do their farming work. The high school students were motivated to seed fruit tree pits such as mango, custard apple, sour sop, papaya, rose apple, jackfruit, coconut, orange, etc. then all these fruit trees were also sold to the community people. 30 more families were selected as the new members receiving both technical training and some farming materials and equipment such as hoe, spade, rake, pick and other cutting and digging instruments. More species of animals such as chicken, ducks, turkeys and geese were produced to meet the need of communities as evidenced, 1,283 heads of chicken, 87 heads of ducks, 25 geese and 37 turkeys were sold to them to be used as further breeds. In addition, the community were encouraged to use local raw materials and resources in order to reduce high expenses to do the farming.

8.4 To prepare a new fish pond and a chicken shelter in the center as demonstration farm and to purchase some more species of chicken and young fish for raising. Two more ponds were dug in a new farmland in front of the center. 10,000 fish fries were bought and released in one of ponds and another one was intended to store the rain during the rainy season that would be used to water the crops and to raise chicken. The remaining chicken shelter was enlarged and maintained. One electric incubator was bought to incubate chicken eggs. Some more chicken bought and produced to meet the needs of the community people. They were invited to visit the demonstration farm very often and the agricultural experts demonstrated their activities to the visitors.

8.5 To prepare a new compost site and to produce the composts as demonstration site for farmers. The compost site was expanded and both hard and liquid compost made from kitchen waste, cow dung, chaff and many other types of tree leaves. All local resources were used to reduce expenditure on chemical fertilizers at the market. Sometimes, in case of the lack of our own raw materials, cow dung was purchased from the villagers who have many cows with abundant cow waste. The community people were allowed to use this compost for growing their vegetables and other crops, but they were required to participate in its production.

8.6 To do the weekly follow-up activities with target group. The community development workers monitored the beneficiaries' activities done every day and even offered some advice to them. During the follow-up activities, they recorded any problems found out about, assisted in advising the farmers on any gaps and made reports for the organization leaders during monthly meetings. The work of the community development was divided into two types, internal and external. The following were internal work done:

- Constructing and renovating chicken shelters and zinc fences around it.
- Managing and maintaining farming materials and equipment.
- Reclaiming a farmland to grow several types of vegetables for staff, children and animals in the center.
- Cleaning the chicken shelter, materials and equipment used in it regularly.
- Fixing water tank used to water the animals.

- Producing animal feeds.
- Vaccinating young chicken and other animals.
- Purchasing new species of chicken and chicken feeds.
- Maintaining the vegetables grown regularly.
- Clearing a new land of bushes, burning down the dead plants, planting the picket poles around the new land and ploughing it.
- Buying some more farming materials and equipment.
- Constructing roofs under which vegetables grown.
- Finding the markets to sell the chicken and ducks.
- Planting the corns and other vegetables in the new land and germinating vegetable seeds.
- Making warm-up boxes for chicks.
- Digging fish ponds and releasing fish fries into them.
- Wiring the chicken shelters to light them at night time.

The following are external work done:

- The farmers were continuously trained on agricultural techniques.
- Observing their farming activities and providing them with some more experience in rearing the chicken.
- Vaccinating the chicks for them to lead them to practice it directly so that they would know how to do it by themselves next time.
- Explaining to the farmers how to do and what medicine to be used when their chicken were sick.
- Strengthening the farmers' spirit and arousing their interest and effort in animal rearing and vegetable growing.
- Observing and querying about the problems they faced during animal raising.

8.7 To establish an animal feed producing machine and to produce an animal feed to be supplied in the demonstration farm and to target group. The animal feed machine was erected to produce animal feed to be supplied in the demonstration farm and to target group. The following year, it was maintained well and fixed when broken down. The local raw materials such as unhusked riced, corn, green bean, etc. were bought for animal feed production. As the number of chicken and duck eggs increased month after month, an egg-hatching box was bought and used to hatch duck and chicken eggs. It could hatch around 300 eggs per time and after that the young chicken were distributed to the communities.

8.8 To conduct the subsequent agricultural training and collect the agricultural products from the target groups. The community development staff and district agricultural experts monitored the target group activities on weekly basis. They additionally opened a short course on farming once a month for the member families. They were provided with weekly advice on this as well. They also bought the agricultural products that were used for children's food in the center and sold in their villages.

8.9 To loan rice to the target group. The rice barn was built in the center to store rice that is loaned to the community people on yearly basis. Both member families and non-member families are allowed to borrow rice from the rice bank activities. The rice was loaned to the target group with low interest, for instance, 100 kg of rice borrowed, 120 kg were returned to the project. This activity was carried out in order to help the target group out of the lack of annual food. Normally, the yearly harvests

they achieve are not enough for the whole year because some portions are sold to get money for other purposes and some members own small plots of farmland that can produce small amount of rice. So the rice bank activity can meet their requirements and reduce their difficulties.

8.10 To prepare a vegetable garden and to grow vegetables in the center as demonstration activities. Up to now, around three hectares of farmland have been bought in which several types of vegetables and crops such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, string bean, okra, tomato, savoy, celery, coconut, jackfruit, sapodilla, longan, lemon, sandarica, mango, pomelo, lychee, etc. were grown. In addition, in the demonstration farm, some infrastructures have been developed, for instance, a storage, a nursery and vegetable rows.

8.11 To organize monthly meetings of citizen groups and to make monthly reports. The citizen groups implemented and managed the project themselves. The community development staff trained the group leaders how to manage their groups by themselves and helped prepare various documents used for their activities. They were responsible for organizing the monthly meetings and preparing the monthly reports for submission to the community development workers. In addition, the group leaders supervised the activities of their members very often and reported something irregular to the community development workers. The KAD community development staff also helped organize the meetings for them and observed and took note of them.

8.12 To collect the rice loans back from target group. The community development staff collected back all the rice loans. For rice loans made to the target people, they were exacted to sign an agreement letter that specified the name, the village, the amount and the date of repayment. A few weeks after the rice harvest, the staff informed the people who borrowed the project rice about the exact date of repayment. The repaid rice must be kept in a rice barn for the next year's project activity. Unfortunately, most of member families encountered the natural disaster of flooding that ruined their rice paddies, so they were unable to repay rice loans to the project.

8.13 To lead the project staff, high school students and target group to visit the demonstration farm of Picnic resort in Preah Sihanouk province. 30 member families, 25 high school students and 2 project staff visited the demonstration farm of Picnic resort in order to get some more experience and skills for improvement of their farming work and increase of their products. There are many farms in which around 30 types of vegetables and some species of animals and rice were grown and raised. They did the presentations relating to the farming techniques and led the visitors to see their vegetables and animals and even provided them with some advice.

8.14 To encourage the poorest farmers to produce natural compost. Some farmers were very poor to buy chemical fertilizers to increase their rice yield. The project helped them to solve this problem by egging them to make the natural fertilizers using local raw materials and community resources such as kitchen waste, tree leaves, burned chaff, cow dung, etc. that assisted them scale down the expenses on the purchase of costly chemical fertilizers from the market and to improve the quality of their farmland. In the past before the project introduced, the local farmers got the loans from private microcredit institutions or from moneylenders with high interest rate. Most of family members turned to work for garment factories from which they could get quick money. This has reduced the local labour force and has caused a big problem to rice growing season.

8.15 To involve high school students in farming activities. The high school students were trained on farming techniques and then were allowed to practice the actual farming in the center and at their homes. The purpose was to provide them with farming skills used to do the farming to get income to support their study so that they can learn up to higher education without depending only upon their parents' labour. This can make them avoid dropping out and is part of increase in the local human resources. On the other hand, they are young and stronger than old people and can overcome every obstacle and difficulty. Another purpose was to make them self-confident and reliant and to teach them how to earn income.

8.16 Further staff capacity building on farming techniques and tourist resort development in Thailand. 7 existing staff were selected to attend the farming technique training in Thailand, of whom 5 females and 2 males. 4 girls are now studying the agricultural major at the Kampong Speu University. 2 men have completed different universities and 1 girl has just completed the upper secondary school and is pursuing her college study in Phnom Penh. All these people now involve themselves in the project after returning to Cambodia and even have been committed to carrying it out successfully. During a month-long stay in Thailand, the team received the following farming and community development skills:

- **How to raise chicken** (to make chicken feeds, to build chicken shelter, to vaccinate the chicks, to hatch eggs and tend the chicks, to keep the surroundings clean, to maintain the chicken waste). The Team visited three chicken farms in Ubon Rachathani province and one in Surin province. Over there, the team learned how to build the chicken shelter in the center of PFA and in the communities they learned how to make chicken feed and to hatch chicken eggs using an egg incubator, to take care of chicken, to keep the environmental surroundings clean, to get rid of flies, to use chicken feed and to find the market. So far as in Surin province, the team learned how to produce chicken feed, to hatch eggs, to look after the chicks, to breed between cocks and hens, to prepare chicken shelter and walking fields, to vaccinate the chicks and to use the vaccines.
- **How to grow vegetables** (to build up a vegetable bed, to sow a seed, to use a fertilizer, etc.) and other fruit trees (mango, jackfruit, coconut, longan, papaya..). In Ubon Rachathani province, the team visited two mushroom farms whose owners tried to explain about all the processes of mushroom cultivation such as the mixture of raw materials, production of mushroom breed, erection of equipment, shelter construction and tending. The team members were also trained how to prepare vegetable beds and to grow some vegetables in PFA center by one of its farming experts. In addition, the team was prepared to visit other crop farms or areas such as rice field, bamboo, lemon, banana, papaya, strawberry, coconut trees both in Ubon and Surin as well as in Uthai Thani provinces.
- **Learn how to produce dry and wet compost as well as natural poison and others.** The team learned to make dry and wet compost as well as natural poison by one of agricultural experts of PFA. In other community farms in Uthai Thani, Surin and Ubon provinces, the team was taught how to make liquid compost that is used to spray on fruit trees and other crops so they are prone to grow well and bear a lot of fruit. Additionally, in Ubon province, our team also visited an earthwork farm that produced earthworm waste used as a natural fertilizer or dry compost. Over there the liquid compost made both from fruit and earthworm waste was also demonstrated by the farm owner.

- **How to raise fish, frogs and pigs.** In Ubon province, the team visited two fish ponds and learned how to raise fish, to produce its feed, to make water clear, to make the pond and to feed fish. In the same province, the frog farm was also visited and there the farm owner described in details how to breed the male and female frogs, to build the breeding sites, to make its feeds, to feed it and to take care of it correctly. There is the largest pig farm in Ubon province where the team visited. Over there, the team members learned how to breed male and female pigs, to build a pig style, to do the plumbing, to raise and tend it. In addition, the markets to sell pork were also known.
- **How to grow rice with high harvest.** The team visited the rice fields in Surin province with high harvest, especially the farmers can grow rice two or three times per year and maze of water canals and ponds where enough water can be irrigated to the rice paddies were dug. That province is famous for jasmine rice. Cows were raised to get their dungs used to improve the rice harvest and the fertility of land. Mr. Montri spent a full day to train the team on how to use fertilizer in the rice field and how to grow and tend rice with good harvest. 9
- **How to prepare a flower garden.** In Ubon province the team visited two flower farms: jasmine and assorted flower garden. The farm owners explained to the team members on how to choose and grow seeds, to build up the rows, to water them, to enlighten the flower beds and to use fertilizer. Additionally, they told the team how and where to sell their flowers and the income they received per year.
- **How to market the products or services.** The team members were led to visit some markets where many types of goods were sold. It was noticed that all the agricultural products were easily sold and that there were a lot of markets buying their farming products. If compared with Cambodia, the farmers can produce a lot of harvests, but they can't be sold at all.
- The team was trained about the arrangement of homestay and guesthouse. In Uthai Thani the team members learned how to arrange the rooms and beds, to build a homestay, to serve the table, to cook food and to communicate with foreign tourists. Over there, the team visited one homestay, one guesthouse and one resort in which a lot of homestays were built.
- **To visit handicraft community in Ubon province.** The team visited the handicraft community that made many kinds of goods from local raw materials. Over there, the team had a meeting with all community members who explained in details about the initial establishment, their work and achievement. The goods they produced could be sold to the tourist as a souvenir and to the local people for daily uses. This is an important element for our tourist resort planned in our community.
- **To join the community sport activities.** In one of communities in Ubon province, the community people both old and young set up a sport program so that they do physical exercise every day to improve their health. The team visited that community and also met with all the community members.
- **How to set up and manage the rice bank activities.** Mr. Montri invited the team to visit his rice mill thought to be the largest one in Ubon province that surprised every team member. Mr. Montri and his colleagues explained to the team clearly about their work and the rice business plied with their business partners. It was noticed that their rice quality was officially accredited by many international organizations.

• **How to involve the communities in the project.** In the provinces of Thailand the community people united to create the joint development communities and their work is always officially recognized and supported both by the government and the royal palace. The community members always work in close cooperation with each other attentively and with strong commitment to implementing their duty and role.

• **How to manage the project.** In Surin province, Mr. Pitak, one of farm owners welcome our team warmly, described how to manage the business planned in the future, facilitated our visit to other farms and even provided us with good advice and suggestion relating to the establishment of new interesting farm.

8.17 To do the monitoring, evaluation and reporting. The project coordinators did weekly monitoring and monthly reports that were submitted to the organization's senior officers. The organization leaders also did monthly monitoring and evaluated the project activities once every six months. The project coordinators, beneficiaries, communities and local authorities were involved in the project evaluation.

8.18 To make monthly, progress and final reports by KAD. The organization's senior officers prepared the progress and final reports for submission to the donor. Before these happening, the project evaluation was conducted by using questionnaires asking the stakeholders.

9. The responsibility and duty of each of staff involved in the project:

- Mr. Meas Chandeth, the executive director was responsible for daily and weekly monitoring all the project activities including preparation of documents used in the project, recruitment of project staff, employment of well-experienced trainer, training, rice bank, compost production, check of material and equipment lists, animal husbandry, vegetable, crop and fruit tree planting, sale of farming products, monthly meetings, observation of target group activities, reporting, evaluation leading the team members to be trained in Thailand.
- Mr. Doem Sam On assisted the executive director with whatever he has done. In addition, Sam On helped buy materials and equipment, organize the monthly meetings with all staff who directly carried out the project, collect monthly reports from the implementers, prepare the administrative documents and liaise with children's parents or guardians and related institutions. He also prepared and submitted monthly reports to the relevant institutions such as Samraong Tong District Authority Office and Kampong Speu Provincial Department of Agriculture, Forestry and Fishery. He was also invited to attend the monthly meetings with them.
- Mrs. Tim Kimsang is an administrator/accountant who took responsibility for maintaining all properties and for managing income and expenditure of Khmer Association for Development. She demonstrated the income and expenditure to the finance officers when they came to check it.
- Mrs. Keo Sokunbopha and Mrs. Keo Sovanna the finance officers were responsible for purchasing a bulk of materials and equipment desperately needed for the project every month and for reviewing the income and expenditure at the center and for preparing the financial reports submitted to the donor as well.
- Mr. So Sereynyvath, Mr. Um Kann, Mrs. Sean Savid, Mr. On Nam and Mr. Suon Sareth, Community Development Staff undertook all the project activities as planned in the project proposal.

- Mr. Nor Savun, Agricultural Technique Trainer and Agricultural Expert from Samraong Tong District Office of Agriculture, Forestry and Fishery assisted in monitoring the farming activities and providing further trainings to the project staff and communities.

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

Current achievements, outcomes and effects of the project on the beneficiaries and communities; degree of attainment of the original project goal; difficulties you are encountering.

10.1 Current achievements:

- The project was evaluated in order to measure the results by preparing the questionnaires to collect data from 30 member families.
- 92 families remain the members of citizen group and 30 new families have been selected as new members.
- 122 family members and 217 high school students received monthly trainings on how to raise animals, to build the shelters, to prevent them from diseases, to keep the raising place clean and hygienic, to produce animal feeds, to do the vaccination, to make compost and natural poison, to build up vegetable bed, to prepare irrigation, to grow and look after vegetables.
- Some farming materials and equipment such as hoe, spade, rake, pick and other cutting and digging instruments were sold to 30 new member families. 10,000 fish fries were released to the newly dug pond. 1,283 heads of chicken, 87 heads of ducks, 25 geese and 37 turkeys were sold to the community people to be used as further breeds. In addition, the community were encouraged to use local raw materials and resources in order to reduce high expenses to do the farming. Some kinds of vegetable seeds, crops fruit trees such as cucumber, pumpkin, egg-plant, cabbage, Chinese radish, guard, green bean, string bean, okra, sweet potato, corn, mango, papaya, sour sop, custard apple, jackfruit, etc. were sold to the member families.
- One more fish pond was dug in a new farmland in front of the center and some more fish fries were bought and released in it. The remaining chicken shelter was enlarged and maintained and some more chicken bought and produced to meet the needs of the community people. The farmers were invited to visit the demonstration farm very often and the agricultural experts demonstrated their activities to the visitors.
- The compost site was expanded and the compost was sold to the community people for growing their vegetables and other crops.
- The daily and weekly follow-up activities were done by the community development workers, they recorded any problems found out about, assisted in advising the farmers on any gaps and made reports for the organization leaders during monthly meetings and the subsequent agricultural trainings were provided.
- Animal feed was produced and supplied in the demonstration farm and to target group with low price to fatten the animals.
- The subsequent agricultural trainings were organized for the farmers and the agricultural products of the target groups were bought by the project management team.
- 16,675 tons of unhusked rice was bought from the villagers to be stored in the rice barn and distributed to the group members. 122 families with 82 member and 40 non-member families got rice loans of 16,518 tons.
- Vegetable garden, chicken shelter, road and rice paddy were prepared on around three hectares of land that have been just bought in which several types of vegetables such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, string bean, okra, tomato, savoy, celery, etc. were grown.

- Monthly meetings of citizen groups were organized in order to improve their activity implementation and to solve the problems faced over the past month and monthly reports were made.
- The loaned rice was collected back from target group and species of animals and vegetable seeds were sold to the community people.
- 20 member families, 22 high school students and 5 project staff visited the demonstration farms of Mr. Ruos Mao, Mr. Nor Savun and other farmer communities in Ta Keo province and in Picnic resort in Preah Sihanouk province in order to get some more experience and skills for improvement of their farming work and increase of their products.
- All member families were encouraged to make natural fertilizer used to increase their rice harvest.
- 217 high school students were involve in farming activities providing them with farming skills used to do the farming to get income to support their study so that they can learn up to higher education without depending only upon their parents' labour.

10.2 Outcomes of the project:

- The participants were seen to have grown various types of vegetables and to have raised chicken, fish and duck for their own nutritious food rather than buy chemical food from market.
- The farmers and high school students participated actively in the agricultural work, understood a lot about the advantages of non-chemical vegetables and meats and utilized their farming skills to increase the farming yields.
- The demonstration farm was able to produce sufficient amount of chicks and vegetables to meet the requirements of the target group and children in the center and the place from which the farmers gained.
- Reduced expenditure on the purchase of chemical fertilizer by own compost production using the local resources.
- The target member families were divided and were able to lead and manage themselves after training on self-management provided by the project.
- Animal feed was produced and used enough in the center to fatten the animals immediately.
- Nutritious food was produced to improve the children's health and expenses on vegetables and meats reduced.
- The rice loan helped reduce the people's hunger, ease their difficulties and avoid the mortgage of their house ownership certificate to get money to support their families.
- One more plot of farmland bought to expand the farming activities to increase the farming yield.

10.3 Effects of the project on the beneficiaries and communities:

- The people changed their behavior by using modern agricultural techniques and making a great effort to grow non-chemical vegetables and to feed animals. They understood about the advantages of the values of farming products, especially non-chemical things.
- The project helped increase the price of local communities' rice so that they had increased income from their rice products.
- Production of compost substituting for the use of chemical fertilizer was encouraged.
- The rice and organic fertilizer loans prevented the villagers from mortgaging their house ownership certificate to get money to buy rice for eat, for seeds and for cultivation.

- Self-employment for young people created leading to the prevention of narcotic drugs, domestic violence, debaucheries of gangers and migration to other areas in search of the jobs.

10.4 Degree of attainment of the original project goal:

Almost all the project activities have been done and only one of them that hasn't been carried out was to grow the System of Rice Intensification (SRI) because there wasn't a rice field on which it could be planted. However, other activities than those written in the project proposal were carried out instead, so it can be said that 100% of project activities have been implemented.

10.5 Difficulties in carrying out the project:

- Most farmers received cash loans from private microcredit institutions, so after rice harvest they had to sell their rice to get money to pay for interest rate that made us very difficult to collect our rice loans back.
- During the rice-growing season the farmers were busy with rice growing activity and during the flood they were concerned about it and took action to save their transplanted rice paddies, so some of them had no much time to attend the trainings on agricultural technical trainings.
- After the trainings, the trainees were given the materials, equipment, vegetables and rice seeds, organic natural fertilizer, fruit trees and species of animals that egged them on to do their farming work. While their vegetables were growing well, there was a heavy flood destroying them. In addition, their animals such as chicken, ducks, pigs and cows also died of various flood-bred diseases.
- After the new fish pond and a chicken shelter had been prepared in demonstration farm and some more species of chicken and young fish had been bought and released, the flood came that made all fish fries go away with a strong flow of water and some children die of diseases.
- The compost site was expanded and both hard and liquid compost made from kitchen waste, cow dung, chaff and many other types of tree leaves, but the communities couldn't use it due to natural disaster like the flood drowning their farmland.
- Several types of vegetables such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, string bean, okra, tomato, savoy, celery, etc. were grown on the new farmland just bought and used as the demonstration farm was inundated spoiling them during the flood.

10.6 Solutions to Challenges:

- Some farmers were allowed to pay back the following and some others were required to pay half amount of rice loans back to the project.
- The project community development workers always took their free time to meet and gave some advice to the farmers in terms of their agricultural work.
- The farmers were suggested to use a plastic shelter over the farm to shade the vegetables from the sun heat and to bury water pipes underground to drain water out of their farms during the flooding season.
- More vegetable seeds and species of animals were sold to the farmers in order for them to resume their farming in this new year 2018.
- Fish and chicken will be bought again for the demonstration farm in new land, so it will be operated in this new year 2018 from which the farmers get experience and skill.
- The compost site in the center will be expanded and the community people will be encouraged to produce it for their own uses.

- The farmers who are unable to pay loaned rice back to the project this year would be allowed to do so in the next rice harvest season in January 2019.
- Vegetables such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, string bean, okra, tomato, savoy, celery, etc. will be grown again on the new farmland just bought and used as the demonstration farm.

11. Prospects and implementation schedule of the project for the following years after this report:

- The remaining project activities will be strengthened and further staff capacity will be built towards the achievement of the project objectives and goal.
- The new farmland that has just been purchased from the villagers is going to be turned into the tourist resort that serves the tourists with natural things such as chicken, fish, vegetables, desserts, etc.
- Solar Penal System used to pump water to irrigate the farm should be installed in order to reduce the present high cost of electric power.
- Water system in the farm used to irrigate all kinds of crop areas should be prepared such as plastic water pipe and drip system.
- Fruit trees of all types should be planted in the farm in order to get shade, to improve the landscape and to acquaint the children with them.
- The chicken farm in the center is going to be relocated to a new farmland, so firstly the chicken shelter construction site must be piled up with excavated soil and the chicken shelter must be constructed on it. In addition, other sites such as compost, egg-hatching, fertilizer and goods storages should be prepared and a small house for community development staff should be constructed
- During the rainy season, the vegetable growing area is flooded that makes all kinds of vegetables and other crops die, so it must be filled with excavated soil as well. In addition, during the dry season it is hot that badly affects the vegetables, so few more shelters should be built under which vegetables are grown well.
- Bamboo trees and other crops are going to be grown on the surroundings of a newly dug pond at the back of the land to store the rain for uses in the dry season.
- Shelters around the fish ponds will be built where tourists can come and site in to buy food and to do the fishing for fun. Many species of fish should be released and raised in the fish pond so that tourist can do the fishing for leisure.
- Organic vegetable growing and natural chicken raising should be strengthened and the number of production should be done to serve the needs of tourists. Additionally, organic rice and natural fruit trees to get fruit to serve the tourists will be grown a great deal.
- A flower garden in the north of fish pond is going to be prepared to improve the beauty of the land that can attract the tourists and also for them to take a photo for fun.
- In the west side of the fish pond, the playground is going to be prepared for the children who visit this place with their parents.
- Some more land used to develop other things will be bought. In addition, water system and mazes of roads around the land should be prepared.
- The restaurant to serve food to tourists is going to be constructed near the fish pond where organic rice and vegetables and natural chicken will be used.
- Homestays to facilitate a nighttime stay for tourists both in and outside of Cambodia will be constructed.

Project IV

English Access Microscholarship Program

1. Name of Organization:

Khmer Association for Development (KAD)

2. Address of the organization implementing the project:

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Contact phone: (855-97) 20 20 945 Contact phone: (855-12) 932 840
E-mail: chandeth.meas@kadcngo.org Website: www.kadcngo.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:

- 4.24 Mr. Meas Chandeth, Executive Director,
- 4.25 Mr. Doem Sam On, Executive Assistant,
- 4.26 Mrs. Keo Sokunbopha, Finance Officer,
- 4.27 Mrs. Keo Sovana, Assistant Accountant,
- 4.28 Mrs. Tim Kimsang, Administrator/Accountant,

5. Project title:

English Access Microscholarship

6. Address of the project site:

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

7. Short description of situation of target group and the project purpose / goal:

In Cambodia for the time being, English is used as the second language after Khmer language that is the national one. English is generally used for various purposes, for example, it is used to find a good job, to take a test to get scholarship to study abroad and at the university in Cambodia and to communicate with foreign investors to do the businesses.

English Access Microscholarship Program is implemented under financial support of American Embassy to Cambodia in order to provide Cambodian young people with English knowledge and the awareness of American culture so that they would have enough capacity to find a job and to pursue their university study. Currently, there are 22 Access students recruited from low income

KAD – 2017 Annual Report

families through the assessment test, who learned at high schools, determined to complete the two-year program and joined all activities done by the program. In the program, the Access students are taught English, acquainted with American culture, required to develop their own skills and to do community work.

8. Completed activities up to the reporting time:



concept @ kresal

KAD – 2017 Annual Report



KAD – 2017 Annual Report



concept @ kresal

KAD – 2017 Annual Report



concept @ kresal



KAD – 2017 Annual Report

For the 3rd round of the English Access Microscholarship Program carried out by KAD, there were 20 approved students and 2 reserved ones. They studied English for 1 hour per day from 4:00 p.m. to 5:00 p.m. when they were free from their public school hours and 5 days per week from Monday to Friday. They were taught from New Headway textbooks. In addition, they also learned English vocabulary, conversation, grammar and old story extracted from various websites. They attended the English class regularly and performed well. In this period the class started on February 01 until March 31 and the number of students remained the same. There weren't any dropouts. Beside English instruction, the Access students were also required to study basic computer skills such as Words & Excel. Talking about Enhancement and Community Service Activities, 1 personal development and 2 community service activities were conducted. The personal development provided pertained to mentality, morality and decency education through Buddhism in order to change their behavior for the better so that they will become moral and decent citizen. The community service activities done were that the Access students were trained on hygienic and sanitary skills used to educate the community children and that they volunteered to grow vegetables in the farm belonging to KAD to feed about 200 children staying in KAD center. For the duration of 15 days of January 2017, the administrative work was done, for instance, various documents were prepared; the announcement to select the students was done; the initial test was provided; the test result was declared; the contracts were signed by both students and their parents; the classroom was well-arranged and study materials were bought and given to the students.

The Access students were invited by the Universal Peace Federation-Cambodia (UPF) to join the 3-day International Youth Assembly Workshop organized on May 27-29, 2017 in Kamong Speu province on some topics including 1) the role of youth to become the leader for family, social, national and peace building, 2) the goal of life and universal principle of peace, and 3) the differences between good and evil.

The Access students spent three days from June 10 – 12, 2017 doing the fund-raising in more than ten villages and one lower secondary school to get money to help the Angkor Hospital for Children. They raised money in the total amount of around 2,000,000 Riels which were handed over to the representative of the hospital in Phnom Penh. The activity was done in order to help the children, to train the Access students on how to do the job, to inculcate them with the concept of charity and to involve them in community services.

International Children's Day was celebrated by the Access students in which the local authorities, the parents and the children participated. In that event, the Access students played a skit with reference to the rights of the children and then the children were asked a lot of questions relating to their rights and the gifts were given to those who got the right answers. The event was celebrated in order to imbue the children with their rights.

Khmer Association for Development produces a non-chemical food by raising natural chicken and growing several kinds of vegetables in its own farms to feed around 200 community children who stay all day in its center under its day care. The Access students are always involved in the farming when they are free from their schools, especially on weekends and on national international festival days. The investment of their times in this activity is that they are trained on farming skills and jobs, help promote the rights of the child to proper living, education, health care and protection from abuse.

KAD – 2017 Annual Report

The U.S. Embassy in Phnom Penh implemented the U.S. State Department program “The American Film Showcase” in Cambodia from May 17-25, 2017, so for our Kampong Speu Access, it was done on May 21, 2017 by two filmmakers, Robin Hauser Reynolds and Heather Courtney followed by a motivation talk and Q&A with Alumni, current Access students and other students from local schools.

In the 3rd period, 20 Access students remained in the program. There weren't any students dropping out halfway. They attended school regularly according to the set schedule and completed the three month period of their English study with good result. They participated in some community service activities like tree planting, community youth education on narcotic drugs, visit to Tuol Sleng and Choeng Ek genocidal museums. In addition, they organized a food offering for the parent ceremony as part of Mother and Father Day.

There are many kinds of narcotic drugs being circulated both in the cities and rural areas throughout Cambodia by illegal drug traffickers, but it is noticed that amphetamine is very popular with young people. These days, most young people are badly affected by the drugs that ruin their lives, future, families and society. Although there are various actions taken by the governmental authorities to prevent and eliminate the drug trafficking, it is impossible, for the drug traffickers always use high technical tricks and the corruption among legal enforcement entities is taking a deep root. This is not someone's issue. It is a public issue, so it will require the people of every status to be involved in drug eradication from the nation. Seeing that young people are the people who will replace the old ones in future national ruling, we will have to try our best to develop them well. It is like a bamboo that is born and grown from a bamboo shoot. If the bamboo shoot is rotten because we don't take a good care of it, as a result, we will not get an old bamboo. As evidenced, the areas where Khmer Association for Development is now located, are being afflicted by drugs. Some young men are involved in drug trafficking and most of them are drug victims. The drugs are sold and used freely. There aren't any local authorities cracking down on it. Recently, 2 young men were arrested and imprisoned for drug trafficking and many others were caught and referred to the Correction Center, but no sooner or later, they were released upon the offer of the bribe to the court and related competent institutions. After being delivered from the prison, the wicked culprits remain the same and backtrack on their previous acts that frighten the people who have under-aged children. Drug abuse causes many problems like the creation of gang, trouble – making during any village ceremonies, thievery, robbery, community violence, sexual rape, etc. In order to forestall the drug abuse, Khmer Association for Development (KAD) held a small workshop in which local police, community youth and Access students were invited to participate for the awareness on the impacts and prevention of narcotic drugs. The workshop was organized on the time of drug trafficking activities and addiction surging drastically that would adversely affect the lives of the rural community young people, so such prevention campaign is really helpful.

During the Pchum Ben Ceremony in 2017, while all Cambodian people celebrated it by bringing food to be offered to the Buddhist monk at the pagoda to dedicate the merit to their dead ancestors, KAD's Access students organized the ceremony that offered food they cooked by themselves to their parents and guardians to extend a great gratitude to them who have brought the children up since they were born. The people who were invited to attend the ceremony were 2 Buddhist monks, 22 Access students together with other high school students, 26 old villagers and about 20 Access students' parents. The ceremony was held in order to inspire the Access students with the concept of a great merit and gratitude to their parents and guardians that would turn them into a good citizen of the society. When giving food to the parents, the children were required to say "thanks" to them for

nurturing and supply them with everything and "apology" to them for some mistakes the children always make. The children were also suggested to promise in the presence of their parents that "From now on, I am going to conduct myself well, to commit only good deeds and to double my effort in my schooling." In addition, the parents also said that they have already forgiven all the mistakes made to them and never found fault with their children. With all these words uttered by the parents made the children, excited, burst into tears and sob deeply. Besides, the monks also narrated between good deeds and misdeeds that should be and shouldn't be committed by the children that made them increasingly understand. Around 95% of Cambodian population believes in Buddhism, so morality education through the Buddhist monk is really effective and it should be occurring very often.

On August 05, 2017, all Access students went to visit the Tuol Sleng and Choeng Ek Genocidal Museums in the purpose of understanding the true history of Cambodia and the acts of genocide carried out by Khmer Rouge regime that took power in Cambodia from 1975 to 1979 and inculcating them with the concept of humanity, peace, mutual tolerance and charity. When seeing these genocidal sites, they were frightened, burst into tears and even wondered why the Khmer people killed the Khmer people or the human killed the human? It is very hard for them to find the answer to this question, as they are only a young generation who know nothing about the past history of Cambodia and unfortunately the history they have studied is not detailed enough to clear up their doubt in mind. However, before their visit to the genocidal museums, the Access students were briefly taught the Cambodian history in terms of Khmer Rouge regime.

Khmer Association for Development has just bought around 2 hectares of land in which several types of trees would be intended to be planted in order to promote the rural community environment, to acquaint the next generation with these kinds of trees and to inculcate the children with a great love of environment, beautiful landscape and trees. These days, the Cambodian children lose the interest in environmental protection and reforestation because there isn't any motivation for them to do so and they don't know the most valuable forest trees that are being destroyed by illegal loggers. The Access students were instructed on the advantages of the forest and tree planting, especially for the next generation. The new land is rested without any trees, so the tree planting will obstruct a heavy blow of wind and cause much rain in the area.

In August 2017, the Access students participated in planting 395 both fruit and non-fruit trees in the new land that Khmer Association for Development has just purchased from the villagers. As mentioned above, the purpose of this activity is to make them understand about the protection and promotion of environment and imbibe them with the love of forestry and trees. They not only grow trees in the center, but also in other rural areas, especially in the protected areas or forest under the government's control and conservation. In addition, they will be required to take care of the trees they have planted and to help motivate other community youth to join their activities as part of rural community development. In the whole October of 2017, the Access students rested from their public school, so they volunteered to teach English to the community children aiming at providing them with more English knowledge and improving their English. They worked in good cooperation with each other and with community people, but the problem they faced was a heavy rain that disrupted the instructional activities. In addition, they participated in the campaign that alerted the rural community people to the new year school reopening enrollment and the new school start date so that they enrolled their children at school.

In November 2017, all Access students were trained on the farming skills including wet and dry

compost production and vegetable growing in the Community Development Center run by Khmer Association for Development in order to get vegetables for daily children food as part of its food production program. Additionally, two of Alumni members always came and gave the current Access students with their experience and even taught them some English. Some activities done by Access students in December 2017 like village road repair, instructional skit performance and participation in the Power of Music workshop organized by US Embassy in Phnom Penh.

From November 2 to November 5, 2017, English Access students of Khmer Association for Development – Kampong Speu attended the English Camp organized by U.S. Embassy – Phnom Penh in Bronze Lake Resort located in Baray district, Kampong Thom province. The camp provided the students with a great opportunity to create a close friendship with all the students from 6 other provinces, to order their English that they learned from their schools, to make them brave to express themselves and to do the activities and to absorb much knowledge, experience and skill. This year, the camp chose the topics "Superhero and Sambo Prei Kuk Temples" for the students to discuss and do the presentation. The venues for this camp were both in the resort and Sambo Prei Kuk temples. In addition, baseball friendship games, s'more, US study opportunity presentation, performance, etc. were also included into the program. KAD Access students had a great chance to perform a skit in terms of education on domestic violence that entertained, cheered up and impressed the audiences.

9. The responsibility and duty of each of staff involved in the project:

- Mr. Meas Chandeth, the executive director was responsible for classroom arrangement, purchase of instructional materials and equipment, English instruction, enhancement activity plans and reporting.
- Mrs. Keo Sokunbopha, the finance officer, who has worked for KAD for about 7 years, undertook to manage funding in the bank, to sign the withdrawal of cash, to inspect expenditure and income and to prepare financial report to be submitted to the donors.
- Mr. Doem Sam On, the executive assistant, assisted the executive director with whatever he has done. He teaches the computer skills to the Access students and also English in case of the executive director's absence.

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

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

10.1 Current achievements:

- 20 Access students were selected to participate in the program and had a great chance to learn English and to join other activities.
- A classroom equipped with instructional materials and equipment has been prepared.
- 2 New American Headway textbooks have been completed.
- Various activities other than English instruction have been done.

10.2 Outcomes of the project:

- The Access students have been able to speak English.
- They have acquired some new experience and skills.
- They have been inculcated with the concept of humanitarian aid and social services.

- They have been active and brave in doing a lot of work.
- They have tried hard to study their subjects.

10.3 Effects of the project on the beneficiaries and communities:

- The Access students have mobilized their own resources to help develop their communities.
- They have played good role models for other community youth so that they would become good citizen.
- The number of local community human resources has been increased.

10.4 Degree of attainment of the original project goal:

The project activities have, up to now, been implemented up to 100% because all activities in the project plans have been done that have achieved the project objective and goal.

10.5 Difficulties in carrying out the project:

- During the rainy season, the road was very slippery that made the students very difficult traveling.
- Few students were not active in carrying out the project activities and in providing the community services.

10.6 Solutions to Challenges:

- The students were asked to use an umbrella to be safe from the rain and to travel after the rain.
- The teachers tried to encourage inactive students to participate more actively in the project activities.

11. Prospects and implementation schedule of the project

KAD will implement the project as planned in project planning schedule. The activity implementation will be strengthened and improved. The challenges will be solved immediately. The activity implementation monitoring will be done with great attention.

Project V

Scholarship for Poor University Students

Scholarship Program for Poor University Students - 2017

1. Name of Organization:

Khmer Association for Development (KAD)

2. Address of the organization implementing the project:

Trakiet village, Trapeang Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Contact phone: (855-97) 20 20 945 Contact phone: (855-12) 932 840
E-mail: chandeth.meas@kadcngo.org Website: www.kadcngo.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:

- 4.29 Mr. Meas Chandeth, Executive Director,
- 4.30 Mr. Doem Sam On, Executive Assistant,
- 4.31 Mrs. Keo Sokunbopha, Finance Officer,
- 4.32 Mrs. Keo Sovana, Assistant Accountant,
- 4.33 Mrs. Tim Kimsang, Administrator/Accountant,

5. Project title:

Scholarship for Poor University Students

6. Address of the project site:

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

7. Short description of situation of target group and the project purpose / goal:

The goal of the LOMEF/ARF Scholarship Program is to facilitate access to quality higher education. The scholarship is applicable for public college and university level studies. The program is available for those seeking to begin such studies and/or those seeking to continue such studies but is encountering financial difficulties. The scholarship program is not applicable to, nor does it cover full studies within joint programs (i.e., double or multiple-degree) and/or Doctoral level studies.

Eligibility

The program is limited to South and Southeast Asian students who are bona fide for graduate studies that have not gained any other Bachelor's degree and who meet all on-going requirements.

1. He/she must come from a family whose combined annual income is less than US\$ 2500.
2. He/she must have an average of at least 75% marks in the institution previously attended.
3. He/she must pass an interview given by an ARF Scholarship Program representative.
4. He/she must undertake the full load prescribed in the curriculum of the course.
5. He/she must avail of only one grant at a time.
6. Complete all application requirements as listed below.

Scholarship Value/Inclusions

At both college and university levels the program covers partial financial support. Scholarships can cover tuition fees, learning materials (textbooks, stationary etc) accommodation and travelling costs (if required). Scholarship amounts will vary according to the level of studies and their duration.

8. Completed activities up to the reporting time:

- The scholarship information announced publicly to the university students in the areas where Khmer Association for Development (KAD) is located.
- The application forms were prepared and distributed to the students in order for them to fill out to submit to KAD staff. Then the assessment test was announced to the applicants.
- The assessment test was arranged in KAD center. The test papers were sent to the donors for evaluation. The final test result was announced and then the scholarship award ceremony was organized in which the scholarship was distributed to the successful applicants.

9. The responsibility and duty of each of staff involved in the project:

- Mr. Meas Chandeth, the executive director was responsible for getting funds from donors used as scholarship and distributing it to successful applicants.
- Mr. Doem Sam On, the executive assistant, was responsible for announcing the scholarship, preparing the application forms, setting the dating for the assessment test, organizing the test and informing the result.

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

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

10.1 Current achievements:

- 12 university students received monetary scholarship of USD200 - USD300 per person that was spent on their study materials, daily food, monthly rental, transportation, etc.

10.2 Outcomes of the project:

- The university students had enough capacity to receive scholarship.
- The amount of tuition was reduced.

- They had enough study materials used to facilitate their university level education.
- The scholarship was motivated to study harder.

10.3 Effects of the project on the beneficiaries and communities:

- The number of local community human resource increased.
- The university students mobilized their resources to help develop their communities.
- They have set a good role model for local community youth.
- The communities tried to motivate their children to get higher education.

10.4 Difficulties in carrying out the project:

- All university students stayed in Phnom Penh, that's why it was very hard to contact them or to inform them of the scholarship.
- Most of them worked all week and studied only on weekends, so it was very hard for them to seize some time to join the assessment test.
- It was also difficult to contact few of them because they didn't have a contact detail.

10.5 Solutions to Challenges:

- All the university students were asked to set up the Facebook group so that it would be easy to contact them.
- They were asked to take a day off to join the test to get scholarship with official writing.



2017 Annual Report

The projects Income and Expenditure for the Period of 2017

Income:

No.	Name of donor	Amount Received
1	Kindermisissionswerk	USD65,921.01
2	Schmitz Foundation	USD74,542.04
3	Asian Resource Foundation	USD6,000
4	Mirja Sachs Foundation	USD19,079.65
5	American Embassy	USD10,251.50
6	Vespa Club of Melbourne - Australia	USD1,500
7	Community Contribution	USD42,000
8	KAD Income	USD21,098
	Total	USD240,392.20

Expenditure:

No.	Item	Amount
1	Personel salaries	USD39,600
2	Infrastructure development	USD41,551.70
3	Running costs for program activities	USD125,411.78
4	Administration	USD26,000.9
	Grand Total Expenditure	USD232,564.38

Closing Balance (Income – Expenditure)		
USD240,392.20	USD232,564.38	USD7,827.82

