



**August 25, 2015**

# **2014 Annual Report**

## **The projects and activities**

## **were carried out in 2014**

*Project I – Rural Disadvantaged Children and Youth Development*

*Project II – Child Day Care Service Provision*

*Project III - Small-Scale Clothes-Making and Iron-Made Product Enterprises  
for Unemployed Young Adults and Women in Crisis*

*Project IV - Improved Infrastructures in Vulnerable Community Children  
Development Center*

*Project V – Women Help Women Council (WHWC)*

*Project VI – English Access Microscholarship Program*

## **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, August 25, 2015

Executive Director

The image shows a blue circular official stamp of the Khmer Association for Development (KAD). The stamp contains the organization's name in Khmer and English, along with a central emblem. To the right of the stamp is a handwritten signature in blue ink, which appears to read 'Meas Chandeth'.

Meas Chandeth

# Project I – Rural Disadvantaged Children and Youth Development

<b>Project ID:</b>	<b>D110311009</b>
<b>Project Start (date):</b>	February 01, 2014
<b>Total Project Running Period (months/years):</b>	12 months
<b>Reporting Period (from/until):</b>	February 2014 – January 2015

<b>Project title</b>	The Rural Disadvantaged Children and Youth Development
<b>Name of the legal project holder and the name of the representative authority</b>	- Khmer Association for Development - Mr. Meas Chandeth
<b>Name of the person responsible and in charge of the project</b>	Mr. Doem Sam On
<b>Contact E-Mail (required)</b>	chandeth.meas@kadcngo.org
<b>Reporting period</b>	12 months

Please describe the development and progress in the project, the measures, activities and events, **as in detail and as interesting and informatively as possible**. It is very important to report to our Board Commission in a clear and transparency way as well as we have to explain our individual donors and sponsors about the usage of funds so that they can understand what positive effects could be reached by supporting your project. Donors are especially interested to hear what has been improved and positively changed for the children's life. It is always very helpful to demonstrate the effects through the comparison of the situation before and after the realization of specific measures.

## 1. How has the project been implemented so far?

The project has, so far, been implemented according to the activities outlined in the project plans or project proposal. All the project activities as planned in the project proposal have been carried out very well. In addition, some activities that haven't been included into the project plans were also done in order to improve the project implementation. The project has been implemented with active participation and cooperation of beneficiaries, community people and local authorities and with official recognition of competent institutions such as Kampong Speu Provincial Departments of Education, Youth and Sport, Women's Affairs and Social Work.

**2. What is the current situation the project has reached up to date? Please use if possible the attached grid at the end of this file, which will help to answer the following key questions:**

**a. Which objectives were planned (in application) and which have been achieved?**

The objectives which have been planned in application, included 1) to enable the disadvantaged children and adolescents living in Vor Sar commune to improve access to education and health care services by providing them with kindergarten, primary school level, computer literacy, English teaching and with basic dental and medical services and with basic health education including seasonal diseases, mothers' and children's health care, sanitation, hygiene and nutrition, and 2) to raise awareness and understanding of the rights of the child among local children and people through education on the rights of the child and advocate with the commune council so that they will meet the needs and solve the problems of the children and adolescents. According to actual appraisal, it has been achieved above these two objectives as in the project design focusing only on Vor Sar commune but in evident practice the people from ten other communes also benefited from the project. In addition, some other activities were not included into the project plans were also carried out.



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

The project activities have been undertaken as follows:

- Provision of kindergarten instruction to the children aged between 3 and 5 years. This activity was carried out in order to inure the children to school environment, to offer basic knowledge to them, to make them behave bravely, to get rid of their fear of school, to secure them from all forms of abuse and to provide their parents with a lot of job opportunities. In principle, the children who were aged between 3 and 5 years were admitted into kindergarten classes, but in practice a few were aged up to 7 years. They came to learn with Khmer Association for Development because they were thought to remain very young to attend the public school; the parents didn't have confidence in state-run school; nobody looked after them when they stayed home. In order to alleviate hard burden of daily drudgery, very busy care, living-earning and great concern of the parents and to achieve its objectives and goal, Khmer Association for Development (KAD) established the Child Day Care Center in which the 3-5 years old children were allowed to stay all day and provided with education, health care, nutritious food, transport, recreation and protection from abuse.

In the morning, the children were driven from their home villages to the center where they were first led to practice physical hygiene and sanitation and to sing the national anthem. They were taught basic Khmer literacy and numeracy and allowed to come out to the playground for a short recreation. In late morning, they ate lunch and then took a short nap.



After napping, they took a bath and then started learning again. In the afternoon, they learned basic English language like English alphabets and numbers and short conversation. In addition to both Khmer and English languages, the children were educated how to conduct themselves morally and with dignity towards other people and inculcated with solidarity, mutual affection, tolerance, patience and sharing culture. In order to carry out such as activities successfully, staff capacity building was also a vital factor. So seeing that, Khmer Association for Development (KAD) paid much attention to provide the staff with further training to strengthen their ability.



There were eleven staff who directly undertook these activities including seven teachers/caregivers, two drivers and two cooks. They were responsible for work performance according to their respective roles and duties divided by the program support team. They made monthly reports submitted to the program support team for examination and approval. Then the program support team prepared and submitted monthly reports to relevant

Kampong Speu Provincial Departments such as Education, Youth and Sport, Women's and Social Affairs. These relevant institutions were involved in project staff capacity building and subsequent monitoring and provision of helpful advice and recommendations. At the end of project implementation, 159 children were enrolled in kindergarten education, 71 of whom were girls. The result of their study was that 96 students were good; 48 students were satisfactory, 15 students were poor.

- *Afterschool extra class instruction for primary school children.* Khmer Association for Development opened the afternoon classes teaching the primary school children both Khmer literature and mathematics in the purpose of strengthening and improving their writing and reading of Khmer literature and mathematic solution towards inspiring them to greater endeavour in their study and reduction of school dropping out. In rural areas of Cambodia, high rate of school dropping out is a very big factor to be coped with immediately and attentively by all stakeholders or related parties, otherwise in the future there won't be enough human resources. This factor takes place due to many different issues, for instance, the rural community people don't get insight of the value of education and knowledge; lack of attention of local government, parents, communities and competent institutions; they face the problem of poverty; the rural educational system is very poor and internal regulations for school staff are very lax.



In order to settle the above-mentioned issues, Khmer Association for Development took part with other institutions to implement the education program in favour of rural community children aiming to create abundant local human resources invoked for future community development. Khmer Association for Development has set up the Vulnerable Community Children Development Center in which the education program has been carried out. Six classes from grade 1 to grade 6 have been opened for three hours per day from 1:00PM to 4:00PM and for five days per week from Monday to Friday. Six primary school teachers have been employed to work in the extra-class teaching activity. In addition, four more staff including one executive director, one program manager, one executive assistant and one administrator/accountant have been involved in the afternoon-class teaching activity. This activity first started in Dok Por village, Vor Sar commune and then moved to Trakiet village, Trapaing Kong commune. It has existed in the Community Vulnerable Children Development Center which was first set up in June 2011 and operated in September 2012.

Currently, the center is located in Trakiet village, but the children in 11 villages such as Trakiet, Dok Por, Kork Phnov, Chak Kambet, Bak Chenhchien, Thmar Baing, Raong Kor, Samraong Tong Leu, Samraong Tong Kandal, Samraong Tong Kraum and Tuol Samnang came to learn in it. The children aged between 6 and 13 years were enrolled for schooling in each school year. The classes opened only in the afternoon because in the morning the children went to public school. The purpose of opening the afternoon classes was to improve the children's knowledge, especially to improve their writing and reading skills of Khmer



literacy and the knowledge of basic mathematics leading to the reduction of school dropping-out. According to KAD's experience in working on the field of education in this area for a few years, it has been aware that 60%-70% were unable to read and write and to do the numeracy at all due to many factors, for instance, in rural areas of Cambodia, the educational system was very weak; each class accommodated 60-70 students; teacher deployment was full

of corruption because most teachers didn't want to work in rural areas so the lack of teachers remained a big problem and the schools didn't have enough instructional materials. With low salary, the teachers lacked strong commitment in their instructional activities. With low or no education of parents or guardians, they didn't know about the riches of general education and had no ideas of encouraging their children to go to school. In order to increase the children's regular school attendance, Khmer Association for Development provided those who performed well in classes with incentives. The curriculum included daily lesson instruction together with a lot of exercises and homework, monthly tests and trimester examinations. In each school year occurring in every September, the children were promoted to higher classes. In addition to instruction alone, the children were educated on how to protect the environment around the center and how to maintain their good habit of their community environment protection, on daily morality through Buddhism and on health care, hygiene and sanitation. The teachers switched their turns to go to outreach communities to organize short-time meetings with the children's parents and guardians to promote the value of the general educations.

Upon completion of the project, the total number of primary school students has risen up to 267 persons, 129 of them were girls. The result of their study was that 139 students were good; 85 students were satisfactory, 43 students were poor.

- Opening the English classes for rural community to learn. English is an international language that is used universally for mutual communication. Partly in Cambodia English language is very popular with young Cambodian people who learn it for their future continuous education at the university and for their employment and business. But only those who live in the towns and the cities can avail themselves of great opportunities to get access to English education. As for the rural community children, they have never met such as opportunity because there aren't any English centers being located there. If the private companies or other institutions announce their job vacancies, the candidates are always required to know English. So apart from being as garment factory workers, they are unable



to be employed for good positions. In addition, they also lose their opportunities to pursue their study at the university and to get a scholarship abroad.

In order to establish local human resources, to create employment for young people and to give them a great opportunity to proceed with their university study, the English classes were opened in the center in order to provide the community children and



young adults with English knowledge that will be used for various future purposes. In rural areas of Cambodia, community children rarely get access to English education. They have to come to towns, if they want to learn English. So opening English classes in rural communities, it seems to give them a great opportunity to absorb English knowledge. There are some private companies investing in the provincial towns that only the town children have a

chance to be employed because they are well-educated, especially they know English language. But the rural children miss this opportunity that makes them become badly-educated, and unemployed. Finally, the last choice they make is to create a gang that commits a lot of bad deeds ruining the society. That's why Khmer Association for Development implemented the Rural Disadvantaged Children and Youth Development Project that has included the English language into its activities.

Five English classes were opened in the afternoon from 4:00PM to 6:00PM in the Community Vulnerable Children Development center located in Trakiet village, Trapaing Kong commune. The English text books used in the activity including Causes and Effects, First Choice, Thematic Skill & Application and Pre-School. Five teachers were employed to work. This activity as well as others already above-mentioned, first started in Dok Por village, Vor Sar commune and then in September 2012, it moved to Trakiet village, Trapaing Kong commune. In order to strengthen the capacity of all English teachers, they were provided with further training on English teaching methods and pedagogy. Two trainers from Westland Institute were employed to train our English teachers for four times

at KAD center, Kampong Speu. In addition, one more English school was also set up in Ang Tonlop village. There, three English classes were opened in which more than 236 children learned an English language. In English classes, there was a total number of 592 students, 257 of them were girls. As for the test result upon completion of the project, it was shown that 381 students were good; 169 of them were satisfactory; 42 were poor.

- Opening the computer skill training class for disadvantaged children. Although technology information is being greatly developed in the world, it is still poor in Cambodia, for instance, only in the cities and provincial towns, some people know how to use technology information, but only those who are government, private company, and NGO staff and some of high school and university students. There aren't any computer skill training classes being opened in rural areas. Both community people and students haven't had any computer skills. Without computer skills, it has also brought about difficulty and obstacle for the students to pursue their university study and to find the jobs when their study is over. So if no training class in rural areas, the community students will have no computer skills and they can't find any jobs in the future. So with computer skills, young people will be able to involve themselves in their community development. They will become the community leaders leading their communities towards prosperity. In the future, they will share their skills, knowledge and experience with the next generations.



The computer skill training was first opened in Dok Por village, Vor Sar commune in

February 2012 in order to provide the children and youth with the computer skill training. Then it was moved to Trakiet children development center in September 2012. Both children and adolescents were enrolled to learn the computer skills. They came from various villages of Samraong Tong district. The computer classes have been opened for seven hours per day from the morning to early evening. The computer skills such as Microsoft Word, Excel and Power Point have been taught. Up to the final reporting time of 2015, six tests have already been given to the students. All the tests were related to Microsoft Word, Microsoft Excel, Microsoft Power Point, Photoshop, Microsoft Outlook and Microsoft Communicator. One computer trainer was employed to take responsibility for teaching computer skills to the children. Mr. Kuth Sarin who was responsible for teaching computer skills, was sent to Kampong Speu Khemara university for further capacity building on information technology. The number of students was 174 persons, 97 of them were girls. The last test result of computer training was that 82 were good; 58 were satisfactory; 34 were poor.

- *Providing the children with health care.* Khmer Association for Development worked in cooperation with two local health centers providing the low-income family children with appropriate health care. However, for the last year of the project implementation, the number of target group increased due to their desperate needs. This activity was done in order to improve the vulnerable community children's health. Due to poverty, the parents were just busy with their work at the rice fields and at the garment factories that always left their children at home care-free. They didn't send their children to health service providers for health check-up. Sometimes, the minor sickness became serious because they had never paid attention to their children's health care. So this always confronted the children with health danger. Khmer Association for Development implemented the child health care activity aiming at improving the community children's health through referring them directly to health centers for treatment. The target group was children aged between 1 and 13 years old in low-income families. For the last period of the project, some 2,782 children living in nine communes such as Samraong Tong, Trapaing Kong, Vor Sar, Sambou, Rolaing Kreul, Rolaing Chak, Sendei, Phney and Taing Krouch were the target group of the health care activity. When sick, they were referred to the two health center both by their parents and by KAD. The parents sent the children to treatment by taking a motor-taxi while KAD transported them by Hyundai vehicle and Tuk Tuk. In fact, up to the final reporting time, 1,273 sick children were sent to both health centers in which 521 children were treated by Samraong Sambou health center and 752 other sick children were done by Trapaing Kong health center. The diseases that the children suffered from included earache, deworming, fever, respiratory inflammation, blister, gangrene, convulsion, pharyngitis, head-break, HIV, typhoid, cough, cold, toothache, gingivitis, scabies, swollen throat, nose pain, fever with running nose, stomach ache, dysentery, headache, dizziness, physical pain, diarrhoea, open heart, leg sprain and asthma.

As for dental health care, Khmer Association for Development (KAD) has set up its own dental clinic in the center which provided the children with dental treatment. At first, it was located in Ta Khmao town, Kandal province and then, it moved to Kampong Speu. According to the experience in treating dentally the rural children, they faced a lot of dental

problems such as gingivitis, decay, cavity, swollen face and acute pain. These dental problems were induced by the lack of oral health hygiene and regular dental check-up and treatment. These dental problems disrupted the children's schooling, sleeping and eating leading towards bad health. In rural areas of Cambodia, oral health services were very rare due to the lack of dentists and of attention of health institution. On the other hand, the community people considered it as a minor problem and needed it just when painful. In addition, the local health centers didn't include the dental treatment into their health services. KAD's dental clinic provided the children with both treatment and oral health education. Over the last period of project, 963 children with dental problems were provided with some types of dental services such as extraction, filling, scaling, prophylaxy, sealant, root canal treatment, popotomy, duraphat and silver.

- *Providing the children with protection from abuse* – Child abuse can be broadly defined as any harm inflicted on children physically, emotionally, and sexually and which interrupts and endangers their development and well-being. Abuse can also include, neglect, harassing behaviours like bullying, and witnessing domestic violence. According to a few year work experience with children of Khmer Association for Development in this area, sexual ravishment on little girls, domestic violence and neglect are the most severe problem inflicted mostly on the children. That's why this activity was incorporated into the program. This activity was done in order to protect the children and to recue those who suffered from every form of abuse towards the promotion of the rights of the child. In the target areas, it was noted that most children were merely subject to the acts of sexual rape, of domestic violence, of hard labour and of lack of warm care. This was because of high rate of poverty, of high rate of community illiteracy and of loose law practices of local government officials. Up to the reporting time, Khmer Association for Development participated with the District Advisory Committee for Children and Women to investigate several cases of sexual rape on female minors and rescued a lot of children who suffered from the domestic violence and the lack of warm care. They were beaten up by their sozzled fathers, abandoned by their irresponsible parents and raped by old men in the same villages. The victims were provided with some donations of food, school materials, playthings and hygienic kits and even motivated them to attend the school regularly and perform well. In order to prevent a child abuse, Khmer Association for Development organized monthly education sessions on the rights of the child. The community councillors were invited to be the speakers in the education sessions and community people were invited to participate in them. In addition, on the 1st of June, 2014, Khmer Association for Development celebrated the International Children's Day in order for them to know about their rights and in order to prevent their parents/guardians and other people from child abuses. 491 children and community people participated in the International Children's Day. In the whole year of 2014, nineteen cases of sexual rape took place in Samraong Tong district and just in five of communes, several hundreds of other children suffered from the lack of warm care and domestic violence. With intervention of NGOs and other institutions, some of perpetrators were arrested and brought to justice. However, some others escaped the law and still lived at large because of corruption.



- *Other Project – Related Activities: Other project activities done as follows:*

- Education on health care, value of general education and other local issues – In each month, Khmer Association for Development organized the community meetings in which local people were invited to participate and in which teachers, village health volunteers and commune council members were invited to be the speakers. The meetings organized in order to raise the awareness of community people on the health care, the value of general education and a variety of local issues. The speakers came from KAD (all teachers), village health volunteers (from villages where the meetings were held) and commune councils. Our teachers addressed the participants on the advantages of general education by trying to explain to them how useful the education was for their children's future, by asking them not to stop their children from school and even to send their children to school a great deal for new-year enrolment. The village health volunteers educated the participants on health care such as correct modes of hand-washing, physical hygiene, birth-spacing, breast-feeding and environmental clean-up. The commune councillors were invited to talk about general issues of their communes such as security, violence, sanitation, child birth certificates, the rights of the child and mutual esteem. For the whole year of project implementation, 43 meetings were hosted in which 2,381 people participated.

- Buddhist monk was invited to provide the children at KAD with education on morality, decency, respect and good attitude. Over the period of twelve months, he has come and given education to the children twice in which 1017 children participated. The morality education through Buddhism focused on good deeds and kindness of parents towards children, how the children behave in response to these, mutual respect and tolerance, avoidance of various acts of debauchery. So the education aimed at having the children to respect their parents and adhering to good behaviour towards them.

- A group of youth led by Miss. Seang Sreyvin, Miss. Phat Sokhin and Lun Sreynich organized a first-aid training activity in which 255 participated in the purpose of training the participants on how to rescue the victims. The lessons taught, were how to prevent nose-blooding, ear-blooding, wound-blooding, internal bleeding, how to save the victims from choking on fish bones and cereals, poisoning and burning. In addition, these children also received oral health care and physical hygiene. In addition, they invited both community youth and villagers to attend the education session on natural disaster prevention such as storm, lightning and flood. The participants were cautioned how to protect themselves from danger and their property from damage.

- On February 14, 2014, Khmer Association for Development (KAD) organized a workshop to educate young people on the meaning of Valentine's Day, the Western tradition which is always celebrated by the majority of the present Cambodian youth. The organization of the workshop was in order to clarify the youth's misunderstanding of this day and to prevent them from malpractice. The representatives from commune council and District Office of

Women's Affairs were invited to be the speakers and a lot of children and adolescents were required to attend that education session. We wanted the youth to turn this Valentine's Day into expression of great affection to their families, relatives, teachers, friends, classmates, leaders and community elderly people. Normally, over the past few years, it was noted that some of youth living in Phnom Penh and in some of provincial towns who had sweethearts went to guesthouses and girlfriends were always begged to give up their virgin by their boyfriends for sexual intercourse because they misinterpreted the Valentine's Days as the day of virgin donation to their lovers. So our workshop was to aim at preventing all these mistaken thoughts.

- On March 29, 2014, Khmer Association for Development (KAD) in cooperation with the US Embassy organized a workshop on how to find the scholarship to pursue their higher education in the United States of America and in other very developed countries in which 76 students were invited to participate and Mrs. Mao Kolab was a speaker. At first, she had a chat with all students and asked them a lot of questions accompanied by incentive gifts. And then, she presented through overhead projector the ways of getting the scholarship to study in the United States of America. She explained that for the first step, the students would have to have a TOEFL high score, a recommendation letter from their school or workplace and a personal statement emphasizing the social work they have done. Then she displayed the experience in her study in the United States together with some photos and views there, construed her preference and the sharing of her experience with other people and referred to the amount of monthly salary she receives from her job as a librarian. After that, all the participants raised some questions to her in the matter of the topic she interpreted. She responded to all the questions in details and then she encouraged all Access students to do their best to study English successfully for future purposes. At the end of the workshop both speaker and Access students took photos together in cordial atmosphere.

- On 1<sup>st</sup> June, 2014, Khmer Association for Development celebrated the International Children Day at its office located in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province aiming at publicizing and promoting the rights of the child by organizing the meeting in which questions in terms of the children's rights were posed. Children who were able to find the right answers were awarded school materials. On that occasion, the executive director of Khmer Association for Development met and cordially talked to parents and guardians of daycare children in the purpose of describing the activities that it has implemented in favor of vulnerable children. A few of participants requested for improvement of a few points of daycare services while most of them said that all the daycare services have already been good, so nothing would be corrected. In addition, some of them criticized educational services provided to local children by public schools and requested KAD for organizing primary and secondary education in the center for their children. KAD has taken their requests for future consideration because their requests were successful, it would depend upon funding available for operation of the activities. Finally, the executive director thanked the participants for valuable time in the meeting.

- On October 14, 2014, Khmer Association for Development (KAD) celebrated a New School Year Enrollment Campaign in the purpose of alerting the community people of the arrival of enrollment days so that they would send their children to school for enrollment. On that occasion, KAD's programs were also promoted to rural areas. The KAD's students joined the campaign that was parading in two Hyundai trucks across more than twenty villages of four communes. The students distributed the advertisement leaflets to the villagers and disseminated the information in terms of the school enrollment through sound systems and they also carried different slogans written on both big and small banners. Some of state-run schools also organized this type of campaign in order to increase the number of enrollment. However, it is noticed that a very small percentage of children are still not enrolled when they reach the age 6 or 7 because they are thought to be too young or too small to go to school. Sometimes, they go to school just for a very short while and then abandon it because of various factors, for instance, lack of transport means, lack of chaperone sending them to school, non-confidence in the state school system and limited attention of parents.

- Library book reading – the children in rural areas have never had a habit of reading when they have time. In their free time, they go to rice paddy, do fishing, climb up the tree or play game. Right now, KAD has opened a library in its center in order to get the children used to book reading aiming at improving their knowledge and stopping them from doing bad things. The library in the center was established in which both English and Khmer-written books have been stored. The children were encouraged to read the books in the library every day.

- Aside from teaching activities, all teachers always organized the continuous meetings with students in which they were provided with good advice in terms of their study, school disciplines, environment, sanitation and health care. The teachers also had monthly meetings among themselves to raise the problems confronted in the course of task performance and to find the best solutions to them. At the end of each month, the teachers prepared monthly tests and made monthly reports for submission to the project management and to the Samraong Tong District Office of Education, Youth and Sport.

**c. 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**

- 267 students had a great chance to learn both Khmer literacy and mathematics at extra classes towards improvement of their knowledge, 129 of them were girls. Of 267 students, 139 of them were graded well, 85 of them were graded satisfactorily, 43 of them were graded poorly.
- 159 children were enrolled in kindergarten classes to acquire basic knowledge, 71 were girls. From monthly reports of teachers, it was shown that 96 children achieved a good result; 48 children achieved a satisfactory result; 15 children were poor.

- In English classes, 592 students were admitted for English study to get English skill used for various future purposes, 257 of them were girls. As for the last test result, it was shown that 381 students were good; 169 of them were satisfactory; 42 were poor.
- 174 students were studying computer literacy at the center, 97 were girls. All computer students were put for monthly test and the result was that 82 students received good result, 58 received fair result and 34 received poorest result.
- 963 children with dental problems were provided with extraction, filling, scaling, prophylaxy, sealant, root canal treatment, popotomy, duraphat and silver.children were dentally treated and 1,273 children were medically treated. 2,381 community people underwent the community health education on hand-washing, physical hygiene, birth-spacing, breast-feeding and environmental clean-up.
- 19 young girls suffering from the acts of rape and 117 other children suffered from the lack of warm care and domestic violence were supported.
- The International Children's Day in which 491 children and community people participated.
- Buddhist monk was invited to provide the children at KAD with education on morality in which 1,017 children participated.
- 8 staff, teachers and child caregivers were provided with further training and capacity training.
- 255 children and adolescents participated in the first-aid training activity in the the purpose of rescuing the victims.
- One library with several thousands of books has been set up in the center and a lot of children read the books every day.
- Khmer Association for Development (KAD) organized a workshop to educate 107 young people on the exact meaning of the Valentine's Day in order to clarify the youth's misunderstanding of this day and to prevent them from malpractice.
- 76 students who studied at high school were invited to attend the workshop supported by U.S. Embassy to Cambodia in order to understand about how to find the scholarship to pursue their study abroad.
- Khmer Association for Development celebrated the International Children Day at its office located in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province aiming at publicizing and promoting the rights of the child by organizing the meeting in which questions in terms of the children's rights were posed. 419 children and 65 community people were invited to attend that event.
- The New School Year Enrollment Campaign in the purpose of alerting the community people of the arrival of enrollment days so that they would send their children to school for enrollment was celebrated in which 215 community people, local authorities and students participated.

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

*The progress has been made as follows:*



- The Vulnerable Community Children Development Center has been located closely to the rural communities where it was very easy for children to access various services provided.
- The branch English and kindergarten centers have been set up in rural community in which the rural community children got access to basic education.
- A library with several thousands of books was set up in the center.
- The learning materials, equipment and facilities have been improved.
- Dental clinic has been established and provided the children with dental services in the center.
- The number of villages and communes from which the children were provided with health care and education services has been increased.
- The condition of streets both outside and inside of the center has been improved. This facilitated comfortable travel and transportation for both children and KAD's staff.
- The project staff acquired further capacity to fulfil their roles and duties successfully and with great responsibility.
- Playground equipped with recreational equipment has brought a lot of recreation for children.

**The visible and measurable outcomes and achievements of these activities (visible short and middle term effects) are as follows:**

- Provision of kindergarten teaching to the children aged between 3 and 6 years. The children have acquired the basic knowledge and undergone the safety from any forms of abuses and incidences and the children's parents or guardians have had much time to work or to do their own businesses and more work was created (short term effect). Staying in the center with proper care has made the children eat and rest a lot, they enjoyed a lot of playthings there and their parents or guardians stopped worrying about their children's safety and security any more (short term effect). A lot of eating, resting and practice of daily hygienic and sanitary actions has made the children healthy and prevented them from having any diseases (middle term effect). The family income towards poverty reduction has increased (middle term effect). When entering into the primary school, the children have been brave, clever, interested in learning and performed much better than other children at school whereby the teachers haven't had any difficulty or problems with their teaching activity (middle term effects).
- Opening the afternoon classes teaching the primary school children both Khmer literature and mathematics. The children have had the school near their houses that has provided them with additional knowledge, for instance, they could read and write Khmer literacy and do numeracy exercise much better (short term effect). In addition, they even behaved more politely and morally (short term effect). Their improved knowledge has been part of assistance in school dropping-out prevention and contributed to easiness for the teachers' teaching activities (middle term effect). The children have performed very well at public school and there, the number of children getting up to higher classes has increased (middle effect).

- Opening the English classes. The children living in rural areas accessed English language education and had English classes nearby (short term effect). The children have acquired an English knowledge, for instance they could speak, write and read the English language well (short term effect). Some English students have become an English teacher teaching the English language to small children and some of them have been employed by private companies and English Schools (middle term effect).
- Opening the computer skill training class. The children have acquired the computer skills and new information technology (short term effect). They have had a chance to prepare their lessons via computer and to research their subjects on internet (middle term effect).
- Providing the children with health care. The children have undergone health care and in case of emergency, especially they were severely sick in the afternoon, they were rescued on time (short term effect). The children's parents or guardians have known health services provided by the local health centers, hospital and private clinics (short term effect). The health services provided by local health center staff have been effective (short term effect). In the long run, the number of children used the public health services has increased and more and more community people have had confidence in public health staff (middle term effect).
- Providing the community people with health education. A lot of community people participated in health education and all of them have understood about the health issues (short term effect). They have changed their behaviour towards health practice by following what they have obtained during the health education sessions (middle term effect).
- Providing the children with protection from abuses. The victims of sexual rape and domestic violence have been helped with legal action and supplied with donations of school materials, playthings, food, hygienic kits and provided with psychological motivation (short term effect). Some victims have been still at school under external support and some others have been provided with vocational training towards creation of new skills and new employment (short term effect). The victims have stopped fearing and have had normal health (middle term effect). The victims have been integrated into their communities after external intervention (middle term effect).
- Morality education through Buddhism. The children and youth were educated on how to obey and to repay good deeds to their parents by Buddhist monk (short term effect). The parents stopped being worried about the children's bad behavior due to their behavioral changes (middle term effect).
- Organizing the meeting with the children's parents and guardians and their visit to the project. They have known the project site and what have been done for their children (short term effect). They have felt more confident in the project and increased their cooperation with the project staff (middle term effect).

- Organizing the meetings with the children's parents and guardians on the riches of general education and other local issues. They helped encourage their children to school regularly and didn't stop the children from school (short term effect). High rate of school dropping-out and illiteracy reduced (middle term effect).
- One library with several thousands of books has been set up in the center and a lot of children read the books every day (short term effect). The children had no time to consort with bad friends (short term effect). General knowledge from much reading increased (middle term effect).

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

6,144 children have benefitted from the project, 2,580 of them have been indirect beneficiaries and 2,381 community people have benefitted directly from the project.

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

➔ **Kindly use the attached form to give a comprehensible description of PLAN, REALIZATIONS and Progress and ACHIEVEMENTS based on meaningful indicators.**

- The kindergarten children have been attuned to school environment, more strongly interested and emboldened in their study, behaved politely and morally and performed much better than others who have never passed through the kindergarten education and clung on to good new habit. These good behaviours received a lot of praises from the public and made the teachers easy to teach them.
- The children were subjected to health check-up and education, treatment and hygienic/sanitary practices that brought about good health for them. With good health, they attended school regularly and reduced a lot of expenses on health care and it has improved their both mental and physical development. With repeated health education, the children have changed their health behaviours.
- Entering the children into the center is like rescuing them from other dangerous incidences such as traffic accident, drowning in the pond, falling from the tree, sexual rape, immediate contraction of seasonal diseases, etc. The project was involved in alleviation of these dangerous incidences.
- There has been an education facility being closed to the target group and even providing them with good quality education. This has helped them acquire additional knowledge towards the reduction of high rate of school dropping-out and of illiteracy. The number of literate children has been increased; the rate of annual school enrolment rose remarkably; the children attended school regularly and doubled their efforts in their study; wasting time to commit bad acts was eradicated; they have turned to be good citizen who behaved morally and respected each other.
- The target group has acquired new computer, internet and English language skills that could be used for future purposes such as continuous study at the university, in search of jobs and final examination for overseas scholarship. Some youth who received both English and computer skills from the project have pursued their study at the universities and some others have been employed to get money to pay for their

university tuition. They have recently established the Youth Council of which a lot of youth have studied English and computer skills in the center before have been the members. They have contributed their own resources and sought additional amounts from external circles to help the poorest children in their communities. With some income they earned themselves, it helped reduce their family expenditure on their study. Some adolescents were successful in their interview by US Embassy to visit America. They have set up their facebook accounts for communication and cultivation of friendship with overseas students. Both children and adolescents were able to order their good English to communicate with foreigners and volunteers who came to visit the center. Their capacity really emerged from their great efforts, hearts and a lot of obstacle.

- The target group was provided with regular health check-up and education. As a result, they were prevented from contracting other diseases. This had made them healthy and expenses on health treatment have been reduced. With good health, they attended school regularly; physical and mental development was fast; their school performance was good; their family income wasn't wasted for treatment. In addition, the severely sick children were saved from health danger on time.
- The Vulnerable Community Children Development Center of Khmer Association for Development has seemed to be safe home which has provided the target group with safety from abuses, violence, danger, hunger, hard work, illiteracy and exploitation. As a result, several children rescued from the acts of ravishment, domestic violence and poverty; they stopped fearing about their previous experiences or stigmas; their health, reputation and relationship in the communities were normalized; they lived with their families as usual with harmony.
- The target group has realized the riches of general education and the rights of the child through countless participation and contribution. They acquired not only knowledge and skills but also the awareness of their rights. In order to accomplish these, they involved themselves in campaign, advocacy and public forum and were provided with a lot of opportunities to commit themselves on what thought to be harmful to their advantages.
- The project was carried out successfully it was because the active community participation and collaboration. This means that during the project implementation, they were willing to be involved in every activity, for instance they joined the meetings, campaigns, education sessions, trainings and advocacies. In addition, they made some monetary, spiritual and advisory contributions. They had a great confidence in the project and requested it for operation in their areas forever.
- It was very hard work to persuading the children into having a reading habit because they have been long accustomed to hard labour and to doing of other recreational things rather than read the books. But since the establishment of library in the center, the habit has changed. Library book reading helped improve their reading and writing skills, and received more knowledge and further information.
- Activating the youth participation in the project implementation was very fruitful and interesting. This had led to the success of project and creation of good, favourable results. During the project execution, they spent their valuable times to be embroiled in some activities as mentioned in the activity point such as health education, training, campaign, workshop, social work, charity, etc. These activities have brought a lot of experience for their future life and seemed to inspire them with



active participation and contribution for their community development. Their most interesting activities to help the communities are that they have done fund-raising to succour the most vulnerable and victimized children; they have walked from village to village to teach the children both Khmer and English languages; they have educated the children and adolescents on dangerous effects of narcotic drugs, seasonal diseases, violence, etc.; they fixed the roads in the villages that bore the brunt of bad condition and heavy damages; they have participated in environmental protection in the center and in the communities; they rescued the girls victimized by the acts of ravishment and even done other invaluable things. In short, the project has been involved in producing a lot of most important resources that can be used to develop the rural communities and the country.

**g. Reflections and Experiences gained: Please describe what are the strength and weakness identified during implementation and evaluation. What kind of problems have you experienced?**

*The strength identified during the project implementation and evaluation as follows:*

- Mobilization of high number of children into the center for education.
- Well-trained and well-experienced staff have worked with strong commitment and struggle.
- Community participation, contribution and cooperation of public relevant institutions have improved.
- Improved knowledge of children compared to the class starting and up to the reporting time.
- The staff have made the community people have more confidence in the project.

*The weakness identified during the project implementation and evaluation as follows:*

- Morality education for children has been limited.
- Some staff have had limited capacity.
- Student and staff management has also been a factor because some of them always disrespected the school disciplines and internal regulations.

*The problems we have experienced are as follows:*

- The health center personnel came for work late whereby the sick children waited a long time for their health services.
- Sometimes, the health centers didn't have enough medicine for the patients.
- The health centers opened only in the morning, so there was a problem when the children fell sick in the afternoon.
- The serious patients couldn't be cured by the health centers.
- The health centers opened only from Monday to Friday, so it was a problem if the children fell sick on Saturday and Sunday.
- Some children lacked transport means whereby they were absent or went to school late very often.
- Due to poverty, a few students decided to drop out and helped their families with housework or factory work.
- The electricity was always cut off that caused a serious problem to the computers and that always disrupted computer training activity.

- Transporting the children to and from the center was delayed due to the lack of transport means.
- The children felt afraid, cried, fought each other, didn't obey the child caregivers and were naughty.
- Clothes for the children were not enough.
- A lot of clothes of children were washed by hands that took very long time to finish it because there was no water for clothes washer.
- Some children faced various diseases that disrupted their schooling.
- Some children sent to the center were over-aged, they were not sent to the primary school by their parents.
- Some of children didn't come to learn regularly because they were sick.
- There was a problem with transporting the children on rural bad dirt roads, especially during rainy season. The rain made the children wet and slippery during transporting period.
- Concrete and plastic water tanks will be used to catch rain water from each of the buildings. All the buildings have been equipped with gutters to get rain water but unfortunately we haven't had money to build the concrete water tanks and to buy plastic water tanks used to store rain water for long use. The water tanks are desperately needed because here in our area the lack of water is a big problem for our children and our center also encounters such a problem. We don't have clean water for our children especially for cooking food and for drinking.
- Currently, there is only one old toilet for a few hundred children, so it is not enough. This has made the children piss outside of the toilet that causes bad environment. Staying in bad environment make the children unhealthy.

**4. Did you receive any other Funds for this project (Government, other Donors or Organizations) for the project during the running period (from whom and how much)?**

Yes, we received USD15,781.00 from Schmitz Hille Foundation and 40,712.00 was KAD's contributions (private donors, Asian Resource Foundation and Build Foundation).

**5. How will the sustainability of the project be assured in terms of financial independence, maintenance of investments, and sense of ownership by the target group? Please describe the measures undertaken for the project sustainability (incomes, resources collected, third party support, etc.).**

In order to keep the project sustainable, the target group will be required to make some monetary and in-kind contributions. In addition, the fundraising will be done both in and outside of Cambodia.

**6. Please provide us with current photos of the children and the children's activities and for the documentation of the project results (if possible on microSD, SD or CD for good quality size)**

We will submit a hard copy of report by airmail to Kindermissionswerk and even enclose the current photos on USB Stick.

**7. What did you undertake to raise local funds? What is the governmental contribution per month/year at the moment?**

The boat racing ceremony and new school year enrolment campaign were organized in which the community people were invited to participate. They were asked to make monetary and in-kind contributions. The Community Youth Council assisted in raising funds from community people by going from house to house to meet them. We have never received any governmental contribution.

**8. How will you cover the running costs of your facilities/institution/ program after the end of the funding through Kindermissionswerk?**

Khmer Association for Development has owned the facilities, so there is no need to pay any costs. The funds raised from other sources, especially from private donors will be used to renovate the old buildings and to fix broken equipment.



# Project II – Child Day Care Service Provision

## 1. Name of Organization

Khmer Association for Development (KAD)

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

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Tel.: (855-24) 6982121 Mobile: (855-12) 932 840

E-mail: [chandeth.meas@kadcngo.org](mailto:chandeth.meas@kadcngo.org) Website: [www.kadcngo.org](http://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. Miss. Oeng Ratha, Child Caregiver/Project Coordinator,
- g. Miss. Som Romdea, Child Caregiver,
- h. Miss. Khoeun Kimyon, Child Caregiver,
- i. Miss. Norm Sreynich, Child Caregiver,
- j. Miss. Ya Sreyneth, Child Caregivers,
- k. Mr. Tuch Samon, Tuk Tuk Driver,
- l. Mr. Khun Sokly, Hyundai driver,
- m. Mrs. Iem Sokhoeun.

## 5. Project title:

Child Day Care Service Provision (Reference no. KAD - KAM 25-5-2)

## 6. Address of the project site:

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

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

Most villagers in the project areas have worked for the garment factories, at rice paddies, at the construction sites and have done other jobs that are far away from their villages. They leave their home villages for work in early morning and come back in the evening. So their work has



compelled them to leave their children alone at home and with their old grand parents or other relatives without thorough care. This has made the children face a lot of problems such as serious illness, sexual rape, traffic accident, drowning, falling from trees, insufficient food to eat, lack of physical hygiene, basic and moral education, etc. Some women are tied down by child care all day that make them unable to have time to work outside to get extra income to support their families. This has made them get poorer. The advantages they have secured from the project are that they have enough time to work and their children get access to education and health care, get nutritious food and be freed from various abuses and incidents. The project has been initiated to improve the warm and safe care for orphans, AIDS affected children and extremely poor children in Samraong Tong district through delivery of safe homestay, recreation, early childhood learning, play area with books and playthings, health care, physical hygiene, nutritious food, clean water, moral behavior, protection from abuse, social and psychological assistance. The project goal is to achieve a measurable and sustainable improvement in the welfare, promotion and protection of the rights and dignity of community vulnerable children.

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

- All the children who stayed in the center all day were divided into 4 classes according to their ages, for instance, Class A, B, C and D. Class A was managed by two caregivers Miss. Doem Sreypheng and Miss. Ya Sreyneth. This class consisted of 33 children, 18 were girls. They were aged between 3 and 4 years, except one who was 9 years old because she was orphaned living with extremely poor relative without enough care and education. At the center she was given three meals, health care, psychological and morality education, recreation, clothes and transportation. They lived in 11 various villages. Class B was responsible for by two caregivers Miss. Khoeun Kimyon and Miss. Norm Sreynich. There were 33 children, 15 were girls in Class B. All the children were aged between 4 and 5 years and came from 11 villages. Class C was administered by one of caregivers Miss. Som Romdea. Class C was composed of 24 children, 8 of them were girls. They were all aged 5 years except one who was 13 years old. He was orphaned and helpless. He lived with his relatives they were very poor and couldn't provide him with comfortable livelihood. All the children came from 9 villages. Class D was occupied by one of child caregivers Miss. Oeng Ratha. There were 23 children, 13 of them were girls in her class. They were all aged between 5 and 8 years except one who was 12 years old because she was orphaned and had nobody to look after her. The children came from 11 different villages.
- **Morning Activities:** In early morning, all child caregivers went to fetch the children from home villagers using Tuk Tuk and Hyundai truck. When arriving at the center, they were organized to brush their teeth in front of the rooms; they lined up for national anthem, for physical exercise, for multiplication table and lesson recitation, for good daily practice review and for English song singing. The caregivers checked the class attendance and then they corrected the children's homework. They always made the revision of old lessons before starting the new ones. The teaching activities included instructions on basic Khmer literature and mathematics, story-telling, drawings, energetic games and song singing. The basic Khmer literacies comprised vowels and consonants, words, pre-writing, lesson recitation and dictation, letter-vowel type-laying, names of all months, VCD playing. In

addition, the children were asked to observe everything in the class and then they were asked some questions relating to what they saw. The mathematics included numeric type laying, all numeral signs, numeral writing and reading, multiplier recitation, addition and extraction. Physical hygiene and sanitation included bath-taking, tooth-brushing, body-cleaning, delousing, hand-washing before and after meals, manicuring, rubbish-picking and waste management. Morality taught the children how to use good and polite words with friends, to respect and solute their parents, teachers and other older people, to behave very well, to sit, to sleep, to stand, to eat with proper manner and how to solute with five modes. As for the physical exercise, the children were taught to move their hands, shoulders, hip, knees and body. The children were allowed to play in the playground for about 15 minutes and sometimes they were asked to clean the front sides of the classes. At 10:40AM, all the children were provided with lunch and then they took a nap until 2:00PM.

- **Afternoon Activities:** At 2:00PM all the children woke up and then they took a bath and afterward they started learning English. They learned English numerals, words, short sentences, puzzles and English songs. In addition, they were provided with exercises. At about 3:00PM, they were given a snack in order to appease their hunger. The caregivers reviewed all lessons learned all day and then the children were lined up to sing the national anthem and asked about good habit, to recite the multipliers and lessons, to sing the songs and finally provided with homework. Then at 4:00PM, they were driven back home.
- **Capacity Building:** All child caregivers were further trained on how to take care of children. The activity was done in order to improve their child caregiving skills. Two of officials from Samraong Tong District Office of Education, Youth and Sport were invited to provide the caregivers with more training. They provided a training and observation and then recommended what should be done in the future.
- **Meeting with Children's Parents:** On 1st June, 2014, Khmer Association for Development celebrated the International Children Day at its office located in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province aiming at publicizing and promoting the rights of the child by organizing the meeting in which questions in terms of the children's rights were posed. Children who were able to find the right answers were awarded school materials. On that occasion, the executive director of Khmer Association for Development met and cordially talked to the parents and guardians of daycare children in the purpose of describing the activities that it has implemented in favor of vulnerable children.
- **Enrollment of Children at Primary School:** The children who reached the age 6 were sent to primary school. Khmer Association for Development discussed the matter of school enrollment of the 6-year old children at primary school.
- **Child Health Care:** The children were provided with health education, for instance, they were educated on how to wash their hands, hair and bodies with soap, to use toothbrushes and toothpastes to wash their teeth after having meals, to take a shower by themselves, to sleep under the mosquito net and to destroy the mosquito shelters. The children were referred to health service providers for treatment such as a health center, a private clinic and a hospital when they fell sick during the daycare in the center.

## **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.

- Mr. Doem Sam On 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. Tuch Samon and Mr. Khun Sokly 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.
- Mrs. Iem Sokhoeun 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.
- 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.
- 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:***

- 110 children had a chance to access a great care provided by Khmer Association for Development.
- Of this number, 30 children performed best in class, 64 were satisfactory and 19 were weak.
- Improved infrastructures used to serve the children including construction of 4 toilets/bathrooms in the childcare building, construction of a stretch of 600m –long road (it is easy to transport children to and fro), construction of sky flower garden in front of the childcare building and planting of flowers (it looks beautiful and shades the front side of the building and children).
- A playground equipped with different types of equipment was set up.
- 6 caregivers were provided with further capacity building and monthly meetings with community people on the value of education were organized.
- 32 children were sent to primary school because they reached the age 6.
- Of 110 children, 67 underwent treatment of different illnesses such as flu, fever, cough, respiratory inflammation, dengue fever, mump, toothache, stomachache and leg sprain. In addition, all of them received deworming medicine and vitamin to improve their health.

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

**Position:** – This position regarding their study, the children could find and organize a sitting place in the room properly. They sat with their legs bent down and devoted their attention to their learning. When eating daily meals and snacks, the children sat politely in circle and shared a sitting place with the friends. As for a nap-taking time, the children knew how to organize a sleeping place in good order because they normally took a short nap after lunch.

**Attitude:** - All the children said good and polite words with the caregivers, their brothers and sisters, their friends, their grand parents and their parents, for instance, how do you do? to say goodbye, thank you, I beg your pardon, etc. As for their study, the children were noticed that they were brave to read and write on the white board, to converse, to do the exercises, to ask the questions and to help explain each other. They tried hard to do their homework and wanted a good grade.

**Other activities in the center:** The children helped clean the outer environment of the building and on the playground. They assisted sweeping the learning rooms and picking up the rubbish and placing it into a dust bin. They knew how to keep their learning materials like books, pens, bags, shoes, etc. and to collect and put away the sleeping mats.

***10.2 Outcomes of the project:***

- The children have been able to read and write Khmer literature, Khmer and Roman numbers and also English words.
- High expenses on basic education and health care reduced towards community poverty reduction.
- With enough nutritious food, enough nap rest after lunch and proper health care, the children's health has been improved.

- The children have changed their positions and attitudes from bad to good character and even involved themselves in social work. They have been brave to do everything in the class including reading, writing, speaking, singing, physical exercise, etc.
- The children have been protected from various forms of abuse, for instance, physical, sexual and emotional and provided with warm care.
- The children's parents have been able to find a new job because they haven't spent their time to look after their children as before any longer.
- The children's rights including the rights to living, the rights to education, the rights to health care and the rights to participation have been protected and promoted.

### ***10.3 Effects of the project on the beneficiaries and communities:***

- The communities have been satisfied with the project wanted to be taking place forever in the center. The project has spiritually and in kind been supported by the communities and officially recognized by local public school and District Officials of Education, Youth and Sport, Women's and Social Affairs.
- The center thought to be the place providing the children with knowledge and the place where the communities have most trusted. The communities have requested Khmer Association for Development for the establishment of primary education in the center because they wanted their children to learn in the center until they would complete the primary level and they didn't want to send their children to the state-run school at all.
- The project has made the communities have a habit of using health services provided by the local health centers and referral hospital and aware of the value of the educational area.
- The number of children getting access to education has increased and the number of children who missed the educational opportunity has been reduced.

### ***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:***

- The number of children has increased leading to the lack of transport means. The vehicles had no roofs that made the children wet when raining and hot when shining. During the dry season, the dirt roads are full of dust flying in the open space. This could be making the children fall sick with respiratory inflammation.
- During the rainy season, the road leading from the center towards the villages is always washed away by the flood. This problem always retards the transportation and study of children. There are a lot of potholes in some of dirt roads that always bump shaking the children inside the vehicles.
- The class management of child caregivers has been limited. So a few of children cried when they were first put in the center and a few others remained unmanageable.
- The prices of materials needed for the project always rise from month to month, especially the price of daily food. With a limited project funding, this has been thought to be a severe case for the project implementation.

- The caregivers allowed the children to lie down to write the lessons. This was thought to be unsuitable position.
- Sometimes during the project implementation, water used by the children was also a big problem. Normally, the water from the water well used to take a shower by the children but it was a big problem when during the dry season, it was exhausted or when the water pump didn't work. Then our last recourse was to use unclean pond water.

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

- The existing vehicles would be roofed with thick and rain-proof fabric and a new vehicle would be purchased.
- The community youth are asked to fix the cut-off road and the drivers are told to drive slowly on bumpy roads.
- The child caregivers were provided with further capacity building.
- The project has planned to require the children's parents or guardians to make a small monetary contribution.
- Short and low tables would be made in order for them to write the lessons on.
- The water pump was fixed and the pond would be reconditioned to get clean water used by the children.

#### **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.

#### **12. Feedback from the beneficiaries**

On September 28, 2014, six child caregivers did the project evaluation using the questionnaires to ask the beneficiaries, especially those who had their children to stay in the center. Thirty families were selected for interview and they went in person to the beneficiaries' houses located in 11 villages such as Trakiet, Trapaing Talat, Raong Kor, Chak Kambet, Kok Phnouv, Thmar Baing, Bak Chenhchien, Sophy, Tuol Samnang, Prey Tuol and Rolech Thnaut. The project evaluation was conducted in order to measure the general views of the communities on the project which would be utilized to improve the project implementation. 41 community people, 29 women, were interviewed. They were aged between 25 and 68. However, most interviewees were children's parents who were aged between 25 and 44. Of 30 families, concerning the jobs their members have done including 24 garment factory workers, 16 rice farmers, 10 small-scale businesspeople, 7 local government employees, 2 housewives and 1 construction worker. Each of twenty seven families has put only one child while three other families have placed up to 2 children in the center for warm care. They were aged between 3 and 8.

The interviewees provided the answers through the questions asked as below:



**1. *What do you think about the Child Daycare Service Project of Khmer Association for Development and why?***

For this question, all the interviewees said that it is very good because:

- when going to learn at the center, their children have been able to absorb a lot of knowledge, for instance, Khmer and English languages, mathematics, morality, decency and respect.
- they have the caregivers to help take care of their children instead of them.
- they have an easy access to education, are driven to and fro and even provided with meals and thorough care and always kept hygienic. They look healthy.
- the parents work without any concern.
- the teaching is good and the caregivers pay much attention to the child care.
- the children have known how to respect older people and to say pardon when making some mistakes.
- the center has provided the children with good quality of education, safety, good health care and high responsibility.
- the children have had a lot of knowledge, try very hard to do their homework and pay much attention to their schooling. They have been more courageous than they were before. On the other hand, the center is located close to the children's homes.

**2. *What advantages does this project bring about for your family and your children?***

The interviewees have answered this question as follows:

- It makes them have enough time to work.
- With much knowledge, they have acquired from the center, it would be easy for them to learn at the primary school.
- It has allowed the couples to work to get some more income towards family economic improvement.
- It has made the children obey the old people and parents.
- It has stopped the parents or guardians from being concerned about the children's danger, for instance, drowning and road accident. Staying at the center has made the parents or guardians feel much warmer. In addition, the children have also stopped to inflict any more troubles.
- The parents have no difficulty in accompanying their children to school because it is the responsibility of the child caregivers.
- It has assisted in mitigating the burden of care of elderly grand parents at home.
- It has provided the children with good quality of health care and they are healthy.
- Daily expenses on the children have been reduced.

**3. *Can you describe the children's situation before you have put them in the center and what have been changed right now?***

Before they were put in the center:

- They were afraid to go into the class and even cried loudly.
- They didn't have any knowledge at all and didn't know how to use polite words and to respect old people and parents and didn't know how to use good positions, for instance, sleeping, standing and sitting.
- They were disobedient and stubborn, naughty and ill-mannered, always ugly and messy, illiterate and unwise.
- They liked playing a lot without eating rice. They always insisted on money to buy candies and cakes and were always fretful and cried.
- They knew nothing what was wrong and what was right.

All the interviewees said that since they were put in the center, all these negative points of the children as mentioned above have been changed.

**4. *If your children stay home, what problems can they face?***

- They can face many problems such as drowning, motorbike accident, mosquito bite and straying.
- One of the interviewees said that in the past her child used to drown and to suffer frequent sickness. Staying home makes them play outside a lot.
- Some of the interviewees are afraid that the children have various dangers because they are very naughty, especially drowning and falling from trees. When staying home, the children spend a lot of money on candies, cakes, ice-creams, etc. that could make them sick.
- Some of them said that they are afraid their children go to further place that could face various dangers and fall sick without great care.
- Some mothers said that their children like playing dangerous things such as firecracker, lighter, sharp knife or sickle, fire, etc.
- Some children don't eat meals and they like playing in the bushes that can face some diseases when staying home, according to the information from interview. In addition, they don't like taking a nap after lunch that can make them unhealthy.
- Some people said that if their children stay home, they will be unable to receive any knowledge and morality education.

**5. *You have put your children all day in the center for daycare, are you concerned about their safety, their eating, their staying, their travelling and their care? Why?***

The answers from the interviewees are as follows:

- Some of mothers said that at first they were worried about these too and for the time-being, they have stopped being like that. However, one of them added that she is still concerned about the children's travel, especially when raining and when travelling on slippery dirt roads.

- However, most of the interviewees said that they are not concerned and even think that staying in the center is safer than they are at home without care because at the center there are a lot of caregivers taking care of the children with great attention and high responsibility.
- One lady said she is just concerned about the travel and she is afraid that her children eat something wrong that make them fall sick.

**6. *Do you have any suggestions in terms of the project?***

- One of the interviewees requested the caregivers to strengthen more teaching activity than playing time.
- Some of them requested Khmer Association for Development to change the existing transport means for the better one. The existing vehicle is not good because the children can face some problems such as the drops of rain, heat, dust and strong wind that can make them sick.
- However, a few of them said that they don't have any requests because they think everything is already good.
- They requested the caregivers to take their children to their houses and allow them to meet their parents or guardians and also suggested that the transportation takes place on time.
- Some of the interviewees requested for the establishment of primary grades in the center because they don't want to send their children to the state-run schools. They think that the state school doesn't provide the children with good quality of education.
- Some of them requested for the strengthening of education on the center.





















# **Project III – Small-Scale Clothes-Making and Iron-Made Product Enterprises for Unemployed Young Adults and Women in Crisis**

## **1. Name of Organization:**

Khmer Association for Development (KAD)

## **2. Address of implementing organization including phone number and email address:**

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

- n. Mr. Meas Chandeth, Executive Director,
- o. Mr. Doem Sam On, Executive Assistant,
- p. Mrs. Toem Koemsang, Administrative Officer/Accountant,
- q. Mrs. Keo Sokunbopha, Finance Officer,
- r. Mrs. Keo Sovanna, Financial Assistant,
- s. Mr. Suon Sras, Marketing Officer,
- t. Miss. Nou Samphors, Marketing Officer,
- u. Miss. Som Chakriya, Clothes-Making Supervisor,
- v. Miss. Ly Chanthu, Sewing Trainer,
- w. Mr. Mach Ny, Metal-Made Product Trainer,
- x. Mr. Noy Sovannarith, Business Trainer,
- y. Kham Sophoan, Driver.

## **5. Project title:**

Small-Scale Clothes-Making and Iron-Made Product Enterprise for Unemployed Young Adults and Women in Crisis.

## **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 September - October 2012, Mr. Doem Sam Un, the Executive Assistant and Mr. Sok Chantha, the Child Protection Officer were assigned to gather data in terms of the livelihood situation of children from 117 poorest families in 31 villages under Samraong Tong district in which 243 children and young people live through interviews of the parents and custodians or children themselves. The target villages for data collect included Dok Por, Kok Phnao, Chak Kabet, Chong Boeng, Trakiet, Trapaing Roka, Thmar Baing, Bak Chenhchien, Raong Kor, Samraong Tong Kandal, Samraong Tong Leu, Samraong Tong Kraom, Tonlop, Ou Kraing Ambel, Trapaing Kyogn, Tole Katil, Prey Pdao, Sangkruos Cheat, Sophy, Steung, Kok Chey, Kraing Tarath, Takam, Tuol Samnang, Perng Toek, Angkor Chear. The purpose of data collection was to find the best ways or some projects to help them out of poverty towards enhancement of their living status. We just selected the poorest families for interviews. At first, we communicated with village chiefs because they know their people very well, asked the lists or statistics of poorest villagers from them and sometimes, they accompanied us to meet the poorest families in person. We looked at their houses and photographed them and then asked them some questions regarding their name, ages, address, jobs, amount of income, number of children, the children's study, jobs and their income, causes of poverty, challenges they faced, impacts on their children and their needs. The number of family members range from 3 to 10 persons. The children are aged from 1 to 26 years.

With respect to the unemployment – 79 people range from 10 – 81 years of age are unemployed. 42 of them are women and the rest are men. Most elderly people aged from 50 years upward have chronic diseases and are very weak. They have to stay home and look after their grand children and houses. Some young women have to look after their houses and children and cook food for their husbands and children. Some young men do nothing except drink alcohol and join the gang. The unemployment was due to low and no education and no skills.

The project has been implemented in order to contribute to poverty reduction of disadvantaged people in rural, remote areas of Kampong Speu province through provision of vocational training and creation of income-generating employment. The aim of vocational training projects is to secure occupation and income. Follow-up statistics serve the purpose of finding out what kind of work the ex-trainees do after leaving the training class of Khmer Association for Development and how much income they have as compared with the income they had before undergoing the training. Follow-up statistics are thus a good measuring instrument for the efficiency of a vocational training course. They can be conducted for a particular course or for a certain period of time. At the end of training course, the follow-up statistics will be used to evaluate the project results.

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

### **8.1 Planning the activities:**

The project team including five members from KAD, communities and local authorities were established in order to implement, monitor and evaluate the project activities. The project team met and discussed about the future action plans before the project was implemented. During the

meeting, the project staff were held responsible for their respective roles and duties. On March 12, 2014, the project team met again to prepare questionnaires used for project evaluation. From 03 – 17 May, 2014, the team evaluated the project using existing questionnaires to ask the beneficiaries and community people. From the completion period of June 2014 to December 2014, the project team will follow up with all trainees who have now left the vocational training center in the purpose of knowing how many of them have had a job, what sort of jobs done and what their income has been if compared to before they entered the vocational training center, etc.

#### 8.2 Relation with Kampong Speu Provincial Department of Labor, Vocational Training and Youth Rehabilitation:

On May 6, 2013, Mr. Meas Chandeth, the executive director and Mr. Doem Sam On, the executive assistant organized the meeting with Kampong Speu Provincial Department of Labor, Vocational Training and Youth Rehabilitation in the purpose of promoting the project to them and requesting them for official project recognition and for some advice in project implementation. As the meeting result, the Kampong Speu Provincial Department of Labor, Vocational Training and Youth Rehabilitation provided us with some advice in project implementation especially the way of target group selection, their project monitoring, trainee supervision, regular project reporting and the way of business start-up education. In addition, they officially recognized the project and cooperated with the project implementers. Two of civil servants of the Kampong Speu Provincial Department of Labor, Vocational Training and Youth Rehabilitation visited the project once a month and KAD was even required to submit a monthly report to them. In addition, they were invited to meet with all trainees providing with some advice pertaining to business operation when leaving the training classes. On May 19, 2014, the project team went to meet with the head of Kampong Speu Provincial Department of Labor, Vocational Training and Youth Rehabilitation to inform him of the project end, then he requested KAD for project continuation and expansion to other areas.

#### 8.3 Project promotion to communities, trainee selection and preparation of vocational training room:

On June 01, 2013, Mr. Doem Sam On organized the meeting in which the community people, youth and local authorities were invited to participate in order to promote the project to them and to do the selection of local trainees. From June 02 to June 15, 2013, the announcement of trainee selection was done and then the trainees were admitted into the vocational training classes. In addition, during this period, the training room was also prepared and equipped with needed instrument and equipment. On December 16, 2013, KAD was invited to attend District Integration Workshop in which the project was publicized to the participants. In addition, in district monthly meetings, it was also made known to the public as part of project promotion. With regard to the trainee selection criteria, the trainee must come from low income family, they must be 14-35 years of age who dropped out from school, they must be unemployed, they must bear hard work and can complete the 12 month training and use their skills to create both employment and self-employment.

#### 8.4 The Opening Ceremony was held:

On June 20, 2013, the Opening Ceremony was held which the District Governor was invited to preside over and which about two hundred community people and local authorities attended. The ceremony was hosted in order to disseminate the information on the project advantages to the communities and to inform them of the beginning of the project implementation.

#### 8.5 Operating the vocational training courses:

The purpose of vocational training courses was to provide the trainees with real skills towards creation of income-generating employment and self-employment. The training courses included metal production and tailoring. The metal production training included the production of materials and equipment from metal, for instance, door, window, roof, desk, chair, cupboard, book shelf, poultry cage, playground equipment, etc. As for the tailoring training course, it included popular and traditional modes of clothes. This meant that the trainees were taught how to make every mode of clothes both currently popular and traditional. The trainees were first instructed on the theories and then they were required to practice their skills. At first, the trainees were instructed on how to use sewing machine, to spin thread, to use most important parts of sewing machine, to pleat fabric, to stitch zip, to measure and sew trousers, to cut the pattern of short and long skirts and other types of skirts for ladies and gentle men. After that, they were encouraged to make skirts and pants by using real fabric as part of their skill practice.

The metal production training class was opened and operated in the center belonging to Khmer Association for Development in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province. 12 young men from low income families were recruited for metal production training. The training class was opened in the morning from 7:30AM to 11:30AM and in the afternoon from 1:00PM to 5:00PM and from Monday to Friday. The trainees who lived away from the training center were allowed to stay but they had to be responsible for their food on their own. One trainer was employed to work for eight hours per day. He was allowed to stay in the center together with meals as well. The trainer was responsible for training, maintaining materials and equipment and preparing monthly reports for submission the executive assistant.

#### 8.6 Creating an employment in the workshops for completed trainees and doing the marketing to get the work done:

Two marketing staff were employed to work on marketing. They were responsible for communication with outside clients who needed our services that led the trainees towards daily practices of their skills. They produced leaflets themselves which were distributed to various areas such community house to house, markets, private and public institutions, towns, cities, etc. In addition, they communicated with construction material and clothes sellers and promoted the project to various NGOs. They were also responsible for transporting the finished products to the clients as well. At the end of each month, they made reports for submission to the executive assistant. The trainees were allowed to stay in the center and were provided with meals and income earned from the services were used as their incentives.



### 8.7 Education on business-starting-up methods, mentality, morality and social laws, Monitoring, follow-up activities and evaluation:

Apart from provision of skills of metal production and tailoring, the trainees were further trained on business starting-up and education on good behavior or morality. In addition, the project team monitored and evaluated the project activities on regular basis. Mr. Noy Sovannarith, Business Trainer was employed to educate the trainees for twice a month on how to start up and operate their own business in case they intend to run it themselves upon the project completion and on how to find a job if they have no business capital. In addition, once a month, local authority and police were invited to provide them with education on morality, tolerance, antiviolence law and use of drugs. KAD also educated them on health care in order for them to know how to take care of themselves.

### 8.8 Final test for all trainees:

At the end of courses, all trainees were given a final test in order to measure their knowledge and skill level. The trainees were divided into two teams, the tailoring trainee and metal production trainee. They were put in different rooms and on separate days. They were tested on lessons, theories and skills already learned. Firstly, they were put to test on theories and then on real skill practice. Upon the completion of the project or courses, the trainees were handed out with certificates. Then, the follow-up activities will be done on the trainees in order to know what would be done and how much income would be reaped and how their livelihood would be.

## **9. Achievements of the project:**

- The project team of 5 members was set up for planning, monitoring and evaluating the project.
- Two vocational training rooms equipped with various materials and equipment were prepared.
- 24 trainees were recruited from six communes of Samraong Tong district.
- 55 types of metal products and 39 modes of costumes were learned and produced.
- 24 trainees were employed to work to get monthly income and trained how to start up their own business.
- 19 education sessions on business starting-up were organized.
- They were educated on decency, morality and social laws for eight times.
- 861 children received donations of 861 suits.
- 216 received services from the project.
- 16 trainees were ranked good and 8 of them were fairly good. So 24 trainees received certificates upon completion of the courses.

## **10. Benefits for the beneficiaries:**

- They acquired the skills of metal production and tailoring and got a job near their home villages.

- They received some income for supporting their families.
- They received a new skill in operating their own business.
- They were aware of the value of knowledge and profession and understood about social issues and the value of living and morality.
- They were provided with vocational training free of charge.
- Some of trainees had time to look after their children.
- Their children had proper clothes.

#### **11. Effects to the beneficiaries:**

- Their livelihood was improved.
- They escaped migration in search of jobs away from their home village that could face various problems.
- They lived together with their family members and had a chance to take care of their children.
- They had enough income used to support their children, for instance, buying school materials, providing them with health care, nutritious food and clothes.
- Young men behaved morally and stayed away from narcotic drugs and gang.
- Discrimination against illiterate young adults eradicated.
- Young men from various villages have known each other contributing to peace and happiness in communities.
- New knowledge and skills have been passed on to other young people.

#### **12. Future expectation of beneficiaries:**

- Most of the trainees have expected that they would open their own business when leaving the vocational training classes. However, a few of them who are very poor said that at the time-being, they have no money used to operate their own business. They would work for other people using their own skills when leaving the vocational training classes in order to save enough money to open their own business.
- All the trainees have determined that they would try very hard to make money to support their families and said that they would help train other community youth so that they stay away from narcotic drugs and from the gang.
- Some of them said that they would help develop their communities when they would be able to make much money after starting up their own business.
- All of them have committed themselves to making changes in their old bad attitude and to becoming a good citizen, they would not use narcotic drugs and not join the gangs that always do bad deeds to the innocent people.

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

- A few trainees didn't follow the time-in and time-out and during the rainy season, the road was very slippery that made the trainees unable to travel to and fro.
- For the first period, it was very hard to find the customers and just a few services provided to them.

- The vocational training room was very small that made it difficult to operate the project activities.
- Lack of rooms for the trainees who lived away from the center to stay, was also a big problem.
- There was a shortage of transport means being used to transport the products, materials and equipment.

#### **14. Solutions to Challenges:**

- In every weekly meeting with all trainees, they were told to respect the time-in and time-out and to struggle against every obstacle.
- The marketing staff tried very hard to find more people who needed our services.
- The vocational training room was enlarged.
- A few rooms were prepared for the trainees to stay during the vocational training activities.
- A truck was bought to transport the products, materials and equipment.

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

KAD has implemented the project as planned in project planning schedule. The activity implementation has been strengthened and improved. The challenges have been solved immediately. The activity implementation monitoring has been done with great attention. Although the project has been completed, KAD will still follow up with all the trainees who have left the training center in the purpose of wanting to know how many of them would be employed or self-employed, how much income would be received and how their life would be if compared to before they entered the training center.

#### **16. Feedback from the beneficiaries and community:**

Mr. Doem Sam On, the executive Assistant interviewed with Mr. Khann Chhean, the Trakiet village chief on June 23, 2014, saying that there have been three non-governmental organizations working in his village such as Khmer Mother Organization, World Vision and Khmer Association for Development (KAD). Khmer Mother Organization's work focused on education, agriculture and microcredit. But their work was stopped because they had no regular staff and most of them were not quite well-educated and well-salaried, that's why all the projects they implemented were not successful. World Vision implemented some projects including education, animal raising, skill training for children, rice association, nutritious food for children and health care. Unfortunately, later on, all these projects were over. Later on, Khmer Association for Development (KAD) located in Trakiet village implementing a lot of projects which have benefitted children, youth and villagers in his village. The best points of KAD were, for instance, it has provided unemployed youth with vocational skills leading to bright future, it has imparted knowledge to children from low to high levels, it has implemented education program teaching the village children both Khmer literature, English language and computer literacy, it has led the children to do social work, it has facilitated a great opportunity for youth's visit overseas, it has taken care of poorest children's health, it has



organized education sessions for villagers on health care, domestic violence and the value of education, it has done humanitarian work and helped fixed village road. In his capacity as the village chief and on behalf of Trakiet villagers, he would like to thank Mr. Meas Chandeth who has done everything just in favor of the children in this area. Not only the Trakiet village chief but the commune councilor and 28 other village chiefs in Trapaing Kong commune also expressed their accolade to Trakiet village for having KAD

being located in it. In short, since KAD's presence here, it has seemed to be a strong pillar and shade for villagers for the time-being. Finally he would like to express his heart-felt thanks to Mr. Meas Chandeth for helping the people in his village. According to the commune level's report, it was written that among 29 villages under Trapaing Kong commune, only two villages have obtained the development program of education and other vocational skills. He requested KAD for continuation of current activities, initiation of agricultural program and construction of health center in his village.

I am Koy Senhong, 22 years old. I have eight siblings, four brothers and four sisters. With such many household members, it has made the family living situation worse and worse from year to year because my parents are farmers and some of my older siblings have worked for the garment factories with small amount of monthly income. As for myself, I have participated in the project because I wanted to help my family. Before participating in this project, I was unemployed and just stayed home to help my mother with some housework because I have low education and no any skills that has made me unable to find any jobs. In addition, when having time, I drink alcohol and drive a motorbike for pleasure with my friends and sometimes, there is a fight with young men in other villages.



I have been trained on metal production by KAD for about eight months. Up to now, I have had some skills to produce the metal-made materials and equipment and hope that at the end of the training period, I would have more skills and would be able to open my own business and that I wouldn't waste the time and join the gang any more. At this time, I would like to thank KAD and its donor to initiate this project in order for unemployed young men like me to get life-skills for shaping future life. I would also like to appeal to other young men to stay away from narcotic drugs and gang and come back

to join the project.

These are Ly Rasy and Sok Khoeun, both of them were 23 years of age and were single. Rasy lived at Sendey commune and Sok Khoeun lived at Taing Krouch commune. These two communes were located in long distance from the vocational training center, so this required them to stay in the center from the beginning to the end of the project. Before entering the training center, they were unemployed and joined the gang that always drank alcohol and used narcotic drugs and made quarrel and fought with young men from other villages. Their parents were farmers who aside from rice farming, worked as construction workers (fathers) and sold groceries (mothers). With small amount of daily income, the parents worked hard to feed many children in the families. Rasy had 8 real siblings and while Sok Khoeun had 6 siblings. Some of them still went to school and some of them dropped out and did nothing. Rasy dropped out of school when he was at grade 3 and Sok Khoeun dropped out at grade 5. Both of them didn't complete the primary school. They couldn't read and write Khmer literacy, even their names. They said that when they left the vocational training center, they would ask their parents to find money for them used as business capital because right now they had determined to open their own business. During their stay in the center, they felt a regret that they didn't go to school when they were young that had made them ill-educated and ill-mannered. They had promised themselves that they would try very hard to work to get money to support their families and would give up all their bad deeds that were committed in the past. Finally, they thanked KAD for providing them with a great chance to correct themselves through creating the vocational skill training program.



She is Mrs. Dy Leakana, living in Trapaing Tros villag. She stopped her study at grade 8 due to inability to find money to support her school any longer. She was married and has had one daughter and is currently a widow living in poor living standard. Before entering the vocational training center, Dany worked for the garment factory in Kampong Speu province and receives a salary of \$80 per month from her job and is required to work from 7:00AM until 6:00PM. She lives away from her workplace and in order for her convenience, she rents a small room near her workplace at



\$20 per month and even pays water and electricity costs and allocates a very small money to feed her old mother and her daughter. She is very happy to attend the sewing class and expresses her deep thanks to KAD that has established this project providing much possibility to poorest women in creating self-employment. She also thanks a good trainer who trains her very well and with utmost care. Up to now, she has been trained for 12

months and now, she has been ordered to make a lot of clothes and due to much work to do, she has accepted only some suites that she can do with enough strength of her.

On June 23, 2014. Mr. Doem Sam On interviewed with Mrs. Chea Rany, 52 years, a Dok Por villager. She had two sons who were trained in metal production skills for 12 months. She said that her family's living situation right now had encountered a lot of difficulties due to landlessness and homelessness. She was very delighted that her sons were provided with vocational skill training for 12 months free of charge and now they had new skills. She had the total of eight children, five boys and 3 girls. All of them had never been to school. This had made them become illiterate and they didn't have any skills that had made them unable to find any jobs. She added that before entering the vocational training center, her sons were unemployed and joined the gang, they had never helped her



with housework and even drank alcohol every day and sometimes made troubles with younger siblings and parents. In addition, when going away with their gangster friends, they always fought with young men from other villages, they stole her money to buy alcohol and narcotic drugs and often destroyed both private and public property. She thanked KAD for not only giving her sons the metal production skills but also making them become good citizens, this meant that they had stopped drinking alcohol, disassociated themselves from the gang, helped parents with housework when they had time and even respected old people in the village, especially they had stopped the parents from being concerned about their deeds any longer. The best points of KAD that she had raised were that it had initiated the programs that provided the youth with vocational skills that would bring about good future for them, the children had acquired additional knowledge that had freed them from illiteracy, both children and youth had a great chance to get access to foreign language education and computer skill training free of charge, small children had been provided with warm care and protection and expenditure on health care was reduced. On behalf of Dok Por villager, she thanked Khmer Association for Development, especially Mr. Meas Chandeth and all staff for assistance in rural development and wish all these people great success in every duty and mission.



# **Project IV – Improved Infrastructures in Vulnerable Community Children Development Center**

## **1. Name of Organization:**

Khmer Association for Development (KAD)

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

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia. Tel.: (855-24) 698212 Mobile: (855-12) 932 840 E-mail: [chandeth.meas@kadcngo.org](mailto:chandeth.meas@kadcngo.org) Website: [www.kadcngo.org](http://www.kadcngo.org)

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

Mr. Meas Chandeth, Executive Director

## **4. Short description of situation of children and the project purpose / goal**

Khmer Association for Development (KAD) has established the Vulnerable Community Children Development Center located in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia in which some programs including education, health care, agriculture, vocational training, child daycare service and child protection have been implemented, from which around 5,000 disadvantaged children and community people are currently benefiting. They are orphaned, have chronic diseases and suffer from poverty, domestic violence and all forms of abuses – physical, emotional, sexual and lack of warm care. In Cambodia, there is a law protecting the children from all these forms of abuses, but it seems to be ineffective because it is loosely enforced by both parents or guardians and local authorities. It is noticed that the perpetrators of child abuses always escape from the law or the court due to loose law enforcement and they are rarely brought to the justice that makes the perpetration increase. As for the children suffering from destitution, the government does nothing to rescue them. They are allowed to live in predicament. If talking about education and health care, according to the education law in Cambodia, it requires all children from the age 6 to be enrolled at primary school, but in fact some of them are not sent to school and some others have to abandon their study while they haven't complete the primary school yet. There are local health centers in almost every commune, but their health services given to the

people are limited, for instance, the work done only in the morning; at the end of each month, they run out of medicine and other medical materials; the staff behave very badly to patients; they are located far away from some of villages and the people have no confidence in the services the health staff provide. The children in this area usually suffer from lack of health care and malnutrition. In addition, child labor is also a severe factor faced by the children here. The children are ordered to work in rice fields, to go for fishing and crabbing, to find firewood and to tend the younger siblings.

The center has been set up to achieve four primary objectives 1) improve community livelihoods by creating opportunities for village families to improve their living conditions through the establishment of village development associations, saving groups, small-scale businesses and community food security, 2) improve community education by increasing school attendance, both for girls and boys and establishing the community learning and vocational training centers and demonstration farm to provide both children and young adults with vocational and skill training courses, agricultural techniques and out-of-school supplementary education, 3) improve community health services by setting up a medical clinic in the center providing the community people with primary health care services and manage primary and preventative health interventions that will bring about a general improvement in the health of village residents and 4) improve the rights of vulnerable children to protection, development, survival and participation by establishment of the Community Advanced Youth Council to work for the sake of children with communities and various institutions through education on the children's rights, advocating and taking legal measures against child labor, trafficking, abuses, sexual exploitation and violence and direct provision of other services. So the Improved Infrastructures supported by Herrod Foundation is also part of this center development by Khmer Association for Development.

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

With financial support from Herrod Foundation, Khmer Association for Development has had a chance to develop the following infrastructures:

- Bathrooms/toilets in four rooms of child daycare building financed by Herrod Foundation were constructed.
- Flower garden trellises and pavements in front of child daycare and learning buildings were constructed.
- A generator booth was constructed near the training building.
- An information board was constructed.
- Windows, doors, upper walls and ceilings in learning building financed by Herrod Foundation were constructed.
- Gravel road in and outside of center constructed under financial support of Herrod Foundation
- Chicken cage constructed under financial support of Herrod Foundation.
- Lower land built up and water pipe for water supply in the center prepared under financial support of Herrod Foundation.
- To buy trash bins used in the center to collect trash.

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

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

***9.1 Current achievements:***

- Four bathrooms/toilets (2m x 3m each) and concrete floors (2.5m x 25m) in front of child daycare building.
- Flower garden trellis made from wood and plastic net (2.5m x 25m). Concrete floor and flower garden trellis made from wood and plastic net (2.7m x 40m) in front of learning building.
- Pavement in front of child daycare building (2m x 6m) constructed from the street to the building.
- 150m plastic pipe, one notice board, one generator room (2m x 2m), one chicken shelter (6m x 12m) with concrete floor.
- Upper walls, doors, windows and ceilings made in 6 rooms of learning building.
- Two trash bins were bought to collect trash.

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

- Four bathrooms/toilets (2m x 3m each) and concrete floors (2.5m x 25m) in front of child daycare building. The children use them much more easily than in the past. They don't need to go outside of the room to a further bathroom/toilet anymore. This has made them safe from slip on the floor that can break their hands, legs or heads. They are now freed from danger. Concrete floors and pavements also comfort the children for their walk to and fro. It can't be slippery and full of mud and the children can't be punctured by sharp materials.
- Flower garden trellis made from wood and plastic net (2.5m x 25m) in front of child daycare building. Concrete floor and flower garden trellis made from wood and plastic net (2.7m x 40m) in front of learning building. Concrete floor in front of building have made the children easy to walk without slip and they have a suitable place for putting their bikes in good order. They have never had any danger and their bikes have never been lost. Flower garden trellises have given a shade to the children and helped beautify the buildings and classrooms. Beauty flowers have drawn the children's attention.
- Pavement in front of child daycare building (2m x 6m) constructed from the street to the building. It has made the children easy to cross without slip especially during the rainy season. They stopped falling like in the past before it was built.
- 150m plastic water pipe, one notice board, one generator room (2m x 2m), one chicken shelter (6m x 12m) with concrete floor. 150m plastic water pipe has been used to pump water from a water well and from a pond for fruit trees and for bathrooms/toilets. It has helped reduce expenditure on water and provide the children with water for taking a bath, washing hands and doing the dishes. This has kept the children hygienic towards improvement of their health and has made fruit trees and flowers grow well, so the center looks beautiful. A notice board is used to stick various information papers so that the students can receive any information spread by KAD. It hasn't taken KAD staff a long time to inform them from person to person or from class to class. A generator room where a generator is kept safely was constructed. It prevents thievery and destruction by both person and nature. The electricity is always cut off, so a generator is very helpful and our work

can't be disrupted by the absence of electricity. A chicken cage is constructed for a few hundred chicken. Right now the amount of poultry has increased so this cage is very helpful as well. We have reduced a lot of money spent on the purchase of expensive market meats because we can produce it on our own. The children have enough meat to eat, providing them with enough nutrition.

- Upper walls, doors, windows and ceilings made in 6 rooms of learning building. There is no more rain being splashed into classrooms that disturbs their study and noises seemed to be abated. On the other hand, teaching materials kept inside can be secure.
- In summary, the infrastructure construction project financially supported by Herrod Foundation has assisted improve the well-being of the children living in rural areas a great deal on several areas such as general education, health care, skill training, child protection. In addition, the community people and local authorities have also benefited from the project through community development and cooperation.
- The trash bins participated in waste management and environmental environment leading to improved health for children.

### ***9.3 Degree of attainment of the original project objective:***

The all project activities have, up to now, been implemented up to 100% because all activities in the project plans have been done and all funds requested have been spent.

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

- After the rainy season passed, it left many stretches of roads bumpy and with potholes impeding the transport of construction materials, instrument and equipment.
- The number of construction workers was limited, so the work was prolonged or slowly done.
- Waste management is still a factor because the role and duty is not assigned clearly to a specific person and participation of students in this work is still limited.

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

- The community people, youth and local authorities were requested to fix the roads with mud and potholes.
- The construction workers were encouraged to work on weekends as well.
- A specific person who is responsible for waste management would be assigned.

## **10. Future plans**

KAD would like to request the Herrod Foundation for a grant funding to finance the cost of Fish Pond construction. According to the entire cost estimation, it would be around EUR24,500.00 and right now, EUR10,000.00 has already been committed from Schmitz Stifungen in Germany and another EUR14,500.00 would be requested from Herrod Foundation.

The Fish Pond will be deepened; its walls and bottom will be renovated and concreted; dikes around it will also be concreted up to one meter high and it will be surrounded with metal screens to prevent the children from entering or falling into it. Water will be pumped into it until it is full and fish spawns will be released. The project purpose is to raise fish to get enough meat for children who stay in the center all day. The project objective is to improve child nutrition towards better health. The expected result is that some 281 children aged between 3 and 5 receive additional nutrition.

## **11. Feedback from KAD staff**

On 13 November 2014, KAD opened a discussion session on the project advantages in which all its staff were invited to participate. The session was organized in order to get feedback from the staff in terms of impacts the project brought about. The staff expressed themselves on the project as follows:

- Bathrooms/toilets has made a lot of comforts, for instance, it is easy for all caregivers to manage all children and to save a lot of time. This means that the caregivers don't need to accompany the children to bathrooms or toilets as they have done before and good orders for them in classrooms are always kept. The children don't crowd only one bathroom like in the past and run that could fall down and bump with each other. The bathrooms/toilets are used for bathing, hand-washing before and after meals and relieving themselves.
- The flower garden trellises shade the front yard of the buildings under which the children could park their bikes and play, grace the classrooms and attract the children. In addition, it is used as an important subject or topic for teaching the children as well.
- The pavement and flower garden trellis in front of child care service building constructed to make them easier to walk past without being afraid that they would slip and fall down and they use it as a physical exercise place. They are attracted by diverse types of beautiful flowers. During a short break, the children are allowed to come out of the classrooms for pleasure, they always are interested in the flowers and even ask the caregivers what types of flowers they are. The caregivers also teach them how to know identify the colors of flowers. A flat concrete floor doesn't make the children slip on grasses or vines or step on thorns.
- Good roads both in and outside of the center solve a lot of problems the children have faced in the past, for instance, they are not stuck in mud anymore; they don't slip and swerve to the roadside or fall down from their bikes; they are not muddled anymore and are not reluctant to come to school. They haven't had difficulty traveling anymore.
- A generator booth constructed and used to keep the generator and other materials in safe and there is still an electricity used in the center although the one supplied by private company is cut off. So the cut-off electricity can't disrupt the work in the center.
- Since an information board made, it is used to announce the monthly test results of students and other news. It's not like before the staff had to walk from class to class to tell them about any news. The students can access any information disseminated more easily.
- A chicken cage was constructed and used a place where they can stay, be crossbred, laying eggs, hatching and producing meat for children. The cage is a safe shelter to protect the chicken from heat and rain that destroy their eggs and chicks. Since it was built, the amount of chicken and meat has increased and the expenditure on meat also has been reduced and the children have enough meat. As for the lower land, it has been built up with excavated

soil. It has been becoming an even opening that the poultry can rest and go on a forage. In addition, it is fertile and vegetables, fruit and root crops can be grown in it as well.

- In learning building, upper walls, windows, doors, ceilings were constructed and equipped with electric materials. This has prevented the rain from being splashed inside and the sunshine couldn't come into it either. All the rooms can be locked to safeguard every school material. There hasn't been heat from the top as it was in the past and the noises can't be heard from other rooms. When it starts being dark, everything can't be seen the light bulbs can light the classrooms. So it can't bother the learning activity. In addition, in front of the building, the concrete floor was constructed. The children can park their bikes on it in good orders and it can give shade to them as well.
- It is much easier to have two trash bins in which the garbage can be put and then burnt down, otherwise it would be cluttered all over the land.

## 12. Project photos

Please see the project photos below showing the project activities:









The construction of flower garden trellis and pavement in front of learning building financed by Herrod Foundation











































# **Project V – Women Help Women Council (WHWC)**

## **(January - December 2014)**

### **1. Address of your organization**

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

### **2. Name of chief executive officer and her title:**

Mrs. Kham Sophea, Head of Council

### **3. Names of People involved in the activity implementation and their titles:**

- a. Keo Sovanna Head of Council
- b. Miss. Toem Koem Sang, Administrator/Accountant
- c. Mrs. Kham Sophea, Assistant to WHWC
- d. Miss. Doem Sreypheang, Project Coordinator
- e. Miss. Oeung Ratha, Project Coordinator

### **5. Short description of situation of women and the Council's purpose / goal**

Some of women in the target areas work for garment factories while some others stay home to look after their children, houses, animals and crops, to do rice paddy and to follow small-scale business. They didn't even complete the primary level and pass through any vocational skill centers due to the family economic factor. Failing education, they are easily subjected to fear, intimidation, physical and mental agony, are easily misled towards the doom and haven't many thoughts of what to do to improve their lives and future. Around 80% of women and girls in the target villages are illiterate and 20% others can just read and write a little bit. This is a figure received from the village chiefs and village women representatives. They even reported that some other problems the village women square up to are poverty, domestic violence, debt, low income, homelessness, malnourishment and illiteracy. Around 35% of the whole families suffer from poverty. They live under poverty line. The causes of poverty are that they have many children; they have no business capitals to start up their own businesses, they receive a very low income from their hard work; they have no farmland; they have to sell their property to cure their illnesses. Most women have experienced domestic violence, for instance, they were cussed and beaten by their drunk husbands; some women with 4-5 children were disserved by their

husbands; some others didn't receive any money earned by their husbands for feeding the children at all. Most cases of domestic violence were because of jealousy, poverty, illiteracy, inebriation, unemployment and mutual non-tolerance. Some women were married to the unemployed husbands who don't care about their families' keep-earning at all; they stay home doing nothing but just drinking alcohol and when completely sozzled they hit their wives and children and even destroyed their belongs. When the domestic violence happens, the wives and children are horrified and decide to run away from the houses that make them languish under famine and great hardship.

Due to low income, the women have a large problem with enough food and allocation of money for various purposes such as health care, children's schooling, improvement of homestead condition, rice farming, etc. So they have to get some loans with high interest to supplement their daily living. In borrowing money from the Micro-Finance Institutions, they are required to mortgage their land and house plans, so if they are unable to pay back the debt, their lands and houses will be bound to be expropriated. Some women lack food to eat. They also borrow some money to buy food for themselves and for their children, so they have to work hard to get money to clear up their debt. In each month, they work just to get money to pay it back and nothing left. With monthly low wage, they have to skimp on it for their food which doesn't have enough nutrition to make their body grow well and energetic.

Some women whose homes and land were sequestered have become homeless and landless. They are allowed to live on the public land and their neighbours' in the decrepit shacks that can't keep them from being wet during the rainy season and from the sun heat during the dry season. Due to bad condition of their homes, they suffer from lots of illnesses.

The Council's goals are 1) to enable the local community women to become more economically independent for themselves and their families, 2) to create local income-generating employment and self-employment to prevent their migration out of the villages in search of the jobs that they can face various problems, 3) help the poorest young women get higher education, 4) to acquaint them with domestic violence, migration, human trafficking, health care, sexual abuse and other social issues and 5) to provide legal counselling and rescue those suffering violence to the safe shelter.

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

In 2014, the WHWC carried out some projects including the tailoring vocational training for young women, the scholarship for low-income secondary school and university girls, health education for rural women, humanitarian aid for female heads of households and agricultural technique training.

The tailoring vocational training for young women was initiated in order that young women in rural areas had a great chance to acquire income-generating skills. The goals were to create employment, self-employment and business that would produce income towards improvement of their lives and avoidance of various problems. According to the WHWC's research on their needs, it found that most women got married and had two-four children and only few were unmarried. The problems

they confronted were poverty, malnourishment, high interest debt, homelessness, lack of farmland, illiteracy and domestic violence. They all lived under poverty line and didn't have enough to eat and couldn't afford to buy most needed home-kits. Domestic violence towards the legal action destroyed the property and broke up the families that beggared them. They and their children suffered a lot of ailments induced by nourishment. They had to spend much money for their health care. In case of lack of money for treatment, they had to sell their land and to get high interest loans. So in the end they fell in to debt and get poorer and poorer. This impelled them to more difficult work without having enough time to attend their children and doing other things. In order to solve all these problems, WHWC introduced this vocational training project. The project lasted for twelve months and was located in Trakiet village from which unemployed, low-income girls living in three villages benefited. The criterion set to select them were that they must come from low income families; they must suffer some problems such as poverty, domestic violence, unemployment, migration, malnourishment, etc.; they must follow through the twelve month training period and use their skills to start up their own business or to find a job and they must pass on their skills to other local women in the future. They were trained on the skills at cloth-cutting, sewing machine fixing, measurement, embroidery, machine powered sewing methods, hand sewing modes. Both male and female clothes with old and modern styles were studied about. This project has been completed and is not on-going. The trainees were allowed to get trained free of charge. They were even given the most needed materials used during the training period. The class was equipped with sewing machines, materials and instrument. At the end of the training, they received a certificate from the Council.

The scholarship for low-income secondary school and university girls provided them with a great chance to pursue their study at higher level. All the girls supported by WHWC had already discontinued their study. After the Council had been originated, they were brought back to their school. The scholarship program was set up in order to help the poorest girls become the community leaders who will have enough capacity to provide the community girls and women with social services. In rural areas of Cambodia, a very low percentage of girls can be well-educated and most of people who lead local authorities are men and very low number of women are involved in local government leadership. Most local community girls give up their school to find jobs in the garment or shoe factories to get money to support their families although they don't attain the work age of 18. The girls in rural areas have a very small chance to rise up to higher education such as upper secondary school and university. The types of scholarship provided by WHWC included money to buy school uniforms,





study materials and transport means, food for daily living and payment for tuition fees. Before the scholarship provided, the target group had been identified as the most vulnerable group by the Council in cooperation with community women representatives through close monitoring and observation of their situation. This focused on their houses, work, belongings, farming, learning activities, sources of income, family labour force and social participation. After receiving the scholarship, the working group of WHWC still followed up with them, especially referred to how it was used and how it made progress. In addition, the school and university where they were learning were also connected. This means that they played a vital role in helping them get knowledge used to develop themselves and their communities.

Health education for rural women is very important. Most men play a role as the heads of households. They are just busy with their work and not concerned about domestic issues. So child care heavily bears on the women. They have their own work, but still attend to other things such as childcare, kitchen work, clothes washing, preparation of schoolwork and food for their children, health care, etc. Concerning the health care, if they have some knowledge of how to manage on it, they may be helpful for their children. They can take care of their children very well to get rid of assorted diseases. In addition, they also know how to mind themselves very well and how to do when having such problems.

So in Cambodia women are very important resource that we need to have for social development. On the other hand, the women have a lot of time to participate in any social work and pay more attention than the men. Evidently, when WHWC organized any events, there are a lot women showing up. In 2014, education sessions in which women were invited to participate were carried out in order to improve women's health. The sessions focused on women to health issues such as where to go when sick. The sessions were held four times a month in which health volunteers and community women were in charge of women's health during the sessions. The sessions were about diseases such as



**Health education for community women**

WHWC held the health education sessions in the villages in which local women participate. The project was to improve the local community health goal was to awaken the women and to let them know where health activities were done for four cooperation with village commune council members affairs. The topics raised including seasonal breakout diseases such as dengue fever, diarrhoea,

dysentery, malaria, cholera and hygiene, sanitation relating to their daily living and especially spotlighting the gynaecological issues. When they got some knowledge from the sessions, they used it to educate their communities and their families to prevent the breakout of diseases and to improve their health. Over and above the health education, the local community women received direct treatment from the local health center and referral hospitals with payment made by WHWC. In case of major illness requiring the much money to pay for treatment beyond their ability to do so, WHWC might have defrayed it instead of them, for instance, delivery, operation, cure of chronic diseases, etc. In rural areas of Cambodia, most people like using private health services because

they think it is much easier to get access to them and the service providers are friendly, attend to the treatment of patients, have enough medicine and provide every service. There is a government run health center almost in each commune and referral hospital almost in each district, but the people don't like using them because they are thought to have provided bad services, for instance, the health staff are not friendly to the patients; the places are not clean; at the end of each month, there isn't enough medicine and the patients are charged much money. The government run health facilities or institutions rarely go out to the outreach communities to provide health education or to alert them about the outbreak of any diseases.



***This is the poorest women family receiving***

Humanitarian aid for female heads of households was a project that was set up and implemented to ease the hardship of some of women faced. The women who suffer domestic violence and malnourishment will receive the humanitarian aid from the WHWC. In addition, young girls who are sexually raped are also provided with this aid. When domestic violence transpires, they feel terrified, resentful and hurt all over the body. They have no chance to do their work or business. The domestic violence destroys their property that makes them poorer and poorer. Normally it is caused by the men the husbands of the women. When it occurs, the wives and children are forced to leave their homes to become the roamers living under the overhangs of houses of businesspeople at the markets. They are discriminated against and even disdained by the rich people. The types of humanitarian aid activities were provision of food, clothes and household kits. This aid can just help them live for a while until they can work to support themselves and their families. But if such activity isn't done, the victims are nothing on which they can rely. The project is set up to save the most vulnerable girls and women from hardship on time so it is very indispensable. This project can be initiated due to budgetary and in-kind contributions of various generous people both in and outside of Cambodia.

The Small-Scale Farming Technique Training for Low-Income Community Women project has been initiated in early January 2014 in Trakiet village under Trakiet community contributions and donations of private donors. The project aims to improve the livelihoods of community women by creating opportunities for those in low-income families to better manage and promote their living conditions. These were done through the establishment of short-term training courses on agricultural techniques, self-help groups and community food security initiatives. The project goal was to contribute to sustainable improvements to the quality of life of low-income women in the areas of agriculture, while also empowering them through enhancing in capacity-building and training. In order to enhance the lives of the most vulnerable women, the project was established in Trakiet village by Women Help Women Council. 62 women from 62 low-income families were selected as the members. The Women Help Women Council was a jointed efforts guided by

processes of work including spirit, materials, resources, labour and mentality of women who live in the similar poor condition and who were living near each other in order to initiate the project to reduce poverty, serve the well-being and the interest of the Council and reconstruct the society with equity, justice, solidarity and dignity. In addition, the project intended to promote the respect of fundamental rights such as human rights, women's and children's rights; to meet the basic needs of people such as economic, social, political, cultural and health needs. The strategies were carefully designed to set up the project by expecting to get success, resulting with effectiveness for groups, in response to the needs of the use of real strategies which were used very often to indicate the views as well as vision which was the path leading to development and was the process leading to communities to carry out development programs for implementation on the six systems including social, economic, educational, political, health and cultural systems.

In order to form the Small-Scale Farming Technique Training for Low-Income Community Women project, there were four stages including the first stage of preparation for organizing, the second stage of need assessment, the third stage of women group organizing and the fourth stage of training and operation of field work.

The first stage of preparation for organizing included the feasibility study of Dok Por, Trakiet and Thmarbaing villages, the selection of target groups and key people who took very important roles in this project and data collection. The feasibility studies were done by gathering information and village maps from village chiefs. 155 women and girls from low income families from three villages were selected for the studies. They earned their living by fishing, selling eatable tree leaves, crabbing, doing construction work or (stopping their children from school in order to work for) garment factories or sell their labour such as helping to harvest for other farmers to get paid. A few of them have both housing land and farmland; the majority of them have only housing land and some of them have nothing at all, but they were allowed to live, grow vegetables and raise animals on the land belonging to the Church. Although most of them had housing land, but they did nothing on it because they had a very limited skill and no capital (resource) to start their agricultural business. After the feasibility study, the target groups and key people were selected and the project coordinators started collecting village data using the questionnaires to interview 62 women from 155 families. After that, the village data were summed up.

The second stage of need assessment was done by calling the meeting with targeted 62 families in order to identify their needs and problems. During the meeting, the project coordinators asked the participants to express their views on what have made them poor and on what they would need to improve their living conditions. After that, the needs and problems they have faced, were the lack of agricultural techniques, irrigating water and rice and vegetable seeds and species of animals and capital to start agricultural work. So they have requested for agricultural technique training and for provision of rice and vegetable seeds, irrigating water, species of fish and chicken for raising, production of natural fertilizers and poison, dish washing liquid and some capitals to start their agricultural businesses.

The third stage of people group organizing and establishment of women groups took place. 62 families were invited to attend the 2<sup>nd</sup> meeting in order to set up small women groups. 52 families were divided into three groups; the first group consisted of 20 family members; the second group had 20 family members; the third group was composed of 22 family members. Each group was composed of one chief, one deputy chief, one secretary and one financier. The roles and duties were given to the group leaders and members. The third meeting with the members of three groups were organized in order to formulate the statutes and internal regulations and to train them on how to manage their groups themselves. They were held responsible for fulfilling their respective duties as



stipulated in the statutes and internal regulations.

The project has focused on 62 community women from low-income families in three villages. A few families had small plots of land for growing. However, almost all of them had homesteads together with surrounding ground. Only twelve families were homeless and landless, but they lived on the land belonging to Church. Those who had small plots of farm land could grow rice with little harvest but not enough for one year. With or with no small farm land, the people had to do other things to earn their living such as fishing, selling eatable tree leaves, crabbing, doing construction work or stopping their children from school in order to work for garment factories or to harvest for other farmers to get money.

The fourth stage of training and operation of field work was done. In order to respond to the above-mentioned needs and problems, the members of the women groups were trained on principles and basic leadership, agricultural techniques and integrated farming system such as vegetable, and mushroom growing, fish and chicken raising, production of natural fertilizer and poison, use of irrigation water and provision of animals for raising, seeds of vegetables and rice for growing, water pumps for pumping water to irrigate home gardens, rice fields and fish ponds. The local resources contributed by the group members include in-kind contributions such as land, labor and materials for making chicken shelters, natural fertilizer and poison, animal feeds for growing vegetables, mushroom, rice and for raising chicken and fish.





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

- Mrs. Keo Sovanna the head of Women Help Women Council managed all affairs including administrative work accounting control, project design, implementation, monitoring, evaluation, reporting and liaison.
- Mrs. Tim Kimsang the administrator/accountant was responsible for managing the administrative and accounting work. She also prepared the accounting reports to be submitted to the head of WHWC.
- Mrs. Kham Sophea the assistant to the WHWC who deviled for the head. She also helped communicated with the stakeholders.
- Miss. Ye Sreyneth and Miss. Oeung Ratha the project coordinators implemented the project directly with women groups.

## **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 young women were allowed to attend the tailoring training over the period of 12 months and they acquired tailoring skills.
- 27 girls received a scholarship from WHWC in 2014. 21 of them were able to continue their study at upper secondary school and had a chance to learn English and computer skills as well. 6 others were able to pursue their study at the university.
- 269 women received health education and treatment provided by local health centers and referral hospital under coordination and payment of the Council.
- 42 women families obtained humanitarian aid such as food, medicine, hygienic kits. But for young girls, they received study materials, school uniforms, transport means and food.
- 62 women received farming training including how to grow vegetables and raise animals and acquired real skills for actual practices.

### ***10.2 Outcomes of the project:***

- The tailoring skills were utilized to earn additional income to support their families.
- The girls who received the scholarship from WHWC didn't give up their study. The scholarship could help them stay in school.
- The women and girls had a lot of knowledge of health issues through health education sessions and they even made a lot of changes in their health behavior. And those who received direct treatment were rescued from health danger.
- The most vulnerable women who got humanitarian aid were freed from hardship and inspired to work any longer.
- With farming skills, the beneficiaries used them for practices that generated income towards improvement of their living status.

### ***10.3 Effects of the project on the beneficiaries and communities:***

- The project created domestic employment that prevented the women's migration out of their villages in search of jobs that could face a lot of problems.
- The beneficiaries lived together with their family members with harmony and happiness, were aware of their rights and domestic violence on them were forestalled.
- With this project, the most vulnerable women could have been rescued on time by various related institutions.
- The women related laws were enforced properly by competent authorities and the offenders were punished in line with the type of offence they committed.

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

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

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

- Lack of financial support and farmland was a very big factor.
- The time spent attending the training of women was limited.
- Most of women and girls in rural areas didn't understand about the value of education and training.
- They preferred to buy vegetables and meats from market than grow and raise in the farm by themselves. So they were not interested in farming training.
- Water used for farming was also a problem because the source of water was very rare.

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

- WHWC did the fundraising to buy a plot of land on which the vegetables were grown. The fundraising done both in and outside of Cambodia used for the project implementation.
- WHWC met with the local women very often to educate them on the value of training and skills and on how to start up their own businesses after they left the training center. They were asked to spend more time and to attend to their trainings.
- WHWC explained to the local community about nutrition and let them distinguish between chemical and non-chemical vegetables and meats.
- The new farming techniques reduced the use of much water for vegetable planting.

## **11. Future project implementation plans**

WHWC 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 VI –English Access Microscholarship Program**

## **1. Name of Organization:**

Khmer Association for Development (KAD)

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

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. P.O. Box 1437, Phnom Penh, Cambodia. Tel.: (855-24) 698212 Mobile: (855-12) 932 840 E-mail: [chandeth.meas@kadcngo.org](mailto:chandeth.meas@kadcngo.org) Website: [www.kadcngo.org](http://www.kadcngo.org)

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

Mr. Meas Chandeth, Executive Director

## **4. Short description of situation of rural community youth and the project purpose / goal**

Most rural community youth live by depending upon the area of agriculture. They grow rice and other complementary crops to feed themselves. They have to combine their study with their rice field work. Otherwise, they couldn't afford to pursue their higher education. Although they were born in the extremely poor families, some of them struggle very hard for their survival and for their study. However, most of them gave up their school while they just rose up to lower and upper secondary levels. They had no chance to proceed to the university. When dropping out, they became jobless; they set up a gang that commits various bad deeds to their communities and society such as drug addiction, theft, robbery, rape, dispute, etc. In the end they end up living in very poor condition. The English Access Microscholarship Program was established in order to help provide the rural community youth with English and computer skills so that they will be used to pursue their higher education and for their future work. In addition, the program has provided them with life experience in social work and self-development.

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

English language was taught. The Access students learned English from Modern Structure, American Text Books, Grammar Part of Speech, VCD Conversation and News Articles. The Access class started for six days per week and one and half hour a day. Aside from English teaching, the Access students were required to do some community work including road fixing,

fund-raising to help the most vulnerable children, crop-planting in the child protection center, awareness on American culture.

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

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

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

- 26 students from 26 low-income families were selected.
- 50 meters road was fixed.
- 10 children received donations from the Access students.
- The awareness on Christmas Day was raised.
- A lot of trees were planted in the center.

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

- The rural communities had an English class nearby from which the local youth acquired an English knowledge and computer skills.
- The local youth got through a lot of work experience that could be used for their future life development.
- The program made the youth deviate from various debaucheries and most interested in their study and community development work.
- The program helped reduce expenditure on English learning and computer skill training that has improved their living standard.
- The Access students knew about the American culture other than the Cambodian one.

### ***9.3 Degree of attainment of the original project objective:***

The program was implemented as the program proposal and all its activities in the plan were carried out.

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

- During the rainy season, there were a lot of difficulties for the students to travel to and fro and the roads were in bad condition. This problem obstructed their travelling to school.
- Some students were very poor, they were very busy with their rice field work that made them absent from school very often.
- They spent limited time to attend community work.

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

- They were provided with raincoats to protect themselves from the rain and were suggested traveling to school early.



- They were asked to clearly divide between school and field work time so that they could come to school regularly.

#### 10. Future plans:

The program implementation will be strengthened and the number of beneficiaries will be added. The program will be extended to other local communities.

















# **2014 Annual Report**

## **The projects Income and Expenditure for Period of 2014**

### **Income:**

<b>Name of donor</b>	<b>Amount Received</b>
Kindermisionswerk	USD43,698.26
Schmitz Hille Foundation	USD46,308.35
Herrod Foundation	USD17,008.75
Asian Resource Foundation	USD6,000
American Embassy	USD5,490
Private Donors	USD45,712
<b>Total</b>	<b>USD164,217.36</b>

## Expenditure:

<b>No.</b>	<b>Item</b>	<b>Amount</b>
1	Personel salaries	USD29,700
2	Capacity building	USD980
3	Printed/Audiovisual materials	USD6,359.50
4	Travel and transport	USD5,458.70
5	Vehicle Maintenance	USD712
6	Workshop/training activities	USD5,280.80
7	Administration/operation expenses	USD46,721.95
8	Teaching materials for teachers	USD771.60
9	School materials for students	USD4,510
10	Provision of medical services and health education	USD1,823.75
11	Provision of dental services and oral health education for children	USD6,539.50
12	Nutritious food for children and kitchen ware	USD2,484
13	English Access Microscholarship program	USD5,490
14	Materials and equipment used for metal-made product activities	USD22,745.50
15	Materials and equipment used for clothes-making activities	USD6,047
16	Materials, instrument and equipment for center development	USD17,224

	<b>Grand Total Expenditure</b>	<b>USD162,848.30</b>
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<b>Closing Balance (Income – Expenditure)</b>		
<b>USD164,217.36</b>	<b>USD162,848.30</b>	<b>USD1,369.06</b>



