



**June 13, 2016**

# **KAD 2015 Annual Report**

## **The projects and activities**

### **were carried out in 2015**

*Project I – Rural Disadvantaged Children and Youth Development*

*Project II – Child Day Care Service Provision*

*Project III – Community Development through the Promotion of Sustainable  
Agriculture*

*Project IV – 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, June 27, 2016  
Executive Director

The image shows the official seal of the Khmer Association for Development (KAD) on the left, which is circular and contains Khmer text and a central emblem. To the right of the seal is a large, handwritten signature in blue ink.

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 the organization implementing the project:**

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 Website: www.kadcngo.org

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

Mr. Meas Chandeth, Executive Director

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

- a. Mr. Meas Chandeth, Executive Director,
- b. Mr. Doem Sam On, Executive Assistant,
- c. Mrs. Keo Sokunbopha, Finance Officer,
- d. Mrs. Keo Sovana, Financial Assistant,
- e. Mrs. Tim Kimsang, Administrator/Accountant,
- f. Miss. Oeng Ratha, Child Caregiver/Project Coordinator,
- g. Miss. Som Romdea, Child Caregiver,
- h. Miss. Khoeun Kimyon, Child Caregiver,
- i. Miss. Kham Kamsan, Child Caregiver,
- j. Miss. Ya Sreyneth, Child Caregivers,
- k. Yin Sreypov, Primary School Teacher,
- l. Sok Pisey, Primary School Teacher,
- m. Mr. Tuch Samon, Tuk Tuk Driver,
- n. Mr. Khun Sokly, Hyundai driver,
- o. Mrs. Iem Sokhoeun, a cook.

**5. Project title:**

Child Daycare 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 return 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, tree falling, 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. There is almost one public kindergarten in each government – run primary school, but around thirty percent of children have a chance to access education and they don't have enough teaching materials and equipment compulsory for their teaching activities. Some children live away from kindergarten so their parents can't allow them to walk on the roads alone due to security reason. The lack of teaching materials can't catch the children's attention. When keeping the children at home, they spend a lot of money on poor quality cakes and candies that cause various diseases. 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:**

In the third-year of project implementation, there were two levels of education, the kindergarten and the grade school. In the kindergarten level, the children were graded according to their ages and for the primary level, only those who were aged six and seven were kept in grade one. For the next academic year, these children would be promoted to grade two and the new grade one would be set up. In the kindergarten, four classrooms were arranged and the three-five year old children were admitted and they were streamed according to their ages and grades as follows:

**Kindergarten Grade A:** This grade was led by two caregivers, Miss. Ya Sreyneth and Miss. Som Romdea. There were 31 children, 15 of them were girls. But three of them didn't attend the class regularly. The school performances included study, physical exercises, participation, attitude, hygiene and sanitation. According to the caregivers' evaluation on the children's school performances, it indicated that all these points were done very well. However, the



caregivers expressed their opinions in terms of the children's school performances that a few children had faced a health problem and irregular school attendance due to illness. The daily activities were divided into two parts, the morning and the afternoon as follows:



### **Morning activities:**

- The children were transported from their home villages by drivers and caregivers.
- Physical hygiene was done by tooth-brushing and hand-washing.
- The children were lined up to respect the national flag and singing the national anthem with motion and to do physical exercises. The caregivers checked the attendant list and asked some questions about good daily behavior.
- Prewriting by asking the children to read and to write some of Khmer alphabets.
- Numeracy by teaching number 1 – 20 and by asking them to recite the multiplication and to write some numbers.
- The prewriting was reviewed.
- Good behavior education.
- Coloring, painting, and story telling.
- Energetic game, entertainment and environmental cleanup.
- Lunch preparation for children.
- Preparing a nap for children.

### **Afternoon activities:**

- After taking a nap, the children were bathed, combed and tidied up by caregivers.
- They children were taught basic English words, asked about daily good behavior in English and all lessons learned were reminded for the entire afternoon.
- New English alphabets A-Z and some words and numbers 1 – 100 were taught.
- Alphabet discs were played and asked the children to repeat it.
- Some English words relating to the body and politeness were taught. Homework was given before leaving the center.
- Snacks were given to the children and they were reminded of good practice and lined up to respect the national flag and anthem before leaving the center.

### **Kindergarten Grade B:**

The grade B was undertaken by one caretaker as well such as Miss. Khoeun Kimyon. There were twenty-five children who were aged 4 – 5 in this grade. However, only a few of them were four years old. They came from 15 villages and the furthest village is around seven kilometers away from the center. Of 25 children, only one of them didn't come to learn regularly due to transport and sickness issues. According to the evaluation with regard to the monthly children's study it has shown that five students rated good; nine of them rated fair

and eleven of them were poor. They all rated fair for other activities such as physical exercises, participation and attitude. The caregiver expressed her opinion that irregular school attendance took place because of lack of transportation and minor illnesses. The following activities were carried out for the whole year by the caregiver:



**Morning activities:**

- She went to pick the children up at their home villages. When arriving at the center, they were suggested to brush their teeth, to be lined up to sing the national anthem, to do physical exercises, to sing motional songs and to recite the poems.
- Reviewing old lessons by asking the students to write on the white board once at a time.
- New lessons were started by writing on the white board and then asking the children to read and writing down in their respective books and finally they were asked to read one by one.
- Prewriting relating to Khmer alphabets was done and then some songs were taught.
- Mathematics in relation with the numbers and Khmer vowels was taught.
- The children were allowed to break and play on the playground for fifteen minutes per day. During their break, sometimes they were asked to pick up trash to be put into the trash bin.
- Before taking lunch, the children were required to wash their hands and after that they were put to bed until 2:00 pm.

### **Afternoon activities:**

- After waking up, the children were bathed, their hair was shampooed, combed and neatly tied and their finger nails were cut short.
- English alphabets and words were taught and the children were also asked to recite the number 1 – 100 in English and to say the words relating to human body and the names of animals.
- The old lessons were reviewed by allowing the children to write on the white board.
- Then the new lessons were written down on the white board and read to the children to repeat and to record in their respective books.
- After they had written down, the caregiver read again and then the children were asked to repeat once at a time.
- Snacks were prepared for children to eat such as boiled yam, cake, sweets, fruit, etc.).
- Before leaving for homes, the children were given homework, lined up to sing national anthem.

### **Kindergarten Grade C:**

Miss. Kham Kamsan was responsible for managing the Kindergarten Grade C. In her classroom, there were twenty-three children, ten of them were girls. Four of them were absent very often because they had health problems. All the children aged 5 and came from fourteen villages. The caregiver had to evaluate five activities done by the children. They included study, physical exercises, participation, attitude, hygiene and sanitation. According to the evaluation, the results of their study were that five children were graded good; eleven were rated fair and six were considered poor. As for the four other points, they rated fair. According to the caregiver's opinion, some children didn't bring their study materials to the center and those who had just come to the center were ill very often. The following activities were done by the caregiver during the whole year of project implementation:

### **Morning activities:**

- She went to carry the children from their villages to the center. Upon arrival, they were put in straight lines to sing the national anthem and to do the physical exercises.
- The old lessons were reviewed by asking the children to read once at a time.
- The new lessons were started and written down on the white board and the children were asked to copy them into their respective notebooks.
- The caregiver read to the children and then they were allowed to repeat one by one.
- Khmer alphabets, numbers, vowels, multiplication were taught.
- Old stories were told to the students. The songs were sung and then let the children sing after.
- The children were allowed to take a short break on the playground and to pick up trash.
- The children were asked to clean their hand and to get ready for lunch and then prepared them for bed.

### **Afternoon activities:**

- After getting up, the caregiver bathed and shampooed the children and then tied their hair.

- Let the children say the words relating to animals and fruit in English and they were taught English alphabets and words.
- Asking the children some questions about the dates that required them to answer in English.
- The old lessons were reviewed and the children were asked to write down on the white board once at a time. Then new lessons were also taught by asking the children to read in turn.
- Old English lessons were reviewed; the children were taught numbers 1 – 100.
- Snacks were given to the children and then they were lined up to sing the national anthem and to respect the national flag. They were told about daily good practices.
- The children were sent back to their home villages.

### **Kindergarten Grade D:**

Miss. Oeng Ratha, a caregiver, was responsible for teaching the Kindergarten Grade D in which 25 children, 13 girls learned. They aged 4 -7. However, two children aged 4 and one child was 7 years old. According to the report made by the caregiver, two of all children were absent very



often because they had health problems such as fever and hand sprain. The children came from fifteen villages. According to the caregiver's evaluation, most children had good health and were quick to understand about what they had learned with great attention. Their school performances included studies, physical exercises, participation, attitude, hygiene and sanitation. Of twenty-five children, six rated good; seventeen rated fair and two of them were poor. The participation and physical exercises were done very well while their

attitude was fair. They practiced their hygiene and sanitation very well either. However, a few of them were slow at their learning because they didn't attend the class regularly and didn't have the already learned lessons in their notebooks and didn't practice self-learning at home. The following activities were done by the caregiver:

### **Morning activities:**

- When arriving at the center, the children were led to brush their teeth as part of their hygienic activities.
- They stood in straight line to respect the national flag and to sing the national anthem, to do the physical exercises, to recite poem and multipliers. They were asked about their good practices and old lessons.
- In the morning, the children were taught Khmer consonants and syllables. They also learned to write numbers.
- They listened to old stories and recited the poems.
- They were educated on how to speak politely, to eat hygienically, to clean their body and clothes and to brush their teeth.

- All these lessons were taught to the children by asking them to read, to recite, to count and write on the white board. They were given the dictations and allowed to read in group and individually.
- The children were allowed to take a short break. During the break, they had a chance to play happily on the playground.
- At 10:40 am, lunch was prepared and then the children had it. After lunch, they were put to bed until 2:00 pm.

### **Afternoon activities:**

- After taking a nap, the children were bathed and shampooed. Their hair was combed and tied neatly. Finally, they were manicured. Then they stood up to express their respect for the caregiver and classmates.
- In the afternoon, English language was taught. Normally, the old lessons were reviewed, English words were recited, spelt, dictated and translated and the numbers were counted.
- As for the new lessons, the children were taught about English words, sentences relating to the parts of body, members of family, species of animals, types of fruit, vegetables, colors, materials, and numbers.
- Before going back home, snacks were given to the children. Usually they had cake, sweet, yam, fruit, etc. and then they queued up and were asked about their daily good practices. All lessons learned the whole day were reviewed and then homework for Khmer and English languages were provided.
- They were sent back to their home villages by all caregivers and drivers at about 4:00 pm.

### **Primary Education – Grade 1:**

Early this year the primary education – grade 1 was initiated at the request of the community people, especially those who have children to stay under care in the center. But they were put in the center full day the same as the kindergarten level. According to the project guidelines, only children aged 3 – 5 were accepted and those who aged 6 must have been sent to the grade 1 of public school, but they absolutely refused to do so and even insisted on the opening of primary level in the center. If not, they would have left their children at home availing them nothing. There were 34 children in this grade 1. They were aged 6-9 and came from fifteen villages. We noticed that a lot of children seemed to be over-aged due to their disbelief in the public educational system. They had failed to send their children to public school until they grew older to begin their school. There were two caregivers who were responsible for managing this grade in to which 34 children were admitted, 16 of them were girls and 10 of them didn't come to school regularly. According to the evaluation of the caregivers in terms of the children's study, it was indicated that 15 children received the good scores; 15 others received fair scores; 4 of them received poor scores. Besides the study, other activities included physical exercises, participation, good behavior, practices of hygiene and sanitation. All the children practiced all these points very well. Two caregivers were responsible for this grade teaching. They were Mrs. Yin Sreyrov and Miss. Sok Pisey. Yin Sreyrov was a primary school teacher who taught Khmer literacy and numeracy. Miss. Sok Pisey taught English language. The activities that implemented by the caregivers were as follows:

**Morning activities:**

- American Headway English textbook was used in English teaching activities. Vocabularies, phrases and sentences were taught. The pictures together with examples were utilized in the teaching methods. The lessons were written down on the whiteboard and then the caregivers read them to the children to repeat after that. Then the children read and spelt vocabularies by themselves. At the end of class, all lessons learned were reviewed and homework was given.

**Afternoon activities:**

- The children were taught how to spell words and read words by one syllable, by two syllables and by sentence.
- The children wrote down on their hand boards by rubbing one by one.
- They were taught mathematics so that they would know how to add and to extract.
- They were asked to recite the multipliers and write down in their homework.
- Learning games were also included into the curriculum.

**Other activities:**

- KAD leaders and all caregivers organized monthly meetings with the children's parents aiming to request for close cooperation, to strengthen relationship and to report the results of their children's study and the project activities to them and to listen to their advice in terms of the project implementation.
- The caregivers participated in new academic year campaign in order to appeal to the community people to send their children to school for new school year enrollment and to send the messages to the children to be prepared for the new school year and to reduce the high rate of school dropping out.
- All project staff were involved in raising the awareness of the community people on the value of the area of education and knowledge in the purpose of encouraging them to pay more attention to their children's learning.
- The caregivers made teaching and room decoration materials, maintained the rooms and managed hygienic kits for children, kept the surroundings clean and arranged the transportation of the children to the center.
- The caregivers gathered information from the children's parents by interviewing them on the project activities.
- The caregivers were provided with further capacity building in order to improve their skills and techniques so that they could carry out their work successfully.
- The caregivers organized monthly meetings among themselves in order to improve their work and to solve the problems they faced during the past months' activity implementation.
- The grade 1 was arranged and 34 children were sent to learn in it; the teacher was employed and documents used were prepared.
- Monthly reports were made and submitted to the Samraong Tong Offices of Education, Youth and Sport, Women's Affairs and Social Work.
- The children were urgently referred to health centers, hospitals and private clinics when stricken with illness.



## **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. In addition, they were also responsible for maintaining and fixing their vehicles.
- 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:**

- 138 children accessed basic education at the center of Khmer Association for Development.
- 113 families had a great chance to work out of their villages to get more income.
- The meetings with the children's parents were held for ten times during the project implementation.
- One new academic year campaign in which several hundreds of people participated was organized.
- A new grade 1 was arranged in which 34 children aged 6-9 were sent to learn in it.
- The awareness of community people on the area of education and knowledge was raised by inviting the children's parents to attend the monthly meetings.
- Monthly reports were made and submitted to the Samraong Tong Offices of Education, Youth and Sport, Women's Affairs and Social Work.
- Teaching and room decoration materials were made; rooms were maintained; hygienic kits for children were managed; the surroundings were kept clean and the transportation of the children to the center was arranged.
- Information from the children's parents by interviewing them on the project activities was gathered, analyzed and used to make reports and to improve the project implementation.
- The monthly meetings among themselves were held for twelve times during the project implementation in order to improve their work and to solve the problems they faced during the past months' activity implementation.
- One training was provided in order to improve the caregivers' capacity so that they could carry out their work successfully.
- The grade 1 was arranged and 34 children were sent to learn in it; the teacher was employed and documents used were prepared.
- Monthly reports were made and submitted to the Samraong Tong Offices of Education, Youth and Sport, Women's Affairs and Social Work.
- All children were sent to health centers, hospitals and private clinics for treatment when they fell sick. However, the medical checkup was done on monthly basis in order to improve the children's health.

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

#### **Posture:**

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

#### **Attitude:**

- Behavior relating to wording in their speeches much improved.
- The children were brave to do something, for instance, they were willing to read, to write, to question and tried to do work provided by the caregivers, helped receive and give orders to each other and explained any points they knew to their classmates.
- They practiced hygiene and sanitation regularly and properly.

**Other activities of children in the center:**

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

**10.2 Outcomes of the project:**

- The children acquired basic knowledge that spurred them to perform well when rising up to higher grades. They made it very easy for the caregivers to teach them. They were very brave to do something. They conducted themselves very politely, with friendliness towards other people and with supple posture.
- Their parents had a lot of times to work at home, on the rice field and for various institutions that could make more income to support their families.
- The parents reduced the spending of much money on poor quality of food they had done before entering the center that caused sickness very often.
- The parents had no more concerns about their children's safety and health care while they were working because their children were placed under safe care.
- The participation and contribution of the children's parents in project implementation was very active towards the incitement of project success.
- The new academic year campaign done that provided the rural community people with the most important messages in terms of their school enrollment for their children. This has made the number of child school enrollment increased.
- Setting up the primary education in the center made the children much more easier to get access to education that eradicated the loss of opportunity to school.
- We were very glad to see that the community people had understood about the value of education and knowledge through our frequent meetings. This has encouraged them to send a large number of children to school.
- The project was officially recognized by the relevant institutions such as local authorities, District and Provincial Departments of Education, Youth and Sport, Women's Affairs and Social Work.
- The lives of children could be saved on time due to referral to health service providers on urgent basis when falling severely sick and advanced medical check-up was part of the children's health improvement. In addition, the money spent on health care was also reduced.

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

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

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

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

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

- Bad roads with big potholes were slippery and bumpy and made feel uncomfortable and vehicles broke down very often that desperately supposed a lot of spending on fixing.
- There were no proper vehicles carrying the children. So the problems were that the children were hot during the dry season and wet and cold during the rainy season.
- The number of children increased, so the vehicles were very crowded. This made the children feel uneasy and caused collision.
- A lot more children in communities wanted to come and learn in the center, but due to the lack of transport means, they were not accepted. This has made the community people upset.
- There was no proper place in which the children could take a nap after lunch.

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

- The drivers were told to drive slowly and carefully and to take detour to find the better roads.
- Umbrellas were used to protect the children from the sunshine and rain and pieces of cloth used to cover the roof.
- Transportation was done a few times per day in order to keep spaces for children so that they felt comfortable and avoided collision.
- More children who were not accepted were told to wait until there would be enough transport means.

- Small spaces in classrooms were used for sleeping places of the children and funding would be needed to construct a rest building in which they could take a nap after lunch.

**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:**

Khmer Association for Development has recently conducted a survey with regard to the Child Daycare Service Provision Project by interview with thirty–five families living in fifteen villages whose children have been put in its center. Most of them are garment factory workers and farmers who earn low income. 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:

- They have much time to do their work and their children have a chance to get access to education. The children can learn the whole day and have better learning than at the public school and even provided with good health and much more knowledge and cleverness than before they entered the center.
- They have confidence and their children have safety from drowning and can't go away from home that can face many other problems. KAD transport the children to and fro and they are not concerned about the dangers anymore.
- The children received education, food, transport, hygiene, sanitation and good care. They even acquire knowledge from the center and caregivers.
- The children can read, write and know how to respect the parents. The caregivers pay a great attention to taking care of and to teaching the children. The parents feel that children are in the center safer than at home.

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

The interviewees have answered this question as follows:

- When staying home, our children don't like eating. On the contrary, staying in the center, they eat a lot.
- The parents as well as guardians gain a lot of time for work; the children learn a lot; staying in the center renders less difficulty in the duty performances and begets safety for them.
- The children could receive both Khmer and English knowledge and it is much easier for the parents or guardians to explain further to them at home because they are prompt to understand and know how to discriminate between right and wrong.

- The children stop making a great deal of commotion at home and could avoid various dangers.
- The parents and guardians don't need to waste time to transport children to and fro because they receive transport services from the project.
- The children obtain a lot of knowledge, have good behavior, obedience and courage and stop frittering much money away.
- The parents and guardians earn further income that can help reduce poverty of the people living in rural areas.

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

- There have been a lot of changes, for instance, they have been able to read and write very well. They have known what is right and what is wrong and they have been prone to obedience.
- The children have uttered good, polite words to their parents and guardians and have made a lot progress in their study both in Khmer and English.
- The children know how to recite poems and numbers and always practice homework given by their teachers.
- Before sending them to the center, they were unable to read and write any letters, behaved badly, liked playing a lot, ill-bred and disobedient and if compared to the present time, they are able to read and write very well, behave very well, know a lot of songs and how to keep themselves clean and hygienic, are interested in their study, smarter and become well-bred.

**4. Do you want to leave your children in the center any longer?**

All people interviewed by the project staff want to leave their children in the center forever and requested Khmer Association for Development to open a primary level so that their children can learn from grade 1 to grade 6.

**5. What do you think about food provided to your children?**

Most people say that there isn't any problem with the food given to their children because they eat until full. It is noticed that children have enough to eat.

**6. What is your idea pertaining to our transportation?**

- There isn't any problem with transport means.
- Further transport means should be added (more vehicles should be purchased).
- Vehicles are driven quite fast so they must be sped down.
- The dirt flies onto the children while driving them to and fro so better vehicles should be needed.
- Transportation seems to be a bit late. It should be earlier to pick up the children. The children should be picked up from home in order to avoid traffic accident.
- Vehicles are overcrowded with a lot of children banging their heads against each other.

**7. In what points do you want Khmer Association for Development to make changes?**

- The children's study should be further strengthened so that they pay more attention because they obey teachers more than their parents and the parents have no time to further teacher them at home.
- More mathematics should be added because some children are poor at mathematics. On the other hand, mathematic hours are short.
- Morality should be further improved and homework should be regularly checked by teacher because sometimes children fail to do it.

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

- It is great if there will be a computer training for the children.
- The children's study should be consolidated because most parents are illiterate to teach their children at home.
- The school disciplines should be clearly defined.
- The transportation and school times should be clearly set and vehicles should be changed (new vehicles should be bought to replace the old ones).
- The parents requested for project continuation and school disciplines should be more restricted.
- Homework given must be written neatly and clearly. It shouldn't be scrawled or it shouldn't been written as done by an adult.
- A student record book should be made to monitor the children's study or activities. The caregivers should prevent the children from scribbling their notebooks and the loss of their study materials.
- Some more classrooms should be arranged and child care should be improved.



# Project III – Community Development through the Promotion of Sustainable Agriculture

**1. Name of Organization:**

Khmer Association for Development (KAD)

**2. Address of the organization implementing the project:**

Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province, Cambodia. Tel.: (855-24) 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:**

- p. Mr. Meas Chandeth, Executive Director,
- q. Mr. Doem Sam On, Executive Assistant,
- r. Mrs. Keo Sokunbopha, Finance Officer,
- s. Mrs. Keo Sovana, Financial Assistant,
- t. Mrs. Tim Kimsang, Administrator/Accountant,
- u. Mr. Bun Sorphorn, Community Development Staff
- v. Mr. Yem Sam Eng, Community Development Staff
- w. Mr. Sou Serey Nivath, Community Development Staff

**5. Project title:**

Community Development through the Promotion of Sustainable Agriculture (Reference no. KAM 25-5-4)

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

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

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

The extremely poor farmers suffering from the first and second categories of poverty have been selected as the target group by looking at their houses, farmland, domicile land, the number of their family members, daily, weekly and monthly income, materials and equipment used in the families. 62 families have been selected from 3 villages such as Dok Por, Trakiet and Thmar Baing. The reasons they have been impoverished or some of them get poorer because the farmland was sold to get money for health care; small farmland can only bear low rice yield



that can't suffice for the whole year; farmland was mortgaged and confiscated by Microcredit Institutions; they haven't had any knowledge or skills at all that can be used in any other businesses or in the agricultural development; they work for garment factories with low monthly wage and have fallen into debt, so it has to be divided into two portions such as for family purpose and monthly payment of interest; the families with many children have difficulty earning their living by just working for the garment factories and frequent domestic violence destroyed private property conducting to increase in poverty.

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

The Community Development through the Promotion of Sustainable Agriculture has been initiated by Khmer Association for Development in order to instil the concepts in terms of the value of non-chemical farming products into the community people and to improve the community livelihoods by creating opportunities for low-income families to better manage and promote their living conditions through the establishment of short-term training courses on agricultural techniques, self-help groups and community food security initiatives.

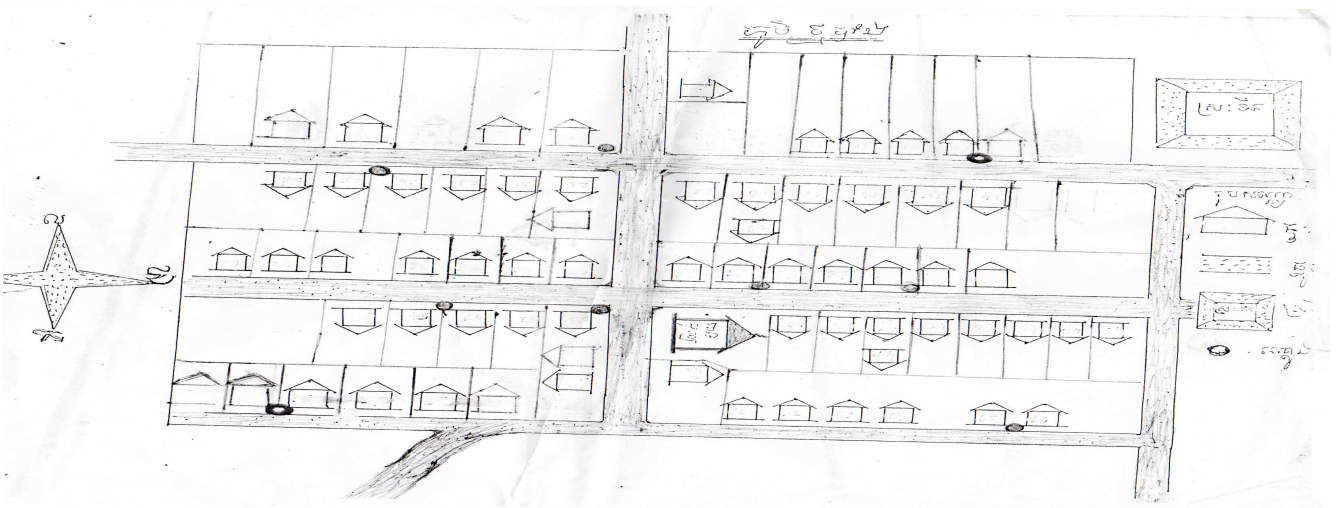
Since the project was introduced, the target group has earned additional income from the agricultural work that has assisted in improving their current subsistence, they have had enough nutritious food for their children, could supply them with enough school material and been able to refer them to health service providers when they were sick. This project has been designed for the villagers to implement and to manage themselves. So currently, 62 families and about 257 high school students have been direct beneficiaries and about 420 other family members have been indirect beneficiaries.

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

8.1 To conduct the feasibility study in three villages where the target group was identified and selected. Before the project was designed and implemented three community development staff including Mr. Bun Sorphorn, Mr. Sou Serey Nivath and Mr. Yem Sam Eng conducted the feasibility study in three villages such as Trakiet, Dok Por and Thmar Baing. It was the first stage of project activities to be carried out by interviewing three villages on entire village situation, village size, the number of population, village map, the number of widows, orphans, handicapped and migrants. The village chiefs were interviewed and the statistics were also sought from them.



*These are village maps of Dok Por, Trakiet and Thmar Baing villages*



8.2 To collect the village Data at the end of feasibility study. Village data collection was the second stage to be done after the feasibility study. The community development workers gathered the village data using questionnaires to interview some of villagers in relation with social, educational, economic, health and sanitation. At first, only 15 families were targeted for interview and it lasted 5 days to finish it. This was done in three villages. Five families were interviewed in each of villages.



8.3 To sum up the data by the community development workers and to select the target family. After the feasibility study and village data collection, data summing-up was done and the target families were chosen by the community development workers. As for the choice of

target group, some criterion were created, for instance, those who would be recruited, shall be low-income families, committed in being active in every activity, honest to the group members, pay more attention to the agricultural work and intend to repay the loans.

8.4 To hold the Participatory Learning Assessment meetings to identify the community needs and problems. The community development staff held the participatory Learning Assessment meetings to identify the community needs and problems. This was the third stage. In order to identify the needs and problems, the selected families were invited to attend the meeting so that they had a chance to voice what their real needs were with regard to the agricultural field. Then their needs were ranked according to the orders of priority, for instance, rice seed and agricultural technique were first priority, animal species was second priority, vegetable seed was third priority, agricultural material and equipment were fourth priority. The meetings occurred twice in the KAD center in which each meeting 31 people were invited to participate. In the meetings, the two community development staff were also present to record their activities and needs towards the preparation of reports. The results of the participatory Learning Assessment have been exercised for providing the target group with some specific services.



*The Participatory Learning Assessment meetings to identify the community needs and problems were held.*

8.5 To organize the citizen group establishment meeting in order to divide the beneficiaries into small groups and appoint the group leaders through democratic votes. The community development workers organized the citizen group establishment meeting in order to divide the beneficiaries into small groups and appoint the group leaders through democratic votes. This was the fourth stage of the project activities. 62 families were divided into 3 groups. Each group was led by one chief, one deputy chief and one assistant. The roles and duties of the group leaders were defined and internal regulations for all members were also written and generally announced.

The first group consisted of 22 member families and 3 leaders were recruited to lead the members through democratic vote. Mr. Khun Phally from Trakiet village was elected as a chief; Mr. Suon Phalla living in Trakiet village was selected as a deputy chief and Mrs. Sim Saroeun in Trakiet village was recruited as an assistant.



The second group was composed of 20 member families and there were 3 leaders recruited to lead the members through democratic vote. Mr. Khoem Khoen from Dok Por village was elected as a chief; Mrs. Oem Thaong living in Dok Por village was selected as a deputy chief and Mrs. Sum Thuok in Dok Por village was recruited as an assistant.

The third group had 20 member families and 3 leaders were democratically voted to lead the members. Mr. Srey Sarom from Thmar Baing village was a chief; Mrs. Kong San living in Thmar Baing village acted as a deputy chief and Mrs. Hou Khorn in Thmar Baing village was proposed as an assistant.



*The Citizen Group establishment meeting in order to divide the beneficiaries into small groups was held.*

8.6 To organize the agricultural technique trainings and to train the citizen groups on how to manage themselves in order for them to get real farming skills used to improve their farming yields. Khmer Association for Development in cooperation with Mr. Hang Phay the trainer from NGO in Phnom Penh organized the animal farming technique training for six times during the whole project implementation period. The animal farming was focused on chicken, fish, frog, eel and pig husbandry. The importance of the topics reflected on preparation of rearing sites, choice of breed, maintenance, protection, treatment and feeding. Each training lasted five days in which 57 family members, 27 high school students and 3 community development workers were invited to participate. Khmer Association for Development (KAD) organized the monthly farming technique training in which 67 students and 25 community people were invited to

participate. The training purposed to provide them with various farming techniques including vegetable and fruit tree planting, animal husbandry, natural compost and poison production so that they would use them to practice doing the farming anticipating the income generation for continuation of their study. The participants were divided into five groups. After real practice, the participants were taught the theories. They were first instructed how to produce natural compost and poison from tree barks, groceries, plants, cow dung, kitchen wastes, etc. In addition, chaffs were also burned for the purpose of natural fertilizer. The trainer monitored their activities and offered some recommendations in terms of production of natural fertilizers and poisons. Then they were required to prepare the planting site on which some vegetables were grown. Animal husbandry such as fish, eel, frog, chicken, etc. was also included into the curriculum, but only fishing raising activity was done. Mr. Ros Mao the national exemplary farmer was employed as the trainer. He lives in Ta Keo province. He has been experienced in farming work and as a trainer for around twelve years. When visiting his home in Ta Keo, sixty-five types of crops were seen to be grown and some types of animals were fed. The Access students who attended the training extended their complacence to be provided with a great chance to acquire new life-skills. They have determined that they would use their skills to practice the productive farming in order to get income to support their study and wouldn't bank upon their parents' labor any longer. After the training, some of them have already carried out the farming activities at home and some others would do it in KAD center. As for the community people, they really appreciated the training organized for them and promised that they would cultivate their bare land using what they have received from the training and insisted on visit to the trainer's demonstration farm in Ta Keo province in the purpose of obtaining some more experience. At the end of the training, all the participants received the certificates of completion and some community people were provided with some types of vegetable seeds. For the whole year of project implementation, such training was provided for six times.







Agricultural technique trainings were organized which the member families and high school students were invited to join







8.7 To hand the materials, equipment, vegetables and rice seeds, fruit trees and species of animals to the beneficiaries. The materials, equipment, vegetable seeds, fruit trees and species of animals were handed to the beneficiaries. 28 families received some farming materials and equipment such as hoe, spade, rake, pick and other cutting and digging instruments. 310 chicken were given to 62 member families of citizen groups and 2,700 fish fries were distributed to 7 member families. Ten pigs were provided to five families. All member families received some kinds of vegetable seeds and crops. 13 families received papaya, sour sop, custard apple, mango, jackfruit and lemon trees. According to the project criteria, the participants who have farmland or big enough homestead land shall get materials, equipment, vegetable seeds and fruit trees and those who have already had chicken shelters, fish ponds, pig cages and strong commitment to their farming shall receive the species from the project. The materials and equipment just given to those who really couldn't afford to buy them as they don't have any money.





Materials, equipment, vegetable and rice seeds, fruit trees and species of animals handed over to the farmers.



to them. During the follow-up activities, they recorded any problems found out about, assisted in advising the farmers on any gaps and made reports for the organization leaders during monthly meetings. The work of the community development was divided into two types, internal and external. The following are internal work done:

- Construct and renovate chicken shelters and zinc fences around it.
- Manage and maintain farming materials and equipment.
- Reclaim a farmland to grow several types of vegetables for staff, children and animals in the center.
- Clean the chicken shelter, materials and equipment used in it regularly.
- Fix water tank used to water the animals.
- Produce animal feeds.
- Vaccinate young chicken and other animals.
- Purchase new species of chicken and chicken feeds.
- Maintain the vegetables grown regularly.
- Clear a new land of bushes, burn down the dead plants, plant the picket poles around the new land and plough it.
- Buy some more farming materials and equipment.
- Construct roofs under which vegetables grown.
- Find the markets to sell the chicken and ducks.
- Plant the corns and other vegetables in the new land and germinate vegetable seeds.
- Make warm-up boxes for chicks.
- Dig fish ponds and release fish fries into them.
- Wire the chicken shelters to light them at night time.

The following are external work done:

- The farmers were continuously trained on agricultural techniques.
- Observe their farming activities and provide them with some more experience in rearing the chicken.

- Vaccinate the chicks for them to lead them to practice it directly so that they would know how to do it by themselves next time.
- Explain to the farmers how to do and what medicine to be used when their chicken were sick.
- Strengthen the farmers' spirit and arouse their interest and effort in animal rearing and vegetable growing.
- Observe and query about the problems they faced during animal raising.

8.9 To conduct the subsequent agricultural training. The community development staff monitored the target group activities on weekly basis. They additionally opened a short course on farming once a month for the member families. They provided them with weekly advice on this as well.



*The community development staff monitored the target group activities regularly and even provided them with further advice and training.*

8.10 To prepare a new fish pond and a chicken shelter in the center as demonstration farm and to purchase some more species of chicken and young fish for raising. Two new fish ponds were dug in which around 1,300 fish fries were released. The old chicken shelter was renovated and two new ones and five small cages were constructed and 22 chicken were bought as breeds. All the member families were invited to participate in all these activities as part of real practices after training.







[KAD – 2015 Annual Report]



8.11 To prepare a new compost site and to produce the composts as demonstration site for farmers. The compost site was organized and then the composts were produced from various local resources such as kitchen wastes, cow and chicken dungs, chaff, tree leaves, etc. in the center as demonstration site for target group. This occurred for the whole year from the start to the end of the project activities. Afterward, the composts were utilized in the center and distributed to the farmers.



This is a compost shelter built to produce compost

8.12 To erect an animal feed machine and to produce animal feed to be supplied in the demonstration farm and to target group. The community development staff built a room in which the animal feed machine was kept. They were trained how to manipulate the animal feed machine for producing animal feed that were supplied to the communities and that was utilized in the center. The local raw materials such as unhusked riced, corn, green bean, etc. were bought for animal feed production. As the number of chicken and duck eggs increased month after month, an egg-hatching box was bought and used to hatch duck and chicken eggs. It could hatch around 300 eggs per time and after that the young chicken were distributed to the communities.



This is an animal feed machine and an egg-hatching box

8.13 To build a rice barn and to buy rice to be stored and loaned to the target group. The rice barn was built in the center and the community development workers bought 14,046 tons of unhusked rice from the villagers to be stored and distributed to the group members. 94 families with 54 member and 40 non-member families got rice loans of 13,550 tons. The rice was loaned to the target group with low interest, for instance, 13,550 tons of rice borrowed, 14,905 tons were returned to the project. This activity was carried out in order to help the target group out of the lack of annual food. Normally, the yearly harvests they achieve are not enough for the whole year because some portions are sold to get money for other purposes and some members own small plots of farmland that can produce small amount of rice. So the rice bank activity can meet their requirements and reduce their difficulties.



[KAD – 2015 Annual Report]





*The members borrowed rice from the rice bank activity*

8.14 To prepare a vegetable garden and to grow vegetables in the center and the communities. Two vegetable gardens were made in which several types of vegetables such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, tomato, savoy, celery, etc. were grown. In addition, the group members were trained on how to grow vegetables and then the vegetable seeds were given to them. The products were used for their own families and sold at the market.

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



*Vegetable gardens set up in the center on which many types of vegetables were grown*





8.16 To collect the loans back from target group. The community development staff collected back all the loans including rice, animals, fish, and organic fertilizer. For all the loans made to the target people, they were exacted to sign an agreement letter that specified the name, the village, the amount and the date of repayment. A few weeks after the rice harvest, the staff informed the people who borrowed the project rice about the exact date of repayment. The repaid rice must be kept in a rice barn for the next year's project activity. For about three months after getting the chicken from the project, the receivers were required to return them. So these returned chicken were raised in the farm and the members could get them back when needed. The pigs were given to the people as breeding sows. For about six months after getting them, four piglets would be taken back to the project. The project staff would pass them on to other villagers who would need them.

8.17 To lead the project staff and target group to visit the demonstration farm belonging to Mr. Ruos Mao, one of the exemplary farmers in Ta Keo province. Thirteen member families and three project staff visited the demonstration farm of Mr. Ruos Mao in Ta Keo province in order to get some more experience and skills for improvement of their farming work and increase of their products. He has owned two farms in which around 160 types of vegetables and some species of animals and rice were grown and raised. He made the presentations relating to the farming techniques and led the visitors to see his vegetables and animals and even provided them with some advice.





The members visited the farms belonging to Mr. Ruos Mao, the national exemplary farmer.







*The members paid rice they borrowed back to the project.*

8.18 To loan the organic fertilizer to the poorest farmers. Some farmers were very poor to buy the organic fertilizer to increase their rice yield. They were helped by the project to solve this problem. But they have to pay back after the rice harvest with low interest. They requested Khmer Association for Development to resume this activity for the following years. However, the project encouraged them to utilize the local natural resources such as kitchen waste, tree leaves, burned chaff, cow dung, etc. to improve the quality of their farmland to reduce the expenditure on organic fertilizer. In the past before the project introduced, the local farmers got the loans from private microcredit institutions or from money-lenders with high interest rate. Most of family members turned to work for garment factories from which they could get a quick money. This has reduced the local labour force and has caused a big problem to rice growing season.



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



*High school students were actively involved in farming training and direct practice*

8.20 To buy a plot of land in order to expand the farming activities. Seeing that there was a shortage of land for cultivation and farming practice, a plot of farmland was bought on which several kinds of vegetables and crops were grown and a fish pond was dug. This land is going to be transformed into the green area by growing many kinds of organic vegetables. Currently, we are starting to reclaim it and prepare the vegetable gardens by making the vegetable beds from bricks. The students have already been divided into small teams of four to five members each and would be trained again how to do the farming.



*This is a new farmland that has just been bought in which the farming activities would be done*

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

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



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

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

## **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:**

- The feasibility study was conducted in three villages where the target group was identified and selected.
- The village data collection was done after the feasibility study. 15 families were targeted for interview and it lasted 5 days to finish it.
- The participatory Learning Assessment meetings to identify the community needs and problems were held. The meetings occurred twice in the KAD center in which each meeting 31 people were invited to participate.
- The citizen group establishment meeting in order to divide the beneficiaries into small groups was organized. 62 families were divided into 3 groups.

- The animal farming training on chicken, fish, frog, eel and pig husbandry was organized once. The training lasted five days in which 57 family members, 27 high school students and 3 community development workers were invited to participate.
- The three-day farming technique training on vegetable and fruit tree planting, animal husbandry, natural compost and poison production was organized once in which 67 students and 25 community people were invited to participate.
- 28 families received some farming materials and equipment such as hoe, spade, rake, pick and other cutting and digging instruments. 310 chicken were given to 62 member families of citizen groups and 2,700 fish fries were distributed to 7 member families. Ten pigs were provided to five families. All member families received some kinds of vegetable seeds and crops. 13 families received papaya, sour sop, custard apple, mango, jackfruit and lemon trees.
- The daily and weekly follow-up activities were done by the community development workers, they recorded any problems found out about, assisted in advising the farmers on any gaps and made reports for the organization leaders during monthly meetings and the subsequent agricultural trainings were provided.
- Two new fish ponds were dug in which around 1,300 fish fries were released. The old chicken shelter was renovated and two new ones and five small cages were constructed and 22 chicken were bought as breeds. All the member families were invited to participate in all these activities as part of real practices after training.
- One compost site was organized and the composts were produced from various local resources such as kitchen wastes, cow and chicken dungs, chaff, tree leaves, etc. and used vegetable and crop planting.
- One animal feed machine was erected to produce animal feed to be supplied in the demonstration farm and to target group. One egg-hatching box was erected to hatch chicken and duck eggs.
- One rice barn was built in the center and 14,046 tons of unhusked rice from the villagers were bought to be stored and distributed to the group members. 94 families with 54 member and 40 non-member families got rice loans of 13,550 tons.
- Two vegetable gardens were made in which several types of vegetables such as cucumber, egg-plant, bitter melon, Chinese radish, Chinese green, marrow, citronella, wood potato, yam, winter melon, tomato, savoy, celery, etc. were grown.
- All the loans including rice, animals, fish, etc. were collected back from the group members. 172 chicks received from the target group; 14,905 tons were returned to the project.
- Some chicken and ducks were sold to get income of around USD1,500 that was used to buy some materials and equipment for this farming activity.
- Thirteen member families and three project staff visited the demonstration farm of Mr. Ruos Mao in Ta Keo province in order to get some more experience and skills for improvement of their farming work and increase of their products.
- 25 farmers were very poor to buy the organic fertilizer to increase their rice yield, they were helped by the project to solve this problem.
- A plot of farmland was bought on which several kinds of vegetables and crops were grown and a fish pond was dug.

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

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

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

- The people changed their behavior by making a great effort to grow organic vegetables and feed animals. They understood about the advantages of the values of farming products, especially non-chemical things.
- The project helped increase the price of local communities' rice so that they had increased income from their rice products.
- Production of compost substituting for the use of chemical fertilizer was encouraged.

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

Almost all the project activities have been done and only one of them that hasn't been carried out was to grow the System of Rice Intensification (SRI) because there wasn't a rice field on which it could be planted. However, it can be said that 99% of all project activities have been implemented.

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

- The farmland used for farming and training was very small, so it was very hard to practice real work and demonstration farm.
- Some member families didn't understand clearly about the advantages of the field of agriculture, so they still didn't pay attention to the farming and animal husbandry.
- The source of water was very scarce that caused a lot of problems with vegetable growing and animal raising.

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

- A plot of farmland was bought to facilitate the training and farming activities.



- The member families were called to attend the monthly meetings in order for them to be aware of the advantages of the agricultural work.
- More water sources would be created, for instance, water well would be drilled and water pond would be dug.

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

- All project activities will be implemented.
- The project staff capacities will be strengthened.
- The project implementation will be improved.

**12. Feedback from the beneficiaries:**

**12. 1 Interview with Mr. Sok Soth who received species of chicken from the project**

Mr. Sok Soth, 55, lives in Dok Por village. He has two children who learn at KAD center. He says



that currently family has encountered a lot of difficulties with living condition due to landlessness and homelessness. He has lived on the land belonging to the Church for about ten years in a small shack made from bamboo and thatch. Two of his children learn English and computer at KAD center free of charge that can ease him of his hardship. Last year, he was provided with five chicken and now they have multiplied up to 173

heads. Last year he was trained on how to raise animals and to grow vegetables and crops. The advantages he has obtained from the project as follows:

- His living condition has been improved.
- One of his children has been able to complete the high school.
- He has been provided with daily work.
- The neighbors have followed in his footsteps and admire his great efforts.
- In the past, none of his neighbors visited his family, but now they come to see him once a week.

Mr. Soth has made the following requests to the project:

- To find the chicken market for higher price.
- To provide further trainings.
- To postpone the collection of loaned rice.

Finally, he expressed his thanks to Khmer Association for Development for setting up this project that has helped improve the living situation of the rural communities and wishes to Mr. Meas Chandeth and all project staff with good luck and success in every duty and mission.

## 12. 2 Interview with Mr. Sok Soth who received training and vegetable seeds from the project



Mrs. Sim Roeun, the exemplary farmer living in Trakiet village who is one of the members of citizen group was provided with training on agricultural techniques and with vegetable seeds. She said that she had practiced growing vegetables on her land according to the principles of compost production presented by the trainer with favorable harvests. She has, so far, planted some types of vegetables such as cucumber, winter melon, big cucumber, peanut and short Chinese green. Some of harvests were sold and some were kept for her family. She pointed out that she didn't use any chemical fertilizers at all for growing all these crops. She only used the compost that she learned how to produce from the trainer. Currently, she has some problems relating to her cultivation, for instance, lack of irrigation, counseling, vegetable seeds, materials and equipment.

Mrs. Roeun has requested KAD for some assistance in terms of her farming as follows:

- Water pump
- Water pipe
- Irrigation system
- Vegetable seeds
- Further training
- Other materials pertaining to cultivation

On behalf of Trakiet villagers, she extended her deep thanks to the donor (Schmitz Hille foundation), Khmer Association for Development, trainer and all project staff for establishment of this project to help enhance the living standard of the poorest farmers and would like to wish them good luck and success in every duty in developing this area.

### 12. 3 Interview with Mrs. Em Lim who received organic fertilizer from the project

One of our project staff interviewed Mrs. Em Lim living in Trakiet village who got the organic fertilizer as a loan from the project. She used it on her farmland of 7,500 m<sup>2</sup> to increase the quantity of rice harvest. Normally she gets rice yield of two tons per season. So this rice season, she has reaped more 300kg than two tons. She said that she could grow rice only one time per year starting from September until the harvest season. After using the organic fertilizer provided by the project she reasoned that the rice plants grew well; the harvest increased; there wasn't a change in color; grain was born much more than before. She was very satisfied with the favorable rice harvest.



There wasn't a change in color; grain was born much more than before. She was very satisfied with the favorable rice harvest.

She had some challenges as follows:

- Lack of fertilizer
- Lack of water because some rice fields located on high land
- Lack of agricultural techniques
- Lack of counseling



She requested for:

- increase in the amount of organic fertilizer up to three sack next year
- a loan to buy a water pump
- training on how to plant rice

She was interested in this project because it could help develop her community and finally she extended her thanks to the donor and Khmer Association for Development for implementing this project participating in rural poverty alleviation.

#### 12. 4 Interview with Mrs. Mom Somaly who received rice seeds from the project

Mrs. Mom Somaly living in Trakiet village. She got a loan of 200kg of rice from the project used as rice seeds during the cultivation season. She borrowed the rice seeds from the project. Development really eased time she encountered and for her family. She said that the project has brought lots of advantages for the community as follows:



Trakiet village. She got a loan of project used as rice seeds during She said that frankly speaking, from Khmer Association for the privation during the difficult it was part of problem reduction promised to pay up. She said brought lots of advantages for

- Family difficulty eased.
- Helping the poorest family out of debt.
- The poorest families could get enough rice seed.
- It was easy to get rice and the rice borrowed was very good and carried home directly.
- The project staff were honest, friendly, used good words and amused the villagers.

Finally, she expressed her thanks to Khmer Association for Development for helping the poorest people and requested to borrow higher amount of rice than last year, and to open both Khmer and computer training classes like in the past years.



# Project IV – English Access Microscholarship Program



*These are Access students during the workshop on how to get overseas scholarship*

**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. In remote areas the youth rarely access English and computer skill training due to some factors including 1) they have no money to pay for the courses, 2) the courses opened only in the provincial towns being far away from their villages, and 3) they have no time.

#### **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.

The Access students were invited to attend the workshop on Valentine's Day on February 14<sup>th</sup>, 2015 in order for them to understand the real meanings of that day and to avoid committing various debaucheries towards the ruin of tradition and customs of the nation.

Khmer Association for Development (KAD) organized the three-day farming technique training in which 67 students and 25 community people were invited to participate. The training purposed to provide them with various farming techniques including vegetable and fruit tree planting, animal husbandry, natural compost and poison production so that they would use them to practice doing the farming anticipating the income generation for continuation of their study.

On March 22, 2015, 26 Access students were assigned to collect the most important information in terms of the community children's living situation, needs and problems they are facing. This activity was conducted in order to assist in planning the project implemented to improve the rural community children's livelihood. The Access students interviewed the villagers living in eleven villages under two communes, Vor Sar and Trapaing Kong.

On April 05, 2015, a group of 26 Access students of Khmer Association for Development (KAD) in Kampong Speu province led by Mr. Meas Chandeth and Mr. Doem Sam On the Access teachers to visit the Tuol Sleng Genocidal Museum and Choeng Ek Killing Field in the aim at learning about the gristly acts occurring during Khmer Rouge regime.

On March 07, 2015, the U.S. Embassy Phnom Penh sent a group of five musicians from Chicago, America to perform music at KAD center, Kampong Speu by way of cultural exchange between Americans and Cambodians. Before the performance began, they had a cordial chat with Access students for about thirty minutes by offering a chance to them to ask some questions in terms of American music, background of their team and reason setting them off traveling around the world to perform their music.

On February 09, 2015, Ms. Robin Diallo, Director of the Office of Public Diplomacy for East Asia and Pacific, together with two other senior officers of US embassy to Cambodia, visited the English Access Microscholarship Program that is being implemented by KAD in Trakiet village, Trapaing Kong commune, Samraong Tong district, Kampong Speu province. During her visit, she met with 12 past and 26 new Access students and talked about music, sports, education in America, both Cambodian and American pop singers and then she asked the questions to the participants.

On March 29, 2015, 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 in which 26 Access students were invited to participate and Mrs. Mao Kolab was a speaker.

On October 18, 2015, 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.

The Access students organized their groups to teach the community children an English language on Sundays in order to improve their English knowledge and to provide them with English knowledge. This helped reduce a lot of bad things the children used to do in the past and made them avoid some problems such as traffic accident, drowning, sexual rape, serious labor, etc.

On the 4<sup>th</sup> July of 2015, the Access students were invited to attend the American Independence Day at the US Embassy, Phnom Penh. Before joining the 4th July Event, the students were taught the history of the American Independence in order for them to know how the Americans won their independence.

The Access students were involved in the agricultural activities. They were trained on the agricultural techniques and then encouraged to practice the farming. The purpose of this project was to provide them with the agricultural skills used to get income and to motivate them to work actively in community development.

The Access students joined the raising money activities for public road construction. The roads were in bad condition that made passengers unable to travel comfortably. The students raised several thousands of dollars to help renovate the road used to especially transport farming products by villagers.



The employment training was held by Khmer Association for Development in which all Access students participated. The activities organized in order to indicate the best way to get employed and to encourage the students to double their efforts in education. The type of work was to take care of children for full day. They did a lot of activities, for instance, transporting the children to and fro, instructing them on how to practise daily hygiene and sanitation and to sing the songs and national anthem, teaching them both Khmer and English, observing them when playing in the playground, preparing their lunch, putting them to bed after lunch, bathing them after a short nap, dressing them after a bath, preparing their snacks and sending them back home in late afternoon.

The Access students raised money to buy humanitarian aid for the most vulnerable families. The money raised used to buy food, clothes, study materials, etc. to be donated to the 40 families who lived in hard lives. They didn't have enough to eat. Their children couldn't attend school regularly and were forced to work hard. The donation just helped reduce their difficulties for a time and motivated them not to stop their children from school.

### **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
- 150 meters road was fixed.
- 40 families received donations from the Access students.
- The awareness on Christmas Day was raised.
- One training on agricultural technique was held and the farming practice was don.
- One-week job training was provided to 26 Access students at KAD center.
- Around 30 community children were taught English by the Access students every Sunday.
- All students joined the 4<sup>th</sup> July celebration at the US embassy, Phnom Penh.
- Several hundreds of children, community people, local authorities and Access students organized the New School Year Enrollment Campaign.
- One workshop on how to get overseas scholarship was organized by US embassy in which all Access students participated.

#### ***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.



*Access students helped fixing the ruined dirt road*



*Workshop on self-confidence organized by FUSSAC*



[KAD – 2015 Annual Report]

*The Access students attended an English camp organized and supported by US embassy*

# 2015 Annual Report

## The projects Income and Expenditure for Period of

### 2015

#### **Income:**

<b>Name of donor</b>	<b>Amount Received</b>
Vespa Club of Melbuorne - Australia	USD9,000
Schmitz Hille Foundation	USD32,818.59
Asian Resource Foundation	USD4,200
Schmitz Hille Foundation	USD15,906.58
American Embassy	USD7,776.14
<b>Total</b>	<b>USD69,701.31</b>

## Expenditure:

<b>No.</b>	<b>Item</b>	<b>Amount</b>
1	Personel salaries	USD13,560
2	Purchase of motorbike	USD9,000
3	Kitchen ware	USD396
4	Meal for children	USD9,216
5	Learning material	USD597
6	Plaything	USD458
7	Hygienic kit	USD832.76
8	Office supplies	USD693.60
9	Office equipment maintenance	USD762
10	Fuel used by community development staff to do the monitoring	USD466.80
11	Communication (phone, internet, letter sending)	USD1,980
12	Items used for project activities in the demonstration farms of the center	USD17,940.37
13	Items used for project activities in the community	USD6,587.50
14	Instruction in English Access	USD6,000
15	Book and study materials for English Access	USD204.45
16	Transportation for Access students	USD312
17	Enhancement activity for Access program	USD645.90
18	Costs of administration in Access program	USD288.90



	<b>Grand Total Expenditure</b>	<b>USD69,941</b>
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<b>Closing Balance (Income – Expenditure)</b>		
<b>USD69,701.31</b>	<b>USD69,941</b>	<b>USD -239.69</b>

