



KAD 2011 Annual Report  
January – December 2011

# KAD 2011 Annual Report

The Projects That were Implemented in 2011 are  
as follows:

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## The Projects That were Implemented in 2011 are as follows:

### I. Khmer Community Newspaper

#### **1. Activities:**

In 2011, the Khmer Community Newspaper project received financial support from the Open Society Institute to pursue its activities including further journalism training for its provincial journalists, weekly reporting on community issues, weekly article writing, publication and distribution of newspapers.



Mr. Peter Starr, Australian journalist shared his knowledge, skills and experiences with the journalism training participants.

The project was initiated in order to provide better information on socio-economic issues, development, human rights and democracy to people living in remote areas and to the country leaders through weekly publication and distribution of newspapers. The project received permission from the Ministry of Information for weekly publication of newspapers in early 2011. The project site was located in Kandal province but its activities covered 17 provinces and cities of Cambodia such as Kandal, Phnom Penh, Ta Keo, Kampot, Kep municipality, Koh Kong, Kampong Cham, Kratie, Stoeng Treng, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Pailin, Kampong Speu, Preah Sihanouk ville, Prey Veng and Svay Rieng. We had 17 reporters who were

deployed in 17 provinces and cities. In each province, there was one journalist that was deployed for reporting and writing the article and then it was sent to editor for publication in Phnom Penh. The stories written just focused on various issues taking place in the rural areas, for example, land grabbing, domestic violence, uses of narcotic drugs, human rights violation, local democratic practice, rural development, corruption, human trafficking, forced sexual rape, etc. All our reporters held our news entity's ID card, mission letter, appointment letter, copies of press law and of code of conduct that they could use legally. They were prohibited from using their function to extort money from the villagers or local authorities, otherwise they would face the dismissal from the news entity. On the other hand, our new entity stood as neutral entity that was not aligned with any political parties or politicians and didn't serve the interest of any group. It served the interest of the community people, especially helped improve the democratic practice and to protect the human rights. After reporting and writing, their articles were sent to editorial office for check, correction and revision and then the editor made decision on the publication. The publication took place weekly. 500 copies of newspapers were printed out weekly. The project didn't have its own printing house. So we sent the finished articles to the printing house in Phnom Penh. Normally, the articles were sent to editorial office from Monday to Friday and on Saturday, they were sent to the printing house and on Monday the newspapers were distributed to the public. The newspapers were distributed to some of institutions such as some of foreign embassies, some of international organizations, national assembly, senate, 15 provincial authorities, the Ministry of Information, some of national organizations and civil society organizations. In addition, some of papers were put at some of bookstores and newsstands in Kandal province, Phnom Penh and at some of newsstands in the provinces where our reporters stood by. In addition to the



After journalism training, the weekly newspapers were published and distributed.

weekly publication of newspapers, the news website of the Khmer Community Newspaper was also set up on which the reporters could post their daily or weekly stories or articles. Our provincial journalists were further trained on how to report, to write articles in terms of hot news, feature and investigative news, to photograph and to interview properly for 2 weeks. In addition, the code of conduct and press law were also included into the curriculum. Mr. Ven Chhunheat who is now working for the news entity of Sam Rainsy party led the process of training. Many other speakers were invited to present their experience and shared their skills and knowledge with the participants, for example, Peter Starr, Australian journalist, Mr. Men Makara from human right organization, Mr. Hang Chaktra from Khmer Machas Srok news, Mr. Saing So Enrith from Cambodia Daily and many other well-experienced and well-skilled reporters. The training was organized at head office of Khmer Association for Development (KAD) in Ta Khmao municipality, Kandal province. The homestay was prepared for the trainees who came from the provinces. At that time, 35 trainees registered for training. They came from various provinces and towns like Kandal, Phnom Penh, Ta Keo, Kampot, Kep municipality, Koh Kong, Kampong Cham, Kratie, Stoeng Treng, Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Pailin, Kampong Speu, Preah Sihanouk ville, Prey Veng and Svay Rieng. The project management team members were Mr. Meas Chandeth, publisher, Mr. Ven Chhuheat, editor, Mr. Tan Sakpiden, distributor, Mr. Puk Vanak and Mr. Bou Chantheth, advisors.

## **2. Output:**

- The two-week journalism training was organized,
- 35 provincial journalists were further trained on journalism, code of conduct and press law,
- 22,000 copies of newspapers were published and distributed,
- The project was extended to 6 more provinces such as Kratie, Pailin, Banteay Meanchey, Prey Veng and Svay Rieng,
- Eight institutions such as foreign embassy, international organization, national assembly, senate, provincial authorities, the Ministry of Information, national organizations, civil society organizations received the newspapers for reading,
- Some of papers were put at some of bookstores and newsstands in Kandal province, Phnom Penh and at some of newsstands in the provinces where our reporters stood by.
- The website of Khmer Community Newspaper was set up on which local stories were posted,

## **3. Outcome:**

- The community people's issues were heard by and known to the government officials, national and international organization, civil society organizations and traders whereby they solved them, for example, the newspapers reported and wrote the stories about the destitute families in Sa Ang district, Kandal province and in Kampong Chhnang province. Then the Minister of Information through his colleagues donated food, money and many other materials to the poorest man together with his 3 children and generous people in Phnom Penh donated materials and money to destitute families in Kampong Chhang province.
- The community people were aware of what happened in their communities, for example, after reporting and writing the story of any village, the newspapers were distributed to villagers. On the other hand, some of bookstores and newsstands in rural areas also received the newspapers for sale so that they bought them for reading.
- Reduced corruption, human right abuse, illegal actions and violation of local government officials, for example, in Stoeng Treng province, the newspapers reported and wrote the articles in terms of illegal sale of wild animal meats, illegal fishing and logging.
- The community people knew that what the government official have done for their community development, for example, the newspapers also reported, wrote and published the achievements of the government such as road construction, canal digging, improvement of health care and education, etc.
- The community people were provided with a great chance to voice their concerns through the newspapers that were heard by the public.



## II. Violence Prevention against Beer Promotion Girls

### 1. Activities:



These were the trainees who were selected to attend the first six-month beauty training course.

This project was implemented at Ta Khmao municipality, Kandal province under financial support of Pro-Victim Foundation, but the beneficiaries came from different provinces of Cambodia. The people involved in the project implementation were Mr. Meas Chandeth, Executive Director, Mrs. Keo Sovanna, Administrative Officer, Miss. Chek Eth, Administrative Assistant, Mr. Roeun Veayor, Executive Assistant, Mrs. Y Sophea, Beauty Instructor and Miss. Pech Chanthou, Tailoring Instructor. The project was initiated in the purpose of creation of new, dignified, income-generating employment and self-employment for beer promotion ladies through professional training that will impart life skills in beauty and tailoring for them that will be used to generate self-income leading to the abandonment of current underestimated job as beer promotion ladies. The completed activities up to the reporting time were as follows:

- In October 2011, KAD announced the recruitment of both tailoring and beauty instructors via Koh Santipheap news and then prepared various documents used in the process of training as well as in the entire process of project such as application form, internal regulations, name list of trainees, report form etc. In the same month, KAD also announced the selection of trainees by circulating the announcement letters to beer promotion ladies working at restaurants, beer gardens, kara ok parlors and night clubs and through the beer promotion ladies' networks.
- On November 24, 2011, Mr. Roeun Veayor in charge of direct project implementation participated in National Seminar on multi-sectoral responses to



Hair mode learning activities

violence prevention against beer ladies chaired by Ing Kantha Phavy, the Minister of Women's Affairs and the representative of CARE Cambodia in cooperation between the Ministry of Women's Affairs and CARE Cambodia at Sunway Hotel, Phnom Penh. The participants from Government institutions, NGOs, restaurants, beer gardens and beer promotion networks were invited to attend the seminar. On November 30, 2011, Mr. Roen Veayor joined the 16-day campaign under the topic "We are united to stop violence on women in order to contribute to peace chaired by Ing Kantha Phavy, the Minister of Women's Affairs at the Ministry of Women's Affairs.



This is the first meeting of tailoring trainees in tailoring class

- On November 14, 2011, Mr. Meas Chandeth organized an opening meeting with all trainees and some of KAD staff. Mr. Chandeth explained to the meeting about the KAD and about the project to the participants so that they understood and told them to pay attention to their training.
- In November 2011, Mr. Roen Veayor and Miss. Chek Eth did the weekly monitoring by direct observation and by organizing the weekly meetings in order to know about the problems they faced and to find the best ways to solve them.
- Mrs. Y Sophea, beauty instructor was responsible for instruction on the skills relating to hair, cosmetology and manicuring works as follows:
  - In November 2011, there was a total of 14 trainees. The trainees were trained on hair styles including hair curling, hair stapling, hair pinching, hair washing, hair rinsing and hair bun. The instructor allowed the trainees to practice the skills in curling the hair styles of old and young women such as curly hair, Korean hair style, long hair style, hair steaming style, hair pinching style, hair stapling style, hair washing, hair rinsing, hair bun and head massage. In that month, the problems to be faced by both instructor and trainees were irregular training attendance and lack of water used by trainees for hair washing practice because they needed to wash daily hair after hair styles have been learned. The instructor requested for enough water. The resolution was to pump and store enough water in water tank. The instructor lifts the spirit of trainees to pay more attention to their training through further explanation and suggestion on the value of life skills.



The result of training was that 8 trainees were good; 5 of them were average and 1 of them was weak.

- In December 2011, there were 15 trainees. The instructor reviewed the old lessons and proceeded with the lesson of hair bun styles and then allowed the trainees to practice the skills in hair bun in the form of underneath snail and even to practice hair pinching style and hair bun in the form of underneath snail with top curly hair and hair washing. The trainees were guided to practice upside-down hair bun, hair plait, hair stapling and curly hair pinching styles and old lessons were also reviewed. The result was that 12 of them were good and 3 others were average.

- Mrs. Pech Chanthu, tailoring instructor was responsible for instruction on the skills relating to sewing works as follows:

- In November 2011, there were 9 students who were first selected from different restaurants, beer gardens, kara ok parlors. At that time, twelve activities were done including instruction on how to use sewing machine, to spin thread, to use most important parts of sewing machine, to pleat fabric, to stitch zip, to measure and sew trousers, to cut the pattern of short and long skirts and other types of skirts for ladies. After that, the trainees were encouraged to make skirts by using fabric. During this month, there hadn't had enough students yet for teaching. The result was that 4 trainees were good and 5 others were average.

- In December 2011, the students were instructed how to draw the molds of various patterns of shirts, trousers and skirts for old women and then they were encouraged to practice by making shirts, trousers and skirts from these molds. The result was that 5 trainees were good, 4 students were average and 4 others were weak.



## **2. Output:**

- Two training courses (beauty and tailoring) were opened,
- 12 beauty trainees were admitted to the six month beauty training course,
- 12 tailoring trainees were admitted to the six month tailoring training course,
- They were trained in the skills of hair modes, cosmetology, manicuring and clothes-making,

## **3. Outcome:**

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

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

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

### III. Dental Services for Vulnerable Children Provided by KAD Dental Clinic

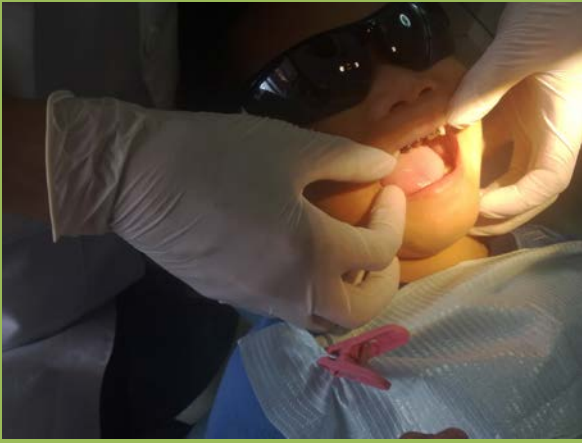


KAD dental clinic is located in Ta Khmao municipality, Kandal province

#### **1. Activities:**

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





The children have undergone dental treatment

The children and adolescents who were under the care of non-governmental organizations and orphanages were treated. The non-governmental organizations and orphanages that sent their children for dental treatment in 2011 including SPSG, MOC, Center of Peace, Cambodian Children Foundation, PSE, New Future of Children, ASCAO, Caritas – Cambodia, God’s Home Everlasting Life Church, New Hope, World Cooperation, KRUSA THEY (NEW FAMILY) and AFESIP. All these organizations and orphanages work to help the most vulnerable children and adolescents out of poverty and misery, for instance, Cambodian Children Foundation works with children whose parents are extremely poor. They help send the children to

school and provide them with basic health care. AFESIP is the organization that works with young girls who were involved in human trafficking, sex trade, domestic violence (rape, physical and mental abuse), and addiction (e.g. narcotic drugs). KRUSA THEY (NEW FAMILY) Ta Khmao works with poor children and orphans, as well as those affected by HIV/AIDS and domestic violence. Before sending their children to clinic, all the partners prepared a list of children with names, sex and age and emailed it to KAD. They were allowed to set the treatment times because they knew when the children were busy at school and when they were free. Normally, 15-25 patients aged from 4 to 21 years from these organizations were seen per day – sometimes more. They normally came both in the morning and afternoon by their own Tuk Tuk and vans. Sometimes, those who were nearby and had a problem with transport means, were transported to and fro by One-2-One Charitable Trust’s Tuk Tuk. Prior to the start of treatment, the patients were registered by using a dental examination form which was kept for the next appointment. The Cambodian Children Foundation only allowed us to check their children at the first visit, and make a treatment plan. This was a directive from their boss who didn’t allow us to do any treatment until the second visit. Apparently the CCF director was afraid that our dentist might extract the wrong teeth. In the clinic we employed cross infection control guidelines, clinical protocols and a child protection policy. All equipment was cleaned and instruments were sterilized completely by dental assistants after each patient. The children who came to Ta Khmao clinic mostly suffered from toothache, swollen and bleeding gums, and dental caries. A range of other problems were found – most of which we could treat. From January to December 2011, 3,623 children were dentally treated. The dental services that they received were extraction, filling, scaling, prophylaxy, sealant, pupotomy, endo, duraphat, x-ray, silver and check-up. In addition to these, oral health education was given together with toothpaste and toothbrushes. We found that many children liked eating sweets and candies and before being helped by their NGOs, had no habit of regular tooth brushing. The young women from AFESIP had the most serious dental problems and most needed multiple treatments.



## **2. Output:**

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

Extraction	Filling	Scaling	Prophylaxy	Sealant	Pupotomy	Endo	Duraphat	X-ray	Silver	Check up	Month
62	51	33	20	40	2	5	50	32	31	52	January
51	90	35	30	27		7	93	29	25	63	February
47	48	30	20	32	3	8	80	45	92	40	March
55	32	25	15	34	1	7	52	23	31	27	April
44	35	30	20	33	3	5	44	21	22	32	May
81	42	31	18	36	1	2	57	18	23	30	June
30	29	20	12	46	2	3	60	32	22	37	July
90	45	33	10	50	5	6	72	35	40	51	August
72	53	36	20	67	2	7	80	38	22	28	September
83	70	29	11	25	3	6	72	29	19	32	October
59	49	50	18	28		3	59	18	27	30	November
58	61	33	44	28	1	6	71	38	30	29	December
<b>732</b>	<b>605</b>	<b>385</b>	<b>238</b>	<b>446</b>	<b>23</b>	<b>65</b>	<b>790</b>	<b>358</b>	<b>384</b>	<b>451</b>	<b>Total</b>

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

## **3. Outcome:**

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



## IV. Provision of Health Care for Prisoners in Cambodia

### 1. Activities:



These teams entered Kandal provincial prison every Saturday in December 2011



This project was initiated in 2008 under financial support from German Embassy to Cambodia. After their funding period was completed at the end of 2008, Khmer Association for Development partnered with One-2-One Charitable Trust to continue it up to now. The establishment of this project was to improve the health of prisoners in Cambodia. From January to August 2011, Khmer Association for Development (KAD) partnered with One-2-One Charitable Trust continued to do the dental and medical check-up and treatment for prisoners in six provincial and municipal correction centers and prisons including CC1 and CC2 Prey Sar, Phnom Penh, Svay Rieng, Kratie, Siem Reap and Mondul Kiri provincial prisons. The total 4,151 patients underwent dental and medical treatment. Of this number, 1,313 persons obtained dental treatment in which 265 persons were women. The dental services provided included dental extraction, filling, scaling, endo and minor surgery. After extraction and surgery, the patients were given





some medicine to stop the pain such as Paracetamol, Amoxicline, M.V, Ibu, Metro and Abendaxole. After the medicine was dispensed, the patients were also instructed how to use it properly. As for general health care, the total 2,838 patients received medical check-up and treatment in which 65 persons were women. The types of diseases treated were scabies, stomachache, cold, gastritis, Vaginal discharge, hypertension, respiratory infection, eye problem, anxiety, depression, fever and worming. After examination, the patients were provided with medicine according to their types of diseases and with instruction on how to use it clearly. In addition to check-up and treatment, both prisoners and prison officers were educated on health issues, especially on infectious diseases, prevention and care. In the prisons, the majority of prisoners had worming because they have never undergone deworming and had scabies and lice because they lived in unclean rooms. In addition, most of them also had cold, virginal discharge, stomach pain, fever and respiratory

infection. There was a dental and medical team of which 60 peoples were the members who were sent to work in prisons each time. Of this number, the dental team consisted of 50 members including dentists from private clinics, from the Ministry of Health, from Dental School and university. The dental students were admitted into the dental team so that they had a chance to practice their skills and absorb new experiences from other dentists. There were also dental students and dentists from overseas to assist in this work. As for the medical team, there were about 10 members who were sent to work in prisons each time. The team members included medical doctors, Cambodian and foreign students. However, the students worked under supervision of dentists and medical doctors. All the team members were volunteers.

From September to October 2011, the dental and medical teams went to Kandal provincial prison. The total 675 prisoners were provided with dental and medical treatment. Of this number, 370 prisoners received dental services such as check-up, extraction, filling, scaling, root canal treatment and minor surgery. 305 prisoners received medical treatment, 25 of them were women. The diseases treated included gastritis, sexual organ infection, stomachache, fungal skin infection, urethritis, gastrointestinal infection, wound infection, psychological issue, skeletal muscle, diarrhea, dehydration, cold, anxiety, depression, enteritis, rheumatism, ear infection, hypertension and itching on the skin. But most of the prisoners suffered from reproductive system infection, stomach pain, virginal discharge, common cold, gastritis, enteritis and fungal skin infection. After check-up, the patients were given medicine and instructed how to use it. In addition to check-up and treatment, the total 1137 prisoners were provided with deworming tablets, 39 of them were women. The prisoners were also educated on their own health care, for example, they were instructed to drink much water, to ear regularly, to keep themselves hygienic, not to drink alcohol and smoke cigarette and to clean their hands before eating and after leaving the toilet. The reason why the prisoners had a lot of health problems because they lived in unclean place, drank unclean water and have never had deworming tablets. During these periods, the dental team was led by Dr. Callum Durward, Dr. Irene Quintos, Dr. Yos Chantho, Dr. Peung Kimsreang, Dr. Augustus Dumaligan. The dental nurses included Mr. Long Meas and Mr. Chiem Chanthoeun and there were 4 dental assistants comprising Long Chenda, Hong Tearith, Sorn Thavry and Chann Kanika. Thwere were about 12 dental students from International University assisting in this work per week. As for the medical team, it was led by Dr. Annie Chengreen and consisted of about 10 members each time. They also included both Cambodian and overseas students and medical doctors.



In November 2011, the dental and medical teams continued their work in Kandal provincial prison. There, the prisoners were provided with dental services such as filling, extraction, scaling, check-up, endo and minor surgery. The total 71 patients received these dental services and all of them were male prisoners. As for medical team, they treated 121 prisoners, 19 women who suffered from upper respiratory tract infection, common cold, common skin problems (fungal infection and scabies) and stomach problem (gastritis and dyspepsia). Some of them have the problem with skeletal muscle pain, ear infection, anxiety, depression, diarrhoea, urinary tract infection, hypertension and sinusitis. Many prisoners have problems with common cold, stomach problem (gastritis), amygdalitis, gout, joint problem, haemorrhoid, asthma, pharyngitis, skeletal muscle problem, Vaginal infection(leucorrhoea, fungal infection), scabies, anxiety disorder, and depression. We instructed the prisoners how to improve their health, for instance, doing physical exercises, rehydration, eat regularly, basic hygiene, avoiding alcoholism and tobacco smoking and washing hands frequently before meals and after toilet.

In December 2011, the dental and medical teams still remained in Kandal provincial prison because many prisoners haven't been treated yet. We have been there 3 times during the period of December and 240 prisoners were provided with both dental and medical treatment. Of this number, 125 persons received dental treatment, for instance, examination, filling, extraction, scaling, root canal treatment and surgery and 115 other persons were provided with medical treatment of stomach ache, scabies, urinary tract infection, fungal infection, depression and stress. Some of them just had problem with upper respiratory tract infection and hypertension, kidney problem, haemorrhoid, skeleton muscle pain, neuropathy, gastritis, pharyngitis, asthma and foot intolerant.

### **1.1 Dental Check-up and Treatment:**

- From January 23 to April 30 2011, the dental team went to Correction Center 1 (CC1) Prey Sar and there the total 445 prisoners were treated, 194 persons were provided with dental filling and 268 persons were dentally extracted. In addition to treatment, 445 toothpastes and 445 toothbrushes were distributed to 445 patients.
- From April 10 to April 14, 2011, the dental team went to work in Svay Rieng provincial prison. There the total 163 prisoners were dentally treated, 121 persons were filled, 88 persons were extracted and 103 persons were cleaned. 163 toothpastes and 163 toothbrushes were distributed to the patients.
- From May 23 to May 27, 2011, the dental team went to work in Kratie provincial prison by treating the total 247 patients, 4 of them were women. The dental services provided were filling for 32 patients, extraction for 245 patients, scaling for 7 patients and minor surgery for 7 patients. In addition, 247 toothpastes and 247 toothbrushes were given to the patients.
- On July 11-15, 2011, the dental team went to Siem Reap provincial prison and treated the total 267 patients, 7 of them were women. There, all the patients received dental services such as filling, extraction, scaling and minor surgery. They also received toothpastes and toothbrushes. Filling = 164 persons, extraction = 109 persons, scaling = 5 person and minor surgery = 5 persons. 1,500 toothpastes and 1,500 toothbrushes were given to the patients.
- On May 07, 2011 – August 27, 2011, the dental team went to CC2 Prey Sar to treat the total of 273 patients there. Of this number, 223 patients received dental services. 120 patients received dental filling, 202 patients received dental extraction, 21 patients received scaling and 6 patients received root canal treatment. 273 toothpastes and 273 toothbrushes were distributed to patients.
- On August 20, 2011 – September 02, 2011, the dental team went to Mondul Kiri provincial prison to treat the total 66 patients, 5 of them were women. There, 100 patients received dental filling, 64 patients were extracted, 27 patients were cleaned and 10 patents were provided with dental check-up. 100 toothpastes and 100 toothbrushes were distributed to the patients.
- On September 01- October 31, 2011, the dental team went to Kandal provincial prison and treated the total 370 prisoners including filling = 236 persons, extraction = 286 persons, scaling = 21



persons, root canal treatment = 5 persons, minor surgery = 3 persons and dental check-up = 115 persons. 96 toothpastes and 176 toothbrushes were handed to the patients.

- On November 05, 2011, the dental team went to Kandal provincial prison. The total 34 prisoners were treated. 1 person was scaled, 19 persons were filled, 16 teeth were extracted and 3 persons were checked. 31 toothpastes and 31 toothbrushes and medicine were distributed to the patients.
- On November 19, 2011, the dental team went to Kandal provincial prison again to treat the total of 37 patients. 15 persons were filled, 42 teeth were extracted, 1 person was scaled, 1 person was provided with root canal treatment, 2 persons received minor surgery and 4 persons were checked. 24 toothpastes and 25 toothbrushes and medicine were given to the prisoners.
- Dental services provided in Kandal provincial prison in December 2011 are as follows:

<b>Location:</b>	<b>Saturday Prison</b>	<b>Time Period: 03-24 Dec 2011</b>
<b>Dental Ambassador</b>	- Miss. Oun phally	
<b>Dentists attending:</b>	- Dr. Peung Kimsreang, Dr. Irene, Dr. Chantho, Dr. Thearith, Dr. Neil	
<b>Dental Nurses attending:</b>	- Mr. Chann Theann and Sok Heang	
<b>Dental Assistants:</b>	- Long Chenda, Thavry and Kanika	
<b>Residents:</b>	-Thang Lam, Dara, Srey Mom and Pich	
<b>Local Dental Students:</b>	- Approximately 15 Khmer dental students attended	
<b>Van/Mini-bus 121 driver:</b>	- Leng Panha and Mr Beourn	
<b>Description of Location:</b>	-Kandal Prison	
<b>Facilities and Equipment:</b>	- 6 dental chairs & 2 dental units	
<b>Period of treating Patients:</b>	- Full day (every Saturday)	
<b>Problems and Comments:</b>	<ul style="list-style-type: none"> <li>• There wasn't enough folder and material. One more needs to be bought,</li> <li>• Should screen before the patients come so they don't need to wait. For just filling, the number should be in group of 10 they bring. 6 extractions and 4 fillings will be a good time,</li> <li>• There was not suction machine for use,</li> <li>• There was not fruit such as banana,</li> <li>• The inventory should be made, (Miss. Phally will report about that),</li> <li>• The program screen should be started before treatment,</li> <li>• Phally did well with inventory of materials so we can order if needed, and teach students how to sharpen instruments,</li> <li>• There wasn't scaler and camera,</li> <li>• Some more materials need to be bought as it was in the budget but Miss. Phally got money late Friday,</li> <li>• Dental nurses were very good with help for the students and screen surface,</li> <li>• There were no Fuji IX capsules as in a lot of stock,</li> <li>• We provided the children whose mothers in jail with Duraphat, they should be taken to see us,</li> <li>• Most prisoners had been sensitive due to abrasion with wrong technique and needed help with this problem,</li> <li>• Teaching how to brush teeth before treatment.</li> </ul>	



## Statistics

	<b>Total :</b>
Number of patients seen	<u>125</u>
Examination	<u>35</u>
Filling	<u>49</u>
Extraction	<u>84</u>
Scaling	<u>6</u>
Root canal treatment	<u>1</u>
Minor surgery	<u>4</u>



These prisoners were waiting for treatment outside of the prison clinic

## 1.2 Medical Check-up and Treatment:



We tried to apply scabies lotion to prisoners who had scabies infection in our clinic and then they were asked to follow up by themselves next time.

- On January 23 – April 30, 2011, the medical team went to CC1 Prey Sar to deworm the prisoners and educate on scabies prevention. There, the largest problem was deworming because they have never received deworming tablets before. Actually, during our work there, 2650 prisoners were dewormed. In addition, 26 prisoners and 5 prison officers were trained on how to treat nose bleeding, burning and eye problems.
- On May 07 – August 27, 2011, the medical team entered CC2 Prey Sar. There, some of diseases such as cold, virginal discharge, anxiety, depression, hypertension, gastritis, stomachache, eye pain and respiratory infection. 191

prisoners received medical treatment while 62 others received deworming tablets. The patients were also educated on health care.

- On September 01 – October 31, 2011, the medical team did the deworming campaign in Kandal provincial prison in which 1137 persons, 39 women received deworming tablets. 305 prisoners were medically treated such as gastritis, sexual organ infection, stomach pain, fungal skin infection, skin wound, diarrhea, dehydration, common cold, psychological issue, anxiety, depression, enteritis, rheumatism, ear infection, hypertension, skeletal muscle, constipation, indigestion, uremia and other infectious diseases. The prisoners were also educated on how to prevent themselves from having diseases.
- On November 05, 2011, the medical team worked in Kandal provincial prison. 37 patients needed medication, 30 of them were male and 7 of them were female. Many prisoners had problems with infection of upper respiratory tract, common cold, common skin problem (fungal infection and scabies) and stomach problem (gastritis). Some of them had the problems with skeletal muscle pain, ear infection, urinary tract infection, anxiety and depression. We did not give deworming tablets to patients because we have already done the deworming treatment for all prisoners before. We educated the prisoners how to improve their health, for instance, doing physical exercises, rehydration, eat regularly, basic hygiene, avoiding alcoholism and smoking tobacco and washing hands frequently before having meal and after leaving the toilet.
- On November 19, 2011, we still worked in Kandal provincial prison. We treated the total 40 patients who needed medications. Of this number, 30 patients were male and 10 of them were female. Many prisoners had problems with stomach (gastritis and dyspepsia), skin (scabies and fungal infection). And some of them had problems with diarrhea, urinary tract infection, ear infection, anxiety, hypertension, gastrointestinal infection and sinusitis. We continued to educate the prisoners how to improve their health, for instance, regular exercises, rehydration, regular eating, basic hygiene, avoidance of alcoholism and tobacco and regular hand washing before meal and after toilet. We also discussed re-management of hypertension.
- On November 26, 2011, the medical team continued their work in Kandal provincial prison. 44 patients were examined and needed medication, 42 of them were male and 2 others were female. Many prisoners had problems with common cold, stomach (gastritis), amygdalitis, gout, joint problem, hemorrhoid, asthma, pharyngitis, skeletal muscle problem, virginal infection (woman prisoners), leucorrhoea, fungal infection, scabies, anxiety disorder, and depression. During our clinic, we also instructed the patients about health care such as doing regular exercise, taking more water, stopping smoking and drinking alcohol and keeping their body clean.
- In December 2011, the medical team still worked in Kandal provincial prison. The following are the activities that they have done there:

Location	Saturday Prison	Time Period: 03 – 24 December 2011
Description of Location	Kandal Provincial Prison	
Period of Treatment	Full day (every Saturday)	
Health problems faced by the prisoners	<ul style="list-style-type: none"> <li>• On December 03, 2011, many prisoners had problems with stomach-ache, skin problem (scabies and fungal skin infection), urinary tract infection (UTI), depression and stress. Some of them just had problems with Upper Respiratory Tract Infection (URTI) and Hypertension (HTN), kidney problem, hemorrhoid, skeleton muscle pain, neuropathy, and foot intolerant.</li> <li>• On December 17, 2011, many prisons had problems with stomach problem (gastritis and skin problem (scabies and fungal infection). And some of them had problems with Urinary Tract Infection, pharyngitis, depression and asthma.</li> <li>• On December 24, 2011, many prisons had problems with stomach-aches, scabies, urinary tract infection, fungal infection, depression, and stress. Some of them just had problems with upper respiratory tract infection, hypertension and kidney problem.</li> </ul>	
Most health problems faced by the prisoners	<ul style="list-style-type: none"> <li>• On December 03, 2011, most patients had problems with urinary tract infection, gastritis, common cold, skin problem (scabies, fungal infection) and upper respiratory infection.</li> <li>• On December 17, 2011, most patients had problems with common cold, fungal infection on the skin, gastrointestinal infection, asthma, skeletal muscle pain, pharyngitis, and depression.</li> <li>• On December 24, 2011, most of Patients had problems with urinary tract infection, gastritis, common cold, skin problem (scabies, fungal infection) and upper respiratory infection.</li> </ul>	
Medical Treatment	<ul style="list-style-type: none"> <li>• On December 03, 2011, there were 37 patients who needed medication, 30 patients were male and 2 patients were female and there were 3 children.</li> <li>• On December 17, 2011, 34 patients were examined and needed medications. 27 of them were male and 7 others were female. There weren't any children.</li> <li>• On December 24, 2011, 42 patients were examined and needed medications, 36 of them were male and 6 others were female.</li> </ul>	
Education	<ul style="list-style-type: none"> <li>• On December 03, 2011, we educated the prisoners how to improve their health, for instance, doing physical exercise, rehydration, regular eating, basic hygiene, avoidance of alcoholism and tobacco and frequent hand washing before meal and after toilet.</li> <li>• On December 17, 2011, we educated the prisoners to know how to improve their health, for example, regular physical exercises, rehydration, regular eating, basic hygiene, avoidance of alcoholism and tobacco, frequent hand washing before meal and after toilet. We also discussed the re-management of hypertension.</li> <li>• On December 24, 2011, we trained 3 prisoners on Physiotherapy. We instructed them how to regularly do physical exercises and rehydration, to eat regularly, to practice basic hygiene, to avoid smoking cigarette and to wash their hands properly.</li> </ul>	





This picture has shown about the patient, who has gotten hypertension that made him unable to walk and move with his arm

## **2. Output:**

- 5,137 prisoners received dental and medical treatment,
- 1,137 prisoners received deworming tablets,
- 2,879 toothpastes and 2,960 toothbrushes were distributed to the patients,
- 2,960 patients and prison guards were educated on health care and prevention of infectious diseases,

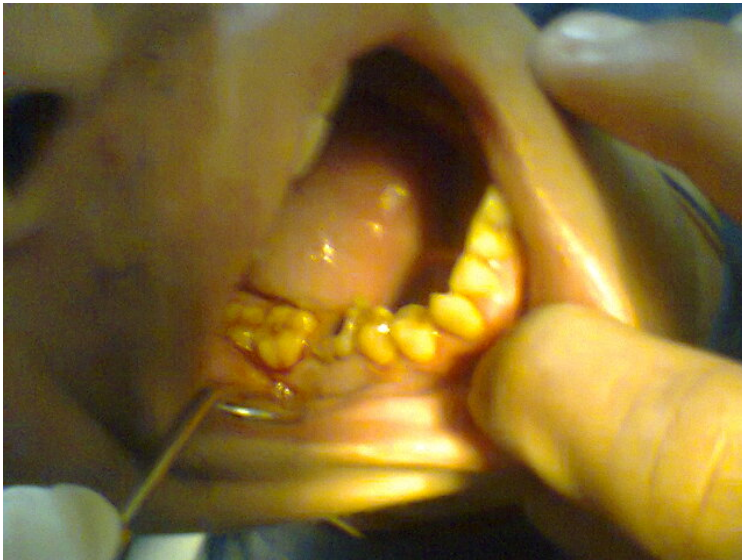
## **3. Outcome:**

- The patients had less dental pain, could eat more, sleep well and do more work,
- The expenses of the prisoners and government on dental and medical treatment were reduced,
- They have known how to prevent themselves from infectious disease and from tooth decay,
- General health improved due to the medical treatment they received,
- The environment around and at their living place was better,
- They have known how to keep their body more hygienic,
- The prison guards acquired new skills that have been used to improve the health services in the prisons,
- Serious health problems could be prevented,
- The patients had enough medicine that stopped their disease,
- The patients helped pass their knowledge and experiences to their roommates.

## V. Dental Services for Community People

### 1. Activities:

This project has been initiated in Kien Svay district since 2001 by using dental supplies and instrument donated by Dr. Callum Durward from New Zealand. In 2003 and in 2004, with financial support of Latter Day Saint Charities through Dr. Ralph A Francis and of Direct Aid Program of Australian Embassy, the project was fully developed and the dental clinic was set up in Kien Svay district providing the rural poor people with many dental services such as extraction, root canal treatment, filling, diasfima adding, crown bridge, full denture, skellete, change dressing, check-up, privocot and oral education. The project aimed at providing the rural poor people with good quality of dental treatment, at reducing the tradition practice to stop the pain and at scaling down the expenses on dental care. Our goal is to improve the local people's habit of using good quality dental services provided by qualified dental practitioners. The private clients were charged a little bit money to cover the costs of dental supplies, material fixing, office supplies, communication, water, electricity and the monthly salary of staff. The children under 10 years were provided with dental services free of charge. Two staff were responsible for provision of dental services there. Although the project site was located in Kien Svay district, Kandal province, the clients came from various areas of Cambodia, for example, Phnom Penh, Prey Veng, Svay Rieng, Kampong Cham, Kampong Chhnang, Siem Reap, Battambang, Kampong Speu provinces. In the whole year 2011, 4,735 patients received dental services from Kien Svay dental clinic, 625 of them were women. The services



that were provided included extraction, root canal treatment, filling, diasfima adding, crown bridge, full denture, skellete, privocot, chang dressing for ( PTS), check-up (PTS), oral education (PTS) and Grumby (PTS). The dental problems they faced were tooth decay, root stem, abscess, gingivitis, toothache, cheek swelling, third molar pain, much tooth residue, tooth bone decay, etc. These problems took place because the local people didn't know how to clean or brush their teeth, were afraid to see a dentist, didn't have money to pay for dental services, lacked oral hygiene and didn't come and get dental treatment regularly as they were busy with their work. On the other hand, the lack of

good quality of dental services nearby and less care about their teeth (when no pain, they don't go to see the dentist for check-up) were the factor that they faced the serious dental problem. Normally, when they had a dental pain, they inserted aspirin into caries, kept hot water inside their mouths, applied balm on their cheeks or kept it inside the tooth hole. This way couldn't stop dental pain.

In addition to the provision of dental services at the clinic, the dental staff went to KAD branch office located in Trakiet village, Trapaing Kong commune, Samraong district. There, they stayed for a week and educated the children how to brush their teeth correctly and they were even given toothpastes and toothbrushes. There, KAD set up the Community Vulnerable Children Development Center under which approximately 1,000 children have put under its care and support through provision of education, health services and through protection from abuses. The children's parents were also included into the oral health education sessions. 14 sessions were organized and 1,217 children and adults were invited to attend them. 1110 toothpastes and 1110 toothbrushes were distributed to the participants. After the sessions, the follow-up activities were done by both dental staff and project manager in Kampong Speu once a month. The staff interviewed those who used to participate in the oral health education sessions the frequency and methods of tooth brushing per day and what they would do if donated toothpastes used up.



## 2. Output:

N°	Description	Patients		Total	Unit Price	Quantity	Amount
		<i>Female</i>	<i>Male</i>	<i>Both Sexes</i>	<i>USD</i>	<i>Teeth</i>	<i>USD</i>
1	Extraction	625	125	750	\$2.00	750 teeth	\$1,500.00
2	Root canal treatment	108	100	208	\$2.50	200 teeth	\$500.00
3	Filling	500	100	660	\$2.00	850 teeth	\$1,700.00
4	Diasfima adding	150	50	200	\$5.00	200 teeth	\$1,000.00
5	Crown bridge	105	80	185	\$5.00	490 teeth	\$2,450.00
6	Full denture	20	26	46	\$7.50	82 sets	\$615.00
7	Skellete	25	14	39		39 sets	



					\$62.50		\$2,437.50
8	Privocot	40	10	58	\$5.00	398 teeth	\$1,990.00
9	Chang dressing for ( PTS)	1190	700	1240	Free		
10	Check-up (PTS)	120	80	200	Free		
11	Oral education (PTS)	560	657	1,217	Free		
12	Grumby (PTS)	3	2	5	Free		
13	Distribution of toothpastes	591	519	1,110			
14	Distribution of toothbrushes	591	519	1,110			
	<b>Total Patients Received Dental Services in 2011</b>	<b>4623</b>	<b>1719</b>	<b>5,952</b>			

1	Total income earned from dental services in 2011	\$12,192.50
2	Total expenditures in 2011	\$8,225.00
3	Total income left from expenses in 2011	\$3,967.50

### **3. Outcome:**

- They had new teeth that improved their appearance and smile and stopped them from being shy and from being afraid to appear in the public,
- Dental pain stopped that made them eat too much, sleep well and gain a lot of time for working,
- Low expense on dental treatment or services that helped in poverty reduction,
- The beneficiaries have known how to prevent themselves from tooth decay,
- They stopped using traditional methods to cure their problems and had a habit of seeking good quality of dental health services.

# VI. School Dropping Out Prevention, Kien Svay District

## 1. Activities:



In 2011, the J. Kawakami Memorial Trust for Education and Culture continued to support the School Dropping Out Prevention project that was implemented in Kien Svay district, Kandal province. The project was established in order to reduce the rate of school dropping out and illiteracy of the poorest children in Kien Svay district, Kandal province through provision of out-of-school most important subjects for future high school and university entry exams. The project goal was to promote local human resource development from the sources of poor people to becoming the qualified intellectuals who will have capacity to assist in rural community development. Currently, there are a lot of schools from primary to high levels which have been constructed in almost every village and commune. This has made the children very easy to get access to education. However, the educational system seems to be complicated and schooling time seems to be short and monthly salary seems to be small that entail the teachers of all levels and of all subjects to decide to open private classes requiring the students to pay extra money. In addition, the teachers have to sell copied lesson, exercise or examination papers, etc. to the students. So in each month, the students have to pay much money. These affect the poor students' study and can lead to dropping out. The poor students are unable to attend the private classes to get further knowledge like those who are able. The project provides the poor students with a lot of capability to improve their knowledge prepared for future exams. After the second-year project ended in March 2011 and the third-year project started in April 2011 and finished in March 2012. There, Mr. Nouv Simon, the project manager in charge of the field of education is responsible for monitoring the teaching activities, organizing monthly meetings with all teachers and preparing monthly reports. He also supervised 6 other teacher and professors such as primary school teacher, physic professor, chemistry professor, Khmer literature professor, mathematic professor and biological professor. They worked for Khmer Association for Development there only in the afternoon and in the morning they worked at the government-run schools. For the 3<sup>rd</sup> year of the project, grades 6, 11 and 12 have operated. In grade 6, Khmer literature and mathematics have been taught. In grade 11, the subjects of mathematics, Khmer literature, physics and chemistry have been taught. In grade 12, the subjects of mathematics, Khmer literature, biology, physics and chemistry have been taught. From January 2011 to the reporting time, the number of students in every grade is always changed depending upon the time they had. The following are monthly teaching activities of all teachers and professors:

**In May 2011:**

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

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

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



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

The teacher had the following teaching methods:

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

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

The teacher had the following teaching methods:

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

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

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

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

The teacher had the following teaching methods:

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

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

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

Recommendation for students:

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

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

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

The teacher had the following teaching methods:

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

The results after teaching these topics:

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

Recommendation for students:

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

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

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

The teacher had the following teaching methods:

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

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

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

The teacher had the following teaching methods:

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

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

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

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

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

### **June 2011:**

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

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

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

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

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

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

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

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



The teaching methods were as follows:

- Chatting with the students
- Repeating old lessons

Teaching daily lessons:

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

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

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

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

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

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

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

### **July 2011:**

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

The subject of grade-11 chemistry was taught by Mrs. Sorn Nary, professor of chemistry. There were 77 students, 36 of them were girls. The number of teaching hours was 12 hours. 70 students came to class

regularly and 7 of them didn't. The lessons of speed of chemical reaction and the factors having impact on the speed were taught and then exercises relating to these lessons were given to the students. The result according to the teacher's evaluation was that 30 students were good, another 30 were fairly good and 10 of them were fair.

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

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

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

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

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

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

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

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

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

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

- Chatting with students
- Repeating old lessons
- The teacher asked the students some question
- Teaching daily lessons
- The teacher asked one of the students to read model text

- The teacher asked one of the students to read exercise questions in their books
- The teacher asked the questions in the students' books
- Collection of opinion relating to any topic
- The teacher allowed the students to write the opinion on paper

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

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

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

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

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

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

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

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

### **August 2011:**

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

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

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

The grade 11 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 30 of them were girls. The amount of teaching hours was 12 hours. 40 of them came to class



regularly and 8 other didn't. The lessons taught were to draw the meaning of explanatory topic for showing according to each of milestones including:

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

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

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

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

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

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

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

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

Grade 12 mathematics was taught by Mr. Heng Leang, mathematic professor. There were 48 students, 16 of them were girls. 44 students came to class regularly and only 4 didn't. The amount to teaching hours was 20 hours. 2 topics and a lot of exercises were taught and the result was that 18 students were good, 22 students were fairly good and 18 of them were fair.

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

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

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

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

### **September 2011:**

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

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

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

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

The grade 12 Khmer literature was taught by Mr. San Maung, Khmer literature professor. There were 48 students, 27 of them were girls. 45 students came to class regularly. The amount of teaching hours was 20 hours. The topics taught were to interpret discussing composition topic, to show the structure in order for them to think which opinion is affirmative and negative or synthetic. The word “ Injustice ” provided for discussion. In addition, grammars were taught as well. The result was that 10 students were good; 25 students were fairly good; 10 students were fair and 3 of them were poor.

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

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

The grade 11 chemistry was taught by Mrs. Sorn Nary, chemistry professor. There were 48 students, 29 of them were girls. 43 students came to class regularly. The amount of teaching hours was 12 hours. Two lessons were taught. The first lesson was about oxidation potential and 3 other sub-topics. The second

lesson was about electro-chemical battery and 3 other sub-topics were taught. After that, a lot of exercises were done by students both at class and at home. The result was that 3 students were good; 25 students were fairly good; 20 students were fair and 1 of them was poor.

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

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

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

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

- Chatting with students
- Repeating old lessons
- Teaching new lessons:
  - a. Teacher showed the exercise or quiz and allowed the students to observe or read
  - b. Teacher raised an example to explain to the students
  - c. Teacher gave the students the quiz
  - d. The students did exercise or quiz as instructed by teacher
  - e. Teacher walked around to explain to the students in groups
- In order to improve the students’ knowledge, teacher collected the students’ work for scoring and then did the corrections on the white board.

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

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

### **October 2011:**

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

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

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

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

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

The grade 6 students were taught by Mr. Ros Samnang. He taught both Khmer literature and mathematics. For Khmer literature, there were 42 students, 40 of them attended the class regularly and 2 of them didn't. 12 hours were taught in that month. The teaching strategies were that chatting with students, review of old lessons and teaching of daily lessons. The teacher read a text to the students; the teacher called 4 or 5 students to read; the teacher read the word or a group of words for the students to write; the teacher re-read the text, called 2 or 3 students to re-read and asked the students to change the texts with each other for correction. The teacher strengthened the knowledge of students by copying the mistakes of them and defining any word that most of students miswrote for joint correction. The teacher gave the students dictations about best students' exam, best students' quality, the weakest students and advantage of education. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 students were average.

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

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

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

$A = \sqrt{a^2x^2 + A^2y^2}$  that  $A_x = A_1 \cos q_1 + A_2 \cos q_2$  and  $A_y = A_1 \sin q_1 + A_2 \sin q_2$

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

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



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

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

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

+Impetus includes:

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

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

- Length speed  $v = wR$

- Angle speed  $w = \frac{2T1}{T} = \frac{v}{R}$

+ Revolution of motion  $T = \frac{2T1R}{V} = \frac{v}{2R}$

The amount of circuit in 1 S:

$N = \frac{1}{T} = \frac{2}{2n}$

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

$T \rightarrow s$

$v \rightarrow m/s$

$w \rightarrow rd/s$

$R \rightarrow m$

$N \rightarrow rw/s$

$a_T \rightarrow m/s^2$

$dt \rightarrow s$

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

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

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

**November 2011:**

In this month, the grade 6 consisted of 42 students, 27 of them were girls. 40 students came to class regularly and two of them didn't. The class taught both Khmer literature and mathematics. 24 hours were taught. The lessons learned were text reading and dictation about 1) good experience in schooling, 2) writing a poem about the rule for men, 3) honesty and 4) vaccination against paralysis. As for mathematics, the teacher taught about multiplication, addition, extraction, etc. The teaching strategies were that the teacher chatted with students, reviewed old lessons and taught daily lessons. Concerning the daily lessons, the teacher showed example exercises and texts to the students, allowed them to do exercises and to write difficult words on the white board. The students were asked to do exercises from

what he had already explained. The teacher asked comprehensive questions on the lessons, dictated a group of words for students to write until they had finished. The teacher collected all mathematic exercises of students for correction. The teacher strengthened the students' capacity by calling those who had mistakes to do exercises on the white board and to copy the corrected exercises in their books, by collecting all student's dictation books for correction and by asking those who had mistakes to copy wrong words for joint correction on white board and then copied into their books. Finally, the teacher gave the students some exercises as homework. The result was that 5 students were excellent, 15 of them were good, 15 of them were fairly good, 5 of them were average and 2 of them were weak.

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

Grade 12 chemistry was taught professor Mrs. Sorn Nary. In her class, there were 40 students in total, 27 of them were girls. 37 students attended the class regularly while 3 others didn't. 20 hours were taught. In that month, the professor taught about inter-molecule and then gave questions and exercises to the students. The result was that 20 students were good, 15 of them were fairly good and 5 of them were average.

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

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

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

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

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

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

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

**December 2011:**

Grade 6 Khmer literature was taught by Mr. Ros Samnang. 42 students learned in his class, 27 of them were girls. All of them were permanently present. 12 hours were taught. The lessons taught were about compositions 1) description about the person you like, 2) writing a letter to ask for apology and 3) description about place. The teaching strategies were that chatting with students, review of old lessons and teaching new lessons. The methods in teaching new lessons were that the teacher called one of the students to read the text, asked the questions to measure the level of understanding of students and asked the students to re-check the meaning of the text and then gave them some questions. The teacher did the idea collection by allowing the students to read the exercise questions in the book and then asked the questions to find important ideas for composition, and asking the students to do the composition where possible. The result was that 5 students were excellent, 10 students were good, 15 students were fairly good and 12 of them were average.

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

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

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

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

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

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

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

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

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

### **January 2012:**

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

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

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

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

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

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

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



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

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

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

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

### **February 2012:**

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

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

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

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

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

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

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

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

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

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

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

### **March 2012:**

Grade 6 mathematic and Khmer literature class was taught by Mr. Ros Samnang. 42 students learned in his class, 27 of them were girls. 40 students attended the class regularly and 2 of them were often absent. 24 hours were taught. As for Khmer literature, the teaching strategies were that the teacher chatted with the students, reviewed old lesson by writing difficult words and started daily lesson. The teacher showed the text to the students and called 2 or 3 students to read it. The question exercises to verify the meanings of the lesson were also given to the students. The teacher wrote difficult words on the white board, read a group of words in order for students to write until they had finished, re-read the text, called 2 or 3 students to read again and asked the students to change their text for correction. In addition, the teacher strengthened the students' knowledge by gathering their works for correction. Finally the teacher gave the students homework. For mathematics, the teacher reviewed old lesson by calling 3 or 4 students to do

exercises on the white board and started a new lesson by showing an example exercise to the students, giving the students an exercise to be done in group, walking about in class to see and explain to them, collecting their works for correction and asking a representative of students to do a joint correction on the white board, giving an exercise to be done individually and collecting their works for correction. The teacher strengthened the students' capacity by giving the students competitive exercises to be done on the white board and finally, gave homework to the students. The result was that 2 students were excellent, 10 of them were good, 18 of them were fairly good and 12 others were fair.

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

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

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

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

He also taught the grade 11 physic class. 35 students were in his physic class, 19 of them were girls. 30 students attended the class regularly and 5 others didn't. 12 hours were taught. The professor taught about the rule of neutron. The result was that 10 students were good, 20 of them were fairly good and 5 others were average.

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

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

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

She also taught the grade 11 chemistry class in which there were 35 students. 30 students attended the class regularly and 5 others didn't. 12 hours were taught. The new lesson relating to alcohol and ether

was taught. In addition, questions and exercises were given. The result was that 25 students were good, 7 of them were fairly good and 3 others were fair.

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

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

- Monitoring the teaching activities and teaching strategies of teachers/professors.
- Observing the students' schooling at each time and evaluating the knowledge and results of study of the students through exercises done, monitoring and surveying.
- Encouraging and instructing the minority of the weak students who sometimes came to class late to pay more attention to their study prepared for future exam.
- Asking the students to pay more attention to class sanitation.
- Preparing documents relating to teaching for teachers.
- Organizing the meetings with all teachers.
- Interviewing the students about the quality of teachers' teaching and asking the teachers about the consequence of teaching and about the needs of teaching materials.
- Preparing the texts and documents relating to the exam results and grades based on the exercises of each of subjects.
- Collecting the results of monthly exercise examination.
- Cultivating relationship with local authorities and relevant institutions.
- Selecting the students and teachers from high schools.
- Attending new school year ceremony chaired by Mr. Kuoch Chamroeun, Mean Chey district governor.
- On June 16, 2011, August 26 2011 and September 9, 2011, Mr. Nov Simon organized the meetings in which students' parents, students, all teachers, Chroy Ampil village chief, Kbal Koh commune chief and deputy head of Mean Chey District Office of Education, Youth and Sport were invited to participate. The purpose of meeting organizing was to discuss on teaching activities and exam results of students, teaching strategies for 2011-2012, consequence of teaching and its resolution, results of teaching, idea exchange on the gap of teaching and timetable.

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

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

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

- 40 students enrolled for grade 12 (for July 2011 exam).
- 40 students enrolled for grade 12 (for August 2012 exam)
- 35 students enrolled for grade 11.
- 42 students enrolled for grade 6.
- 3 meetings with students' parents and local authorities organized.
- 99% of all students improved their knowledge and understanding.
- 60 students (100%) passed 25-27 July 2011 exam, 5 students obtained level B and 21 students obtained level C who have been provided with scholarship at universities.
- 54 students have continued their study at various universities.
- 6 students have worked for various institutions.
- 40 students (100%) passed August 03-05 2012 exam, 5 level B, 17 level C, 12 level D and 6 level E.

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

- The poor students had a chance to rise up to higher education.



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

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

According to the exam results, 60 grade-12 students (100%) for July 2011 exam and 40 grade 12 students for August 2012 exam passing their exam and proceeding with their university study, meant that in the future, the communities would have 100 qualified intellectuals who would have capacity to assist in rural community development.

#### **2.5 Difficulties we are encountering in carrying out the project:**

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

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

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



#### **4. Feedback from Students:**



I am Yem Ry 18 years old learning at grade 12 G of Chey Varaman 7 and living in Tuol Thnaut village, Koki commune, Kien Svay district, Kandal province. My family is poor. I think this project is very good for me. I have obtained an improved knowledge from five subjects. The project gives a great chance to poor students to get access to additional education. Seeing that it gives a lot of advantages to the poor students, I want it to continue for years. Before learning at KAD, I was weak at these five subjects such as chemistry, biology, physics, mathematics and Khmer literature. After I had learned at KAD, my knowledge of these five subjects has been improved by 70%.



I am Chuob Dalin, 16 years old, learning at grade 11 C1 of Prek Eng high school and living in Prek Thom village, Sangkat Kbal Koh, Mean Chey district, Phnom Penh. I live in poor family. I think this project is very good and gives me a lot of knowledge from four subjects as well as to provide the poor students with access to higher education. I want this project to continue forever and provide the poor students with university scholarship. Before learning at KAD, I was weak at these four subjects including chemistry, physics, mathematics and Khmer literature. My knowledge was only 40% then. After I had learned at KAD, my knowledge of these four subject has risen up to 75%. I would like to thank KAD very much for initiation of this project from which the poorest students like me have benefited.

I am Leang Heng Kim, 11 years old, learning at grade 6 K of Machhemavoan primary school and living in Chroy Ampil village, Sangkat Kbal Koh, Kien Svay district, Kandal province. I think this project is very good for me and for my classmates. The advantages the project bring about are to learn free of charge and get additional knowledge. I have requested for continuation of project for years so that the poor children have learning opportunities. Before learning at KAD, I was fair at some of subjects and I was weak at Khmer literature. Then, my knowledge was about 40% but after I had learned, I have had much more knowledge than before. My knowledge has been up to 75%. Before, I was weak at dictation and grammar, but now I have understood, been able to write and do grammar questions very well.



## VII. Community Early Childhood Intervention

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

Khmer Association for Development (KAD)

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

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

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

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

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

Mr. Meas Chandeth, Executive Director

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

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

### 5. **Project title**

Community Early Childhood Intervention

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

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



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

The Community Early Childhood Intervention Project is established in order to address the problems with the lack of access to education and to health care for vulnerable children with 4-5 years of age living in Vor Sar commune, Kampong Speu province by opening a kindergarten for them and sending them to grade 1 of primary school in the following year when reaching the school age of 6 years and by providing them with basic dental and medical services and education, sanitation and hygiene, first aid and nutrition, educating community

people on child rights and values of the field of education. The project goal is to contribute to community early childhood development and to access to basic education and health care for rural vulnerable children. The project brings about the long-term impacts as follows:

- The children have strong body and intelligence and grow up well who become strong and smart people in the communities.
- The number of community human resources utilized for community development increased and high rate of illiteracy reduced.
- The children become good, moral and decent citizens who don't cause concern to national society and communities are riddled with development, harmony, security and safety.
- Improved health of children and adult contributes to improvement of their livelihood and to poverty reduction for them and social expenses on health and education reduced.

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

The project was started under the Schmitz Hille Foundation's financial support in January 2011 by the KAD's Area Support Unit located in Dok Por village, Var Sar commune, Samraong Tong district, Kampong Speu province where the project activities were conducted as well. The people who were



involved in the project implementation were Mr. Meas Chandeth, Executive Director, Mr. Sim Dony, General Program Manager, Mrs. Keo Sovanna, Administrator/Accountant, Mr. Tan Sak Piden, Accounting Assistant, Mr. Tuy Siphon, Project Manager in charge of Kampong Speu Area Support Unit, Mr. Doem Sam On, Manager assistant, Mrs. Prach Mony, Health Educator, Mrs. Sim Borom, Miss. Phork Sophy, Miss. Kham Sophea and Miss. Tuy Sokly, Kindergarten Teachers. All these staff carried out the following activities:

On December 15, 2010, all the personnel involved in the project were called to attend the meeting to review and discuss about the project, especially inclusion of some more activities into the project implementation. In the past, we had only kindergarten teaching activities and health education for children and their mothers and from January 2011 on, medical treatment, nutritious food and game playing have been included. During the meeting, clear division of responsibilities, roles and tasks for each of the project personnel was also done. For the following days, the KAD senior officers prepared necessary documents used for the project such as new employment contracts, monthly report forms for teachers and for project manager, health cards, MoU with local health centers, medical and dental treatment forms and health payment forms, etc.

On December 20, 2010, Mr. Meas Chandeth and Mr. Tuy Siphon met with Vor Sar commune chief to discuss on the situation in his commune and livelihood of people there, the health and education situation of children was also talked about. They also discussed about how to provide the children with health services and then, the commune chief suggested setting up the medical clinic in our center because the local health centers served the community people with very limited time. After that, they met with one of Kok Phnov village health volunteers, two of personnel of Vor Sar health center to talk about health issues in Vor Sar commune and the health problems which the community people faced.



They welcome the provision of health services to children in their commune. On the 23<sup>rd</sup> of December, Mr. Meas Chandeth and Mr. Tuy Siphon organized the separate meetings with the chiefs and employees of Trapaing Kong and Samraong Sambou health centers on health situation in Trapaing Kong, Samraong Tong and Sambou communes, the types of health services they provided, the number of personnel for each of local health centers, activities of health centers done and health behavior of the commune people. Mr. Meas Chandeth told them about the plans of the Community Early Childhood Intervention, especially one of the project activities was the provision of medical treatment for children. And after that, they suggested taking the children to the government-run health centers for medical treatment because there have been qualified and well-trained staff who worked by following their profession, term of reference and medical code of ethics and especially, there have been enough medical supplies, instrument and equipment. They said that each year, several hundreds of children suffered from various diseases such as diarrhea and vomit, lung and respiratory inflammation, malnutrition, dengue fever, cold, fever and cough, typhoid, itches, ringworm, runny nose, dental pain and stomachache. Sanitation, hygiene and clean water of community people in these communes are limited.

On December 24, 2010, Mr. Meas Chandeth and Mr. Tuy Siphon organized the meetings with the commune chiefs and the member of commune council of Vor Sar, Trapaing Kong and Samraong. During the meetings, Mr. Meas Chandeth outlined the project plans “Community Early Childhood Intervention” to participants and asked cooperation, especially in working with all the village chiefs in finding out the disadvantaged children from exact low-income families.

On the same day after meeting with these three commune chiefs and the members of their commune councils, Mr. Meas Chandeth and Mr. Tuy Siphon met with the chief of Trapaing Kong health center





again to get real data on the number of health staff, the number of patients per day, types of health services, amount of working hours per day and per week, the number of organizations partnering with them, amount of treatment fee per visit and especially asking for Memorandum of Understanding with the health center.

On December 26, 2010, Mr. Meas Chandeth, Mr. Tuy Siphon and Mr. Doem Sam On held the meetings with 11 village chiefs from 11 villages such as Dok Por, Kork Phnau, Chak Kambeth villages under Vor Sar commune, Thmor Bang, Trakiet and Bak Chenhchean villages under Trapaing Kong commune, Samraong Tong Leur,

Samraong Tong Krom, Samraong Tong Kandal, Chong Boeng and Rong kor villages under Samraong Tong commune. In the meeting, Mr. Meas Chandeth told them about the project and asked them to identify the low income families in their villages. One day later, he and Mr. Siphon received the lists of low-income villagers from 11 villages.

On January 15, 2011, Mr. Meas Chandeth and Mr. Tuy Siphon organized the meeting with the head of Education, Youth and Sport office of Samraong Tong district. At the meeting, he briefed the background of KAD and the projects have been or are being conducted in Kampong Speu province, especially the community early childhood intervention project which is being carried out in Vor Sar commune. The purpose of the meeting was to know each other and to get some information related to the educational issues in Samraong Tong district. Mr. Meas Chandeth requested the head of district office of Education, Youth and Sport for permission in order for KAD's kindergarten teachers to attend any kindergarten training courses which they would organize in the future, sending the officials in charge of kindergarten level to help monitor and evaluate the teaching activities of KAD's kindergarten teachers and provide them with some advice and correction. In addition, Mr. Meas Chandeth asked for partnership and cooperation and annual reports from the head of district office of Education, Youth and Sport as well.

On the same day, after meeting with the head of Education, Youth and Sport office of Samraong Tong district, Mr. Meas Chandeth and Mr. Tuy Siphon proceeded with their travel together to meet with deputy director of Hun Sen Chambok upper secondary school located in Vor Sar commune and talk about the educational situation in his school and his communities, especially high rate of drop-outs, its causes and the measures taken to prevent it. Mr. Meas Chandeth briefly explained to deputy director about the KAD and its projects or activities which are being implemented in Vor Sar commune. He extended his happiness and requested KAD for long-time continuation of the activities and if possible, they should be extended to other disadvantaged communities.

On February 7, 2011, Mr. Meas Chandeth asked for the Vor Sar Commune Investment Program Manual for Year 2011 from the commune council and after reading it, he found out that the commune still faced some health problems including the lack of clean water and sanitary latrines, limited awareness of sanitation and health care, and some women haven't used delivery services provided by health center yet. In addition, education is also a serious case, for example, the lack of kindergarten classes in the commune and the high rate of school drop-outs.

From January – December 2011, Mr. Meas Chandeth traveled to the project site once or twice a week and sometimes, he stayed there a few days. There, he monitored teaching activities, provision of health care, organized the meetings with all staff involved in the project and with community people and even walked from house to house to see the sick children. He always checked the number of children, their school attendance and the use of materials and provided the staff with some advice or correction of the past activities. When meeting with the parents, he asked for close cooperation, feedback and assistance in

admonishing their children to learn themselves at home and to go to school regularly and educated them (the parents) on the rights of the child, especially to avoid domestic violence on them and child labor etc.

Mr. Sim Dony, the Head of Program Support Unit and the General Program Manager prepared documents used in the project, monitored the project implementation once a week by observing teaching activities and health care and checking the number of children and the use of materials and organized the monthly meetings with project manager and executive assistant in order to find out about the results and problems faced during operation and then groped for the ways to resolve them.



Finally, the program manager made reports on all monitoring activities and the meetings for submission to Executive Director. Mr. Sim Dony made green cards for target children used for health care. When going to health centers, the children must show the green cards to health staff. He organized the meetings with all the staff involved in the project implementation.

On December 27-29, 2010, Mr. Tuy Siphon, the project manager, Mr. Doen Sam On, the Executive Assistant, Mrs. Sim Borom, Miss. Kham Sophea and Miss. Phork Sophea went out to 11 villages and there, they invited the target villagers to attend the meetings to promote the project, especially related to health care activities and told them to bring their children to KAD's office for taking photos which later on were stuck on green cards. Mr. Tuy Siphon and Mr. Doem Sam On called the meetings with the target groups and then distributed the green cards to them and told them to go to health center when their children were sick rather than to go to unqualified private health service providers. Mr. Doem Sam On handed some documents such as the lists of target children and health care expense forms to the chiefs of two health centers including Trapaing Kong and Samraong Sambou. From January to December of 2011, Mr. Doem Sam On regularly met with target villagers to tell them about the health services provided by health centers and to encourage them to go to health centers and monitored the health centers twice a week, normally every Wednesday and Friday and was responsible for paying treatment fees to the health centers and transportation fees to the children's parents who took their sick children for treatment at the health centers. Finally, he prepared the monthly reports for submission to the project manager.

Mrs. Sim Borom, Miss. Tuy Sokly, Miss. Kham Sophea and Miss. Phork Sophy took responsibility for teaching the children at kindergarten level. They taught two hours per day/class. Two classes were taught per day and each class accommodated 30 children. Two teachers were responsible for one class. Routine activities were that in early morning, the teachers asked the students to stand in line to respect the national flag and to sing the national anthem; the students were instructed on daily disciplines; the students were asked to draw the pictures and then the old storied were told by both students and teachers; the students were asked to read and to say the sound of the represented literacy and write the literacy on hand board and white board; the children were asked to lay the molded literacies in order and read in group and then individually and to point right to each of literacy; the children were asked to sing in group together with gesture and to sing individually; the children were educated on sanitation and physical hygiene such as good dress, clean water or boiled water, putting away the trash with good order, use of toilet, cleaning hands before eating and after leaving the toilet, cleaning feet before going to bed and brushing their teeth after getting up, etc. and finally, the children were educated how to respect school disciplines, old people and to abide by morale and decency. In general, the lessons were taught or activities done including national flag respect, physical exercises, teeth-brushing, bodily hygiene and sanitation, school disciplines, telling education-oriented stories, showing literacy cards, learning to write the literacy, showing the literacy chart, singing education-oriented songs, good habit, good orders, morale and decency. In addition, every two weeks, the children were given nutritious food; the teachers went to buy meat, fish, vegetables and fruit at the market and then cooked a pot of porridge enough for 60 children. This happened for 15 minutes before the classes started. When learning for one hour, the

children were allowed to take a 15-minute break for playing toys and various types of games. Inside the classes, the children sat on the tables and outside of the classes, they sat on the sleeping mats for eating and playing. The children were given school materials such as notebooks, pencils, colored pencils, picture books, hand boards, chalks and school uniforms. At the end of each month, the children were weighed and their height was measured and then reported the result of development to their parents. The teachers organized the monthly meeting with the parents of kindergarten students to educate them on nutrition. The children were taught the landscape observation lessons by taking them out of classes to observe the landscape outside in order for them to utilize their memory. When coming back to the classes, the teachers asked the children to briefly describe what they saw outside.

In mid September of 2011, the kindergarten teachers re-checked the names and ages of children who reached 6 years old and then they were sent to primary school for school enrollment to learn at grade 1. Evidently, at that time, 24 children who reached 6 years old, were selected and enrolled at Tuol Svayrad and Samraong Tong primary schools to learn at grade 1. In addition, KAD organized the campaign in which community people, students, teachers and local authorities were invited to participate by marching from village to village in order to increase the high rate of school enrollment.

Mrs. Prach Mony, health educator was employed to provide the villagers with health education which took place twice a month. This was done in each village at a time and during 2011, she has gone to 11 villages including Dok Por, Kork Phnau, Chak Kambeth, Thmor Bang, Trakiet, Bak Chenhchean, Samraong Tong Leur, Samraong Tong Krom, Samraong Tong Kandal, Chong Boeng and Rong kor and 756 villagers, most of them were women, were educated on health issues such as hygiene and sanitation, birth-spacing, health care for baby and child, antenatal and postnatal care, respiratory inflammation, tuberculosis and oral health care. In addition, the health educator gave Vitamin A to children as well.

From January - December 2011, the children were dentally treated once a week by Ta Khmao dental clinic. Mr. Lim Sokha, a dental nurse, went to Kampong Speu to check the children's teeth before they were sent to Ta Khmao for treatment. Mr. Doem Sam On helped in collecting the children for dental check-up and then he rented a van to transport 15-20 children per time to dental clinic. This happened once a week and at dental clinic in Ta Khmao town, the children stayed there for a full day until all of them were treated. 71-76 children were treated per month and over the period of twelve months, 639 patients were provided with dental treatment including examination and duraphat, polishing, sealant, filling, root canal, scaling, x-ray, minor surgery, and oral health education together with toothpastes and toothbrushes. When arriving at the dental clinic, the dental assistant greeted them and even made arrangements of seats for them in good order and then the chaperone gave the name list of children to her (dental assistant). The dental assistant checked the name list and asked the chaperone who were new and who were old patients. After that, she wrote down the names of children on her book, looked for the old names and filled out the patient forms for new patients by asking them some questions related to their names, ages, teeth-brushing, dental pain, etc. and then the patient forms were handed to the dentist for examination and treatment. The dentist made an appointment with the patients for the following week and the dental assistant and dental nurse took some time to educate them how to brush their teeth. The patient forms were filed very properly for future use.

KAD has signed the Memorandum of Understanding with two local health centers, Trapaing Kong and Samraong Sambou. In each week, 15-23 children were referred to these health centers. In each month, 62-76 children were medically treated. Over the period of twelve months from January to December of 2011, the total of 758 children was treated at these two health centers. Normally, the children suffered from various diseases such as pharyngitis, worm, respiratory inflammation, wound, diarrhea, cough, fever and cough, cold, lung inflammation, mumps, toothache, arm burning, sore throat, headache, eyesore, diarrhea and vomit, stomachache, difficulty breathing, fever and headache, nasal inflammation, intestinal inflammation, infectious wound, fever and loss of weight, and blister. The sick children were taken to the health centers by their parents or relatives. When arriving there, the sick children were seated in order of arrival, the first came, the first was examined and treated, listed and told to enter the examination room. There, they were examined and after that they were given a prescription. Finally, they were told to go to medicine room and there they obtained a dose of medicine which was sufficient for 3-5 days.

From 01-15 December 2011, Mr. Meas Chandeth went to Kampong Speu learning center and stayed there for about two weeks. During his stay, he met with the families of sick children, Tuol Svayrad primary school director, teachers and chiefs of Trapaing Kong and Samraong Sambou health centers. He asked the children's parents and guardians about the children's illness and asked the school director and teachers about curriculum, learning of students and especially about the situation of our kindergarten students whom we have sent for learning there. He asked the chiefs of health centers about their interest in the project, its advantages the beneficiaries received, the sickness of children and services the health centers provided.

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

Mr. Meas Chandeth, executive director, Mr. Sim Dony, general program manager, Mrs. Keo Sovanna, administrative and accounting officer, Mr. Tan Sak Piden, accounting assistant, Mr. Tuy Siphon, project manager in charge of Kampong Speu 2<sup>nd</sup> branch office, Mr. Doem Sam On, executive assistant, Mrs. Prach Mony, health educator, Miss. Phork Sophy, Miss. Kham Sophea and Miss. Tuy Sokly, kindergarten teachers, Mr. Lim Sokha, dental nurse, Miss. Hour Seng Hay, dental assistant and Miss. Prum Chann Sothea, dentist.

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

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

#### **10.1 Current achievements**

- Some 758 children were provided with medical treatment for pharyngitis, worm, respiratory inflammation, wound, diarrhea, cough, fever and cough, cold, lung inflammation, mumps, toothache, arm burning, sore throat, headache, eyesore, diarrhea and vomit, stomachache, difficulty breathing, fever and headache, nasal inflammation, intestinal inflammation, infectious wound, fever and loss of weight, and blister.
- 639 patients were provided with dental care including examination and duraphat, polishing, sealant, filling, root canal, scaling, x-ray, minor surgery, and oral health education together with toothpastes and toothbrushes.
- Two kindergarten classes were opened and 60 children aged 4-5 years were selected from low-income families for learning.
- 24 children who reached 6-year school age, were enrolled for learning at primary school.
- Two local health centers, Trapaing Kong and Samraong Sambou signed MoU with KAD to provide the children aged 1-13 years with medical treatment.
- 21 education sessions on health and the value of education were organized in which 765 community people (about 80% were women) were invited to participate.
- 11 education sessions on nutrition in which 122 women were invited to participate.
- The level of cooperation, participation and contribution of KAD's staff, community people, village chiefs, commune councils and health centers was very high so that our work was done smoothly.
- Education oriented song – kindergarten children could sing many songs. When teaching, the children understood easily and knew how to sing the songs quickly within short time, they were prompt to remember and liked to sing the songs.
- Khmer language consonant – when teacher wrote the consonant to show the children, they could write it in their note books or slates.
- Alphabet card – the kindergarten children could read each of representing words very well without looking at the picture.
- Print alphabet – the kindergarten children could lay alphabets according to each of letter types and know each of alphabets from the letter types.
- Story telling – after the teacher finished telling the old story, the teacher asked the children some questions relating to story. The children could answer these questions and especially they could repeat that story again.

- Hygiene, discipline and good order – the kindergarten children have known how to clean their body before coming to school, to use polite words at school as well as at home. The children’s parents or guardians said praising words that their children have good living morale; as for learning activity, they didn’t need to force their children to go to school; the children go to school by themselves; they didn’t need their parents to accompany them to school and when going back home, they always use good habit or behavior.

***Types of dental services provided***

Examination and Duraphat	Extraction	Filling	Scaling	Polishing	Sealant	Endo	Surgery	X-ray
78	138	87	75	88	76	23	16	58
<b>Total = 639 dental patients</b>								

***Types of medical services provided***

Types of ailment	Number of patient	Percentage
Pharyngitis,	35	4.62
Worm	21	2.77
Respiratory inflammation	67	8.84
Wound	32	4.22
Diarrhea	22	2.90
Cough and cold	23	3.03
Fever	39	5.15
Cough	20	2.64
Fever and cough	31	4.09
Cold	17	2.24
Lung inflammation	32	4.22
Mumps	19	2.51
Scabies	29	3.83
Toothache,	22	2.90
Arm burning	29	3.83
Sore throat	39	5.15
Headache	38	5.01
Nasal lump	14	1.85
Eyesore	18	2.37
Diarrhea and vomit	49	6.46
Stomachache	32	4.22
Difficulty breathing	18	2.37
Fever and headache	21	2.77



Nasal inflammation	15	1.98
Intestinal inflammation	33	4.35
Infectious wound	11	1.45
Fever and loss of weight	17	2.24
Blister	15	1.98
<b>Total</b>	<b>758</b>	<b>100</b>

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

- The community people extended their deep thanks to KAD and its donor for contributing to the happening of this project and many activities that helped their children with a great chance to learn, get some more basic knowledge and health care.
- More and more community people understood about the value of education, so more of them sent their children to the kindergarten classes.
- The children knew how to write, read and lay the literacies and numeracies very well, to say “how do you do?” to old people when they met on the way, to say “ how do you do? and goodbye” to their parents when going to and coming back from school and to sit with both legs being bent under the thighs (showing politeness) to eat with their parents.
- The children knew how to practice personal hygiene, for example, combing and tying their hair, washing their face and brushing their teeth, hands and feet to remove bad smell by themselves.
- The children were friendly and brave talking to other people whom they met halfway and obedient.
- KAD’s center was the place to reduce difficulty of the children’s parents and to provide them with a lot of time to work in the garment factories and their children with warm care.
- The community people knew about the medical and dental services provided by local health centers and dental clinic and had a habit of referring their sick children for treatment and underwent good quality of health services. This means that they have understood about the health problems and their treatment and avoided using unqualified health service providers.
- The community people took more care of their health than before and made changes in health behavior, for example, using cleaning water and toilets, cleaning body, sanitizing their houses and surroundings and especially going to good quality of health service providers when sick. Before the project was implemented, they have never known the dental clinic, the health centers and what services provided and where to get dental treatment, but now, they have known and met directly with dental nurse, dental assistant and dentist and medical doctor.
- Information on health centers’ services was disseminated from one person to others. The people who underwent medical treatment from the health centers said that medicine given was very effective. This means that their children recovered as soon as they took the health centers’ medicine.
- At first, the children felt afraid when seeing dentist and instrument and equipment in the dental clinic, but in the long run, they felt normal.
- The community people requested for provision of medical and dental services for their children and communities for years because in rural areas it was very hard for them to undergo health care due to poverty and unawareness of health issues.

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

The project has attained 100% of its goal by providing the children aged between 4-5 years with their early childhood development so that they have accessed education and health services, assisting in their mental and physical development. There weren’t any children in the target areas who missed the chance to get access to education and health care.

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

In project implementation, we encountered some problems as follows:

- The health center personnel came for work late,
- At first, there was discrimination against the patients; the patients who carried the yellow health cards were set aside and those who didn't have them were treated earlier.
- The health center staff mistakenly charged the money from the patients who carried the yellow health cards who were paid for by KAD.
- Sometimes, the health centers didn't have enough medicine for the patients.
- The health centers opened only in the morning, so there was a problem when the children fell sick in the afternoon.
- The serious patients couldn't be cured by the health centers.
- The health centers opened only from Monday to Friday, so it was a problem if the children fell sick on Saturday and Sunday.

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



- KAD reported to the health center chief in order for him to urge his personnel to come for work on time.
- KAD reported the discrimination of health center staff against KAD's patients to the chief and paid treatment fees in advance to him.
- KAD met with the health center chief and all staff to tell them how we paid to the health centers. They were told not to charge KAD's patients any more.
- Sometimes, the health centers didn't have enough medicine

because the Ministry of Health didn't send medicine to them on time, so the patients were given only a prescription to buy medicine at private pharmacies and KAD still paid for them.

- The health centers opened only in the morning. This is rule of the government run health center, but however, there was one health staff standing by at each of the health centers.
- It was also the rule of the health center that didn't cure serious patients. If this case happened, the patients were referred to district or provincial hospital.
- It was the time limited by the government that the health staff didn't work on Saturday and Sunday. So the patients were sent to district and provincial hospitals.

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

Up to now, all activities have been implemented.

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

In order to get real information on the results and problems of the project implementation, on June 16-17, 2011, Mr. Meas Chandeth and Mr. Sim Dony organized two meetings with the personnel of Kampong Speu Area Support Unit and beneficiaries represented by the children's mothers from four villages including Dok Por, Trakiet, Thmar Bang and Kok Phnov. Information gathered will be used to improve the future project implementation.

The personnel who directly implemented the project and participated in the meeting, were Mr. Tuy Siphon, Mr. Doem Sam On, Miss. Tuy Sokly, Miss. Kham Sophea and Miss. Phork Sophy. They said that the Community Early Childhood Intervention Project was of a lot of help for the low-income families and that the community people were very glad that their children were provided with education

and health services. They even extended their deep thanks to Khmer Association for Development and the donor for implementing this project in their communities. They added that the project was involved in providing the children with basic knowledge, courage, good morale and decency and improvement of their health.

Miss. Kham Sophea, one of the kindergarten teachers said that “ I worked two hours per morning from 7:00-9:00AM. In my class, there were 33 children aged from 4-5 years and there were two teachers, it was Miss. Tuy Sokly and me. One teacher couldn't be responsible because it is very hard to supervise the small children. So we needed two teachers like nowadays. There was a lot of work to do with children, for example, teaching them how to read, write and lay in order the literacies and numeracies, sing a song, respect their parents, relatives and old people and practice daily living morale and decency. Apart from these, my hardest work was to console and flatter the children who cry, fret, banter, toss and turn around in the class. In the morning, at 7:00AM, I and other teachers cleaned the classes, put the children in line in front of national flag pole to respect the national flag and sing national anthem and then, allowed them to brush their teeth and washed their hands with soap. Afterward, the children entered the classes for learning and one hour later, they were allowed to take 15-minute break. During the break, they played toys and various games. I was very happy to see that my students know how to read, write and lay in order the literacies and numeracies very well; the children could say, how do you do? to old people when they walked and met on the way, say good bye to their parents when leaving home to school and say polite words as taught by teachers at school to their parents when coming back home. Especially, they remembered and followed the good words that were taught and said by teachers. At meal time, they sat politely with their legs bent backward. My students had courage to talk to teachers and old people by asking them where they were going. All the children were brought to our classes and taken back home by their grand mothers, grand fathers, aunts and uncles because their mothers were busy working in garment factories or in the rice fields, so KAD center is the place to provide the children with warm care so that their parents have no more concern”.

Mr. Doem Sam On, executive assistant in charge of health issue at the health centers said that “ I went to two health centers to monitor the patients who carry the yellow health cards two days per week and check the number of patients treated per week. After going to health centers, the children's parents came to meet me and ask for payment of transport fees. I met the patients every week and talked to them about illness their children suffered, asked them about the treatment provided and even observed the health centers. When I met with the patients' parents, they told me that they were very happy that the project helped pay them for both treatment and transport fees that assisted in facilitating their daily living. The people told me that they were given good medicine that made their sick children promptly recover and they even helped disseminate information on the health services of health centers to other villagers”.

On June 17, 2011, Mr. Meas Chandeth , Mr. Sim Dony and Mr. Doem Sam On organized the meeting with the beneficiaries, most of them were the children's mothers from four villages including Dok Por, Trakiet, Thmar Bang and Kok Phnov, discussing about the health services they have been provided by the two health centers over the period of four months. They have had 1- 6 children who carried the yellow health cards issued by KAD and sent their sick children to health centers for treatment from one to fifteen times depending upon the number of children they had and the frequency of the sickness their children suffered. Moreover, they have been satisfied with many things such as friendliness of health personnel, good service, effective medicine, supported service and transportation and improved health of their children. Some of them had never gone to the government-run health center or hospital at all; they only used private health services, but now, they go to health centers. Some of them always go to health centers when their children are sick because they spend less money than at private clinic. However, for minor sickness, they just buy medicine at their village for the children. However, they expressed their little unhappiness with late work attendance and ignoring of some of health staff, occasional lack of medicine, and long wait for treatment due to many patients.

Mr. Oeun Makara from Dok Por village who has a 6-year old daughter carrying the KAD's yellow health card said that “ When my daughter had boils all over her head, I went to Samraong Sambou health center and there, I was given some medicine which was taken for 5 days. After she took medicine, she completely recovered. I thought their medicine was good and effective and the health personnel were also

friendly and spoke politely to the patients. Next time, if my children are sick, I will take them to this health center again. I will not go to private clinic because they are not friendly or give us treatment if we have no money. This project is good and brings about a lot of advantages including improvement of children's health, regular school attendance and provision of intelligence. Before the project began, I always went to health center, but for little illness like little fever or cold, I bought medicine at my village. Finally, I think that health center is better than private health service provider.

Mrs. Huo Ang said that “ I live in Kok Phnov village and have a 13 year-old daughter who carries the KAD's yellow health card. I have sent her to health centers twice, the first time for typhoid treatment and the second time for infectious wound treatment. She stepped on a nail in the evening and the next morning, her right foot was swelling with a lot of pus. When she had typhoid, I sent her to Trapaing Kong health center. When she first had typhoid, I sent her to private clinic for a few times and there, she was given injections and serum, but she still didn't recover. When she last relapsed, I sent her to Trapaing Kong health center that gave her some medicine for 5 days. Now, she has recovered but I am still afraid that it relapses when she eat something wrong. For the second time, I sent her to Samraong Sambou health center for infectious wound treatment and there, she was given an injection against tetanus. After the injection, I was told to wait for some more medicine given by another staff who was in charge of dispensing of medicine, but unfortunately, she was out of the health center. I waited until 11:00 AM, the time out of the health center and then one of the health staff said to me that “ It is time out and you should come back again to get medicine this afternoon about 1:00PM”. Upon hearing that I went back home and never came back for medicine again. However, after getting one injection, my daughter has recovered until now. But I was dissatisfied with the ignoring or lack of attention and responsibility of health personnel because during the working time, they went out of the health center, so the patients couldn't get medicine. However, next time, I will still go to health center because it is cheaper and better than private health service provider”.

Mrs. Sum Phin said that “ I live in Thmar Bang village and have 3 children, 2 daughters and one son who carry the KAD's yellow health cards. Since I had the cards, I have sent my children to Samraong Sambou health center for 15 times for treatment for cough and respiratory inflammation. Each time, I was given medicine for the period of 5 days and after taking it, my children completely recovered. Their medicine was good and effective. When I went there, there were not so many patients, so it was very easy to get treated, but sometimes at the end of the month when there were so many people, it lacked medicine for patients, for example, the illness needed 3 types of medicine, we were given only two types like that, but we were given extra medicine and suggested to take extra of any type and then the patient also recovered. Sometimes, I wanted my children to recover soon, I didn't follow the description, for example, the health center instructed me to give my children a half of paracetamol, I give them a full pill, not half because I want them to recover soon. But when I do like that, it is also effective. I always went to Samraong Sambou health center; the staff there were friendly and worked very fast”.

Mr. Bun Sok That said “I live in Trakiet village and have two children, one 5 year-old boy and one 3 year-old girls who carry the KAD's yellow health cards. I have sent my children to Trapaing Kong for cough and fever treatment for four times. Before I have never been there and when my children were sick, I went to see the physician in my village or went to pharmacy at Prek Phdao market or Thnol Tatoeng market. Since there has been the project in my village, I always went to the government health center because it was cheap; I got free services and good medicine which was effective. When arriving at the health center, at first, I met with the receptionist to register – I was told to go to examination room and there, my children were examined and were given the descriptions and after that, I was pointed to go to medicine room to get medicine. At the medicine room, I had to wait a moment because sometimes, there were so many people waiting for medicine as well. The medicine given could be taken for 5 days and after taking it, my children completely recovered. What I was unhappy with was a long wait for examination. At first, I was told to put a card on the table for them and asked to wait. When waiting, I noticed that the patients who paid money, were examined first and for me going with yellow card, I had to wait. When giving me medicine, the health staff didn't write the types of medicine and the amount to taking time on the plastic bag, they just verbally instructed me how to use it that I couldn't remember it very well. After verbal instruction, they asked me loudly whether or not I remembered what they told me

to do. Nobody could remember all the things they said. Another thing that I am not happy with is that the health center didn't told me what types of health services they have. I think the services of health center are good and especially my children recovered soon and I don't need to pay money. Next time, If my children are sick, I will send them to this health center again”.

Mrs. Vorn Chhorn Sovath, Tuol Svayrad primary school teacher said that she is very glad that KAD has implemented the Community Early Childhood Intervention and that the children sent from KAD could learn more quickly and cleverly than those from other villages. She added that she doesn't have any problems with teaching and nurturing all these children.

Mr. Los Sath, the chief of Trapaing Kong health center and Mr. Roeung Sokhom, the chief of Samraong Sambou health center said the project is very good for participation in poverty reduction and in improvement of health for poorest community people. They added that the project has urged the people to go and receive health services from health centers and that before they didn't go and know what health services the health centers provided. They requested the project would continue for years for improving the children's health.

We, parents of sick children, are really very happy that KAD has continued to help the poorest people living in remote areas like us. We would like to wish KAD to be prosperous and endlessly developed.

On behalf of health center staff, we would like to thank KAD for fully supporting community people living in remote areas and we are very glad to hear that KAD would continue to work on health issues for improving the children's health.



### **13. Brief story of the child named Tith Chamroeun**

Mr. Meas Chandeth interviewed the 6 year-old boy named Tith Chamroeun at his house in Trakiet village, Trapaing Kong commune who was reported to have a nasal lump as follow:

Tith Chamroeun said that “ My name is Tith Chamroeun; I was born on November 14, 2004 in Trakiet village, Trapaing Kong commune Tand and up to now I am about 6 years old. Nowadays, I always have runny nose, headache, giddiness, cold and cough. I have had these for a long time, but I don't remember from when these symptoms began. My mother has sent me to Trapaing Kong health center for a few times since the project

was started. Before, my mother took me to pharmacy and private clinic to get examination and medicine, but I still didn't recover. When I went to the health center, I was given some medicine. For the first time after taking medicine, I was a little bit better and for the following times, it was no use, I still had the same symptoms. At the Trapaing Kong health center, the health staff told my mother that I have a nasal lump inside the right nose; my right nose is always red and nasal mucus always comes down from this one. My mother met with Mr. Doem Sam On, KAD executive assistant a few times and asked him to help send me to any hospital that can treat me effectively and then he (Mr. Doem Sam On) said that he would report my case to KAD's director and ask him to decide it. One day, my mother went to meet the chief of Trapaing Kong health center and even asked him to issue the certificate on my illness which would be used for treatment at other hospital. On this occasion, I would like to appeal to KAD for assistance in treatment for my sickness. My mother is a poor farmer; she is unable to treat me because she has no money at all and this treatment will cost a lot of money and anyway, she doesn't know where to go to get help. Nowadays, I learn at grade 1 of Samraong Tong primary school for about 2kms away from my



village. I go to school on foot. When I have serious headache or runny nose, I don't go to school, sometimes, I rest home and sometimes, I go to health center, although I don't recover because there is no more choice for me. Sometimes, when I have little headache, fever, cold and runny nose, I still go to school although my mother tries to stop me because I am afraid that frequent absence from school will make me unable to follow my teacher and make my points down. In the morning, I go to government school and in the afternoon, I come to extra class of KAD in Dok Por village. If KAD helps me, I think I will recover soon, but I am willing to get medicine rather than I will be burned in my nose because doing like this, I feel scared.

Mr. Meas Chandeth interviewed Mrs. Chun Sokhorn whose daughter, Bun Sreyrath, 6 years old who had suffered from traffic accident as follow:

My name is Chun Sokhorn, living in Trakiet village, Trapaing Kong commune. I am unemployed and don't have any money to start up any business. My family is very poor. Nowadays, I have been hired to reap the rice fields for other villagers because I have no farmland to grow rice and even no homestead land. I live with my parents. I make daily money of 10,000 riels (\$2.50) per day. My husband is a construction worker. He can earn daily income of 15,000 riels (\$3.75) per day. In early morning, both of us leave home and leave our children to our parents. I return home in the evening and my husband comes back every two weeks. We don't care for our children directly. Due to poorness, we don't have enough money to buy food for my children and we don't have enough money to pay for health care when they are seriously sick. Before when my children were seriously ill, I borrowed money from village money lender with high interest rate and money earned from my work just paid to the money lender. Recently, when I left to the rice field, my daughter had traffic accident. Motor bike hit her at her leg. After hitting, she was unconscious. I would like to express my deep thanks to KAD that saved her life by sending her to health center and clinic and even paid for treatment. If no help from KAD, perhaps, I had to borrow money from village money lender again and my daughter would get more serious.

Mr. Meas Chandeth interviewed Mrs. Chin Chrep whose daughter, Sam Sithien, 5 years old who fell down from tree and broke right arm as follows:

My name is Chin Chrep, living in Trakiet village. I and my husband are farmers, but we just have a small plot of farmland. In order to get money to construct a small house, I have borrowed money from ACLEDA and now, I have been still in debt and don't know when I can seek money to repay because apart from growing rice, I weave sleeping mats for sale for little income and my husband can't help anything at all because he has had a chronic illness. We have to feed four children. They are all students so we have to make money to buy school materials, uniforms and food for them. With little income, we can't provide them with nutritious food. When my daughter first fell down from tree and broke her arm, I had no money, even a hundred riels, then I went to KAD for assistance. Thanks to KAD for saving my daughter's life by sending her to hospital. Otherwise, I didn't know what to do and where to go for help and I didn't know what my daughter became. At that time, I also thought that if no assistance from KAD, I would go and borrow money from village money lender, although interest rate was very high. This was because of saving my daughter's life.

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

- KAD will continue and strengthen the implementation of existing activities.
- KAD will extend the project to other neighboring villages.
- KAD will also focus on seriously ill children.

### XIII. School Dropping Out Prevention, Kampong Speu

#### 1. Activities:



This project was initiated by KAD since 2010 in Dok Por village, Vor Sar commune, Samraong Tong district, Kampong Speu province under financial contributions of KAD and communities. The project opened the afternoon classes that taught the poorest children Khmer literature and mathematics in order to improve their knowledge towards prevention of school dropping out and reduction of illiteracy. The project was initiated and implemented further because

most of children in rural areas especially in KAD's target areas had very short time to learn at public school, for instance, due to bad roads, lack of transport means, help with work for their parents at home and at the rice paddy and lack of attention of their parents and communities, the children from low-income families couldn't attend regular school that led to high rate of school dropping out. In 2011 this project still remained in the same area and was under management of Mr. Tuy Siphann, the project manager who lived there too. He was responsible for



organizing the monthly meeting with all the staff and teachers, asking the teachers to pay more attention to the weak students, attending the monthly meeting with executive director and all senior staff, summing up and preparing the monthly reports, making monthly expense plan, taking care of the center, discussing the projects with general program manager and executive director, monitoring the monthly examinations of the students, attending the monthly meeting on health issues at the Kampong Speu Provincial Department of Health, attending the monthly meeting in terms of children's and women's issues with Samraong Tong District Office of Women's Affairs, leading the students to clean the premise of the center, meeting with the students' parents once a month, preparing invitations and organizing other events, communicating with local authorities and selecting the target areas and groups. Six primary school teachers from grade 1 to grade 6 were employed to work for the project. They took responsibility for teaching according to the set time, leading the students to clean the class, attending the monthly meeting, joining the health care activities for students, raising the challenges, making the requests and solving various problems, participating actively in KAD activities, educating the students in each class on daily morality and decency, reminding the students of self-learning at home and making the requests for needed materials to KAD. The students who came to learn at KAD school, were aged 6-13 years. During the year 2011, 209 students were enrolled for learning at KAD from grade 1 to grade 6. Of this number, 107 of them were girls. With their great efforts made to perform their work in the whole year of 2011, the results were achieved as follows:

- The students' study was improved,
- The majority of students attended the school punctually,
- The students had good morale, for instance, they had a habit of respecting their teachers, older people and their parents,
- They were very brave to do everything,
- They participated in cleaning their rooms,
- They liked reading library books,
- They participated in working in the center.



**Grade 1:**

The grade 1 was taught by Miss. Soeng Navy for 3 hours per day only in the afternoon. In her class, there were 51 students, 28 of them were girls. But 7 of them had never attended school regularly. She taught 792 hours for the whole year of 2011. She taught both Khmer literacy and mathematics. For Khmer literacy, before starting the new daily lesson, she corrected the students' homework, reviewed old lesson and then she started new daily lesson by writing the essence of the lesson on the white board which the students were asked to read once at a time. She dictated difficult words to the students to write on their own hand slates and even spelt them for the students to record on their own notebooks. Finally, the teacher gave homework to the students. The students were required to do homework at home and the teacher collected it back for correction when they came back to class. For mathematics, the teacher collected the students' homework for correction, reviewed old lesson and then the new daily lesson was taught. Normally, the daily lesson of mathematics was taught about the rule, the example, the calculation and the exercise on the students' notebooks and then the teacher collected them for correction and grading. At the end of the class, she put homework for her students and it was collected back for correction and grading when coming back to class the next day. The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	9 persons	10 persons	13 persons	11 persons	8 persons

Regarding a few students who didn't come to school regularly, the teacher expressed herself that she has committed herself to assisting in encouraging the students to come to school regularly and tried to find the best ways to teach them so that they would be prompt to follow the teacher.





**Grade 2:**

The grade 2 was taught by Miss. Kern Navy. In her class, there were 31 students, 15 of them were girls. Among all these students, 5 of them were always absent. For the entire year 2011, she worked for 576 hours. The students were taught both Khmer literacy and mathematics. At first, she reviewed the old lesson, read difficult words to students to write on their own hand slates, and dictated the lesson to the students to write on their own notebooks. After that, she started the new daily lesson by writing it on the white board and asked the students to copy it and then explained

it again and called them to read it once at a time. At the end of the class, she told old story to the students. As for mathematics, the teacher reviewed the old lesson, started and explained the new daily lesson to the students. Then, she asked the students to copy it into their own notebooks. She put the exercise and asked the students to do it on their own hand slates. Finally, she put homework for students and asked them to recite the multipliers from number 2 to number 9.

The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	4 persons	6 persons	7 persons	9 persons	5 persons
Behavior		15 persons	8 persons	5 persons	3 persons
Health and Hygiene		10 persons	12 persons	7 persons	2 persons

The teacher expressed herself that a few students didn't attend school regularly. However, most of them were able to write and read very well and do mathematic exercises and homework with good attention.

**Grade 3:**

Miss. Tuy Sokly was responsible for teaching the grade 3 in which 29 student learned, 13 of them were girls. Of this number, 4 of them didn't come to school regularly. She worked for 720 hours for the whole year 2011. In the class, she was responsible for strengthening the disciplines, checking the list of attendance, improving good orders and living morale and class sanitation and teaching the students. The teaching methods were that she reviewed the old lesson by selecting some questions for asking the students; she started the new daily lesson by first checking the notebooks of the students everyday just wanted to know whether or not they wrote very well and then asked the questions concerning the pictures in order for the students to answer them; she asked the students to read the new daily lesson and selected the difficult words for explanation; she put the questions and essences of the lesson in order for the

students to solve them in groups. Finally, homework was given to the students and collected back when entering the class the next day.

The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	4 persons	10 persons	3 persons	8 persons	4 persons
Physical exercise	00	00	00	00	00
Participation		12 persons	6 persons	3 persons	8 persons
Behavior		17 persons	8 persons	4 persons	
Health and sanitation		14 persons	13 persons	2 persons	

She expressed herself that a few students didn't come to school regularly. However, most of students tried very hard to learn when they had free time, they tried to read and write carefully and did the homework given by teacher.





**Grade 4:**

This grade was taught by Mrs. Sem Sophoan for 720 hours per year. In her class, there were 30 students, 18 of them were girls and 2 of them didn't attend the school regularly. Before the class started, she checked the class administration, for example, sanitation, class orders, list of student attendance and then the chief of the class reported the number of present and absent students to the teacher. Then the teacher started to review the old lesson, asked the students to open their notebooks to read the lesson, asked them the difficult words and raised the pictures. The teacher asked the questions in terms of the pictures as well as explained in addition to answers and about essences of lesson. The teacher wrote the answers on the white board and asked the students to record them into their notebooks. She asked additional questions in the essences of the lesson. Finally, she put homework for students and suggested them to work on it.



The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	8 persons	12 persons	6 persons	2 persons	2 persons
Physical exercise	6 persons	16 persons	5 persons	3 persons	
Participation		18 persons	8 persons	4 persons	
Behavior	5 persons	9 persons	8 persons	6 persons	2 persons
Health and sanitation	2 persons	13 persons	5 persons	7 persons	3 persons

The teacher had an idea that her students attended school regularly and paid attention to her explanation and did homework given.

**Grade 5:**

The grade 5 was taught by Mr. Tuch Moeun. In his class, there were 32 students, 17 of them were girls and only 3 of them didn't attend the school regularly. He worked for 828 hours in the whole year of 2011. In the class, he strengthened the disciplines, educated the students on morale and sanitation. Before starting new daily lesson, he reviewed old lesson by asking some questions and writing the words, correcting homework given past day and then asking the students to correct it on white board. After that he started new daily lesson.

The daily lessons included:

- Reading – explaining the words, reading the lesson, answering the questions and doing exercises.

- Grammar – providing the examples, answering the questions and doing the exercises.
- Conversation – reading the lesson, answering the questions and doing the conversation.
- Writing – reading the sample sentence, doing the exercises and providing homework.

As for mathematics, he taught using the following methods:

- The students studied the examples of exercise and quiz.
- The students did the exercise or quiz in their notebooks for grading.
- The students were called to do the exercise on white board and allowed to write down the lesson.
- The teacher put homework for them.

The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	2 persons	11 persons	9 persons	7 persons	3 persons
Physical exercise	00	00	00	00	00
Participation	10 persons	16 persons	4 persons	2 persons	00
Behavior	8 persons	15 persons	6 persons	3 persons	
Health and sanitation	7 persons	18 persons	7 persons	00	00

Concerning the teacher's opinions in terms of the students' learning, Mr. Tuch Moeun said that the teacher must often tell the students not to be absent or abandon their schooling and educate them on morale, sanitation and try their best to provide the students with knowledge.

**Grade 6:** Mr. Suong Sok Noy was responsible for teaching grade 6. In his class, there were 36 students, 16 of them were girls and 8 of them didn't attend the class regularly. He worked for 720 hours in 2011. Before his class started, he improved the class disciplines, morale, orders and sanitation and checked the list of school attendance. After that, he started his teaching as usual but at first he reviewed old lesson by asking some questions and then he started new daily lesson by allowing the students to open their notebooks, and to look at the pictures. The teacher raised the questions in connection with the pictures and allowed the students to answer. The students were allowed to read the lesson and then to find the difficult words. The teachers asked the questions in the essences of lesson and then the students were allowed to answer in person. The teacher put simple and hard exercises for the



students and then corrected these exercises. As for Khmer literacy, the teacher dictated the text to the students and allowed them to correct each other and then the teacher did the correction later. The teacher put homework for students and even suggested them doing it completely, reading the lesson again and helping the parents with housework.

The result of students' study in her class at the end of the year according to the teacher' evaluation was as follows:

Evaluation on school performance of students	Excellent	Good	Fairly Good	Average	Poor
Study	11 persons	9 persons	8 persons	6 persons	2 persons
Physical exercise	00	00	00	00	00
Participation	00	18 persons	9 persons	6 persons	3 persons
Behavior	00	16 persons	14 persons	6 persons	
Health and sanitation	00	22 persons	8 persons	4 persons	2 persons

The teacher expressed their own opinions in terms of the students' learning here that all the students came to class regularly, tried very hard to learn, listened to the teacher with great care, the teacher always told the students not to be absent very often. The students tried to do homework that the teacher put for them carefully.

## **2. Output:**

- There was a learning center which the community children got access to education.
- The total 6 afternoon-classes were opened.
- The total 209 students were enrolled to learn at KAD center.
- The total 107 female students learned at KAD center.
- 38 students received excellent school performance.
- 62 students received good school performance.
- 42 students received fairly good school performance.
- Other 42 students received average good school performance.

## **3. Outcome:**

- Knowledge of the students improved, for example, they could read and write the literacy and do the numeracy much better than in the past.
- They behaved very well towards their teachers, old people and their parents.
- They knew how to keep themselves hygienic.
- They were interested in learning, for instance, they went to school regularly, listened to the teacher's explanation and tried very hard to do homework that the teacher put for them.

## IX. English Access Micro-Scholarship Program

This program was initiated in January 2011 under financial support of US Embassy to Cambodia in the purpose of teaching English language to the adolescents from low-income families so that they can use it for future aim. This program would last for two year starting in January 2011 and ending in December 2012. It was implemented in Tra Kiet village, Tra Paing Kong commune, Samraong Tong district, Kampong Speu province. 20 students from low-income families were selected from 7 villages to join the program. The following are activities that were carried out:

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

Over the 12-month periods from January to December 2011, 20 students were selected to join the program. 974 hours were taught from GET TOGETHER I and II text books and four quarters (quarter 1-quarter 4) were completed.

#### **1<sup>st</sup> Quarter:**

Over the period of 3 months, the students were taught for 293 hours and the GET TOGETHER ONE TEXT BOOK was used to teach them. Up to the end of March 2011, the students learnt for 13 units. The main teaching activities were that the students were taught writing, reading, listening and speaking skills and grammars and the topics in the text books were English is Fun; Hi, I'm Claire; He is my new classmate; What is this?; I'm Your New e-pal; These are my dogs; What's that under the bed; That my town; Wake up!; What time is it?; I'm hungry; How much is this? And He's my favorite singer.

#### **2<sup>nd</sup> Quarter:**

The English Access taught 20 students an English language for 234 hours by using the text book GET TOGETHER PART I over the period of 3 months from April – June 2011 from Units 10 – 16 and the Unit 1 of GET TOGETHER PART II. In addition to the text book, reading, listening, writing, speaking skills and grammars were also taught to them. Over the period of 3 months, 40 topics were taught and teaching methods were used in keeping with these topics as well.

#### **3<sup>rd</sup> Quarter:**

Over the period of 3 months, the students were taught for 225 hours and the GET TOGETHER II TEXT BOOK was used to teach them. Up to the end of September 2011, the students learnt for 6 units. The main teaching activities were that the students were taught writing, reading, listening and speaking skills and grammars and the topics in the text books were: I love it!, How about some ice-cream?, Congratulations!, Welcome to web page!, and I don't work at high school. The topics for reading and listening skills were: Classical music, Blues and Jazz, Rock and Roll, Country western music, Latin music and Salsa, Nasredin's old shed, Nasredin's Donkey and Pilot' wife. The topics for writing skills were: Nasredin's pot, Nasredin was a young boy, Dictation, Writing Exam, Fruits, Vegetables, Presentation, Video watching: Car racing(cartoon) and Pchoum Ben. During the period of 3 months, the 8-unit grammars were taught. The topics for grammars were: Past simple, Present progressive, Practice, Vocabulary & Grammar Monthly Test, Quiz/Exercise, Have to and Be going to. The topics for speaking skills were: Presentation, choose the story by themselves, It knocks out of bacteria and stops inflammation, I am just browsing, Presentation (Unit: 4 Popular music) and Money.



#### 4<sup>th</sup> Quarter:

Over 3 month period from October to December 2011, 20 students remained in the program. 222 hours were taught from GETOGETHER II text book from unit 7 to unit 12. The topics covered during these three months were (1) does he like potatoes? (2) where is Michael? (3) I'm helping my mom, (4) the printer isn't working, (5) what's she doing? and (6) good catch. In addition, reading, listening, speaking, writing skills and grammar were also included into teaching activities.

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

In the first quarter, the English Access students apart from daily text book teaching were trained for eight hours in the skills of leadership and public speaking which were used for social work. The leadership skill helped the students know how to lead and organize their groups or meetings and mobilize the citizen groups. The public speaking helped them be brave in speaking among themselves and their communities that interested them in their performance and could be used for advocacy.

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

#### 1<sup>st</sup> Quarter:

- On July 2, the Access students participated in a full-day English camp at the U.S. Embassy, where they enjoyed the different activities and games. The students were also provided tickets and a small stipend to attend the celebration of the U.S. Independence Day the following day. They didn't not only practice their listening and speaking skills through the activities but also experienced what a U.S. Independence celebration was like.
- Organized 5 meetings with 226 villagers in 7 villages such as Dok Por, Kok Phnov, Bak Chenh Chean, Trakiet, Thmar Bang, Chak Kambet and Chong Boeung on awareness of the values of the field of education.
- When English teachers who taught the children English were absent, the English Access students were replaced to teach the children.
- Recently, seeing that one of the dirt roads in Vor Sar commune was in bad condition that caused difficulty in traveling and transport, the English Access students organized a meeting with commune chiefs, village chiefs, community people and community youth to raise money and also solicit the money by walking house to house for road remodel.
- One public youth forum was held to discuss on the topic of narcotic drugs and gang by inviting about 100 community youth to attend it. The purpose of the forum was to appeal to the community youth to distance themselves from the use of drugs and involvement in the gang.

- Peer English Teaching Club was organized for one hour per day in order to teach English among themselves that has helped improve their English knowledge.

## 2<sup>nd</sup> Quarter:

- In May 2011, the English Access students assisted in cutting plants and soaking them into the community fish ponds to create natural fish feeds that has reduced expenses on chemical fish feed.
- Peer English Teaching Club was organized for one hour per day and 6 days per week in order to teach English among themselves that has helped improve their English knowledge. The following are feedback from the students who joined the self-learning clubs:

1- Miss. Tuy Soklang, club member, live in Trokeat village Tropang Kong Commune, Samrong Tong District, Kampong Spue Province said talk about the useful of club study :

- She feel happy for learning club Study because she have a chance to learn more with her friends to what the teachers have taught.
- She can improve knowledge because she can ask to her peer if she doesn't understand.
- She is brave for working in Group work or pair work
- She can practice every day.
- She can spend much more time in school.
- not waste the time.

2- Miss. Thong Munyneath, Club leader, live Kork Pnao village, Tropang Kong commune, Samrong Tong District Kampong Speu Province said related to club study:

- feel brave
- receive some new knowledge
- make good relationship with friends
- improve knowledge
- get some experience on how to control the students
- Can research new text when teaching
- study harder because if we don't clear we can not teach the our friends.
- some of her team gain knowledge because they don't afraid asking questions when they have problems.
- feel happy in teaching because can help poor learning friends to improve knowledge.

3 - Mr. Khann Sokhom, club member, live in Docpor village, volsor commune, Samrong Tong district Kampong Speu province said :

- after he has joined in club learning in English Access micro-scholarship program he can improve his knowledge very much because he can ask some more questions to his club leader to what he is not clear and more over now he think that he improve in speaking, writing more than before.
- get much more practice and work harder than before because he need to do home work from the teacher and the club leader.
- He wish the club teaching continue for long time.

4- Nim Sreynang, Club leader, live in Docpor village Volsor commune, Samrong Tong district, Kampong Spue Province said.

- She enjoys teaching in club because she can help her friends to get good score in test
- She can know how to monitor the class to be successful

- She can get some more experiences in teaching
- she have to work hard in research because she need real knowledge to share with her club
- She feel that her friend can improving knowledge from one day to one day.
- She thanks much to the organization that let her to have club and sponsor to everything that the club needs and also help to encourage the club run very well.



### 3<sup>rd</sup> Quarter:

- On July 2, the Access students participated in a full-day English camp at the U.S. Embassy, where they enjoyed the different activities and games. The students were also provided with tickets and a small stipend to attend the celebration of the U.S. Independence Day the following day. They didn't not only practice their listening and speaking skills through the activities but also experienced what a U.S. Independence celebration was like.
- The outcome was that they felt brave, improved their knowledge from the leader of the group, were honored to have a chance to learn in the US embassy, knew how to sing a song and play game and expected to have good opportunity in their future life. When returning to their villages and schools, the English Access students shared what they have learned during the English Camp to other students in organization and at school.
- Mr. Srey Panha, one of English Access Students said that he enjoyed the Summer Camp event because he had a chance to show his knowledge for solving the problem that the team leader gave, to improve his English knowledge due to direct practice with the other students in the group, to make friends with some students coming from different organizations, to share what he has learn to the other members in the group, to receive a lot of knowledge to be passed on to the other people, to encourage him to work harder and harder to become an outstanding student
- Miss. Nim Sreynang, also one of English Access students said that she felt honored to have a chance to learn in the US embassy. She knew how to sing a song and play game. She had high expectation to have good opportunity in their future life. She could learn about American culture.



She felt surprised to have a chance to learn something in the United States Embassy. She could share what she has learned to her friends and other students in the communities.

#### **4<sup>th</sup> Quarter:**

Over the period of 3 months, every Saturday, the English Access students implemented the peer teaching program by playing a rotating role as the teacher teaching English to each other. They only spoke English



and practiced the lessons and grammars that have already been taught by their teacher. The results were that 1) they felt brave and acquired better teaching methods, 2) they felt honored to have a chance to teach, 3) they shared the experience and 4) they expected to have a good opportunity in their future life as an English teacher. The following are direct opinion of some of English Access students relating to peer teaching activities:

- Yun Kosal, one of English Access students, lives in Kork Phnao village Vorsar commune, Samraong Tong district said “I feel nervous when I start on the white board at first time, but because of encouragement from my classmates and practice again and again, it makes me feel normal and much better at English speaking. I think that during one year of learning at KAD, I gain not only English knowledge, but also general knowledge because I study both theories and practice. I would like to express many thanks to KAD, especially to US Embassy that helps the poor children at rural area to have a chance to absorb English knowledge”.
- Miss. Lun Srey Touch living in Rong Kor village, Samraong Tong commune, Samraong Tong District said that she appreciated her classmates’ activities and also her activities that took place



during the enhancement workshop. They helped her get a lot of information from her friends and the group leaders. She thought during her study at KAD, she improved not only her knowledge, but also her social skills. She was brave to communicate with other people. She would like to thank the US Embassy that has given her a great chance to participate in English Access Micro Scholarship Program.

- Suong Ramorn living in Dork Por village, Vorsor Commune, Somrong Tong District said that “ In my opinion, club-study reviews what I have learned before and practice a lot both learning and teaching activities. Even though I make some mistakes, I can get feedback from my teacher and friends. I am enthusiastic about every activity that improves my study. Moreover, during the enhancement workshop of US Embassy I am very glad to join the activities.

On 13th November, 2011, the Enhancement Workshop with Kampong Speu English Access Micro Scholarship students was organized half-day by Fulbright & Undergraduate State Alumni Association of Cambodia (FUSAAC) at KAD’s 2<sup>nd</sup> branch office, Kampong Speu province. 50 participants including village chiefs, commune chiefs, students’ parents, KAD staff, representatives of US embassy and FUSAAC were invited to attend the workshop. The workshop was chaired by Ms. Nhim Pheakdey, representative of US embassy and Mr. Meas Chandeth, executive director of Khmer Association for



Our English Access students opened a daily self-learning club among themselves

Development (KAD). The workshop agenda were 1) registration, 2) welcome remark by MC, 3) welcome remark by the embassy’s representative – Nhim Pheakdey and KAD executive director – Meas Chandeth, 4) ice-breaker activity, 5) role play on “Diffidence”, 6) presentation on “Diffidence” and Q&A session, 7) team building activities 1 “Story telling”, 8) team building activities 2 “Silent Messenger”, 9) team building activities 3 “Interview”, 10) video clip, 11) evaluation and 12) closing remark by the embassy’s representative and school principle. The results were that Kampong Speu English Access students could





The representatives of US Embassy attended the enhancement workshop

share what they have learned, learned from the group leaders, played games that made them learn and were motivated by the group leaders.

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



(Activities of English Access students during the enhancement workshop)

- Khann Sokhom, one of English Access students, living in Dok Por village, Vor Sar commune said that he really felt very happy because he obtained good experiences from FUSAAC youth and played happy games, especially he practiced his English with other youth. He added that FUSAAC youth who organized the workshop really had capacity, knowledge, experience and talent and especially had an idea of sharing what they had known with KAD youth. He requested to have such more workshops in the future.
- Miss. Chhuon Mealea, one of English Access students, living in Dok Por village, Vor Sar commune said that at first, she was very nervous because she was afraid that she was unable to listen very well but after participating in the workshop she was very excited because she could participate in playing good games. She continued that after participation in the workshop, it had inspired her to have more hope in her future study because there was encouraging advice from leaders of Khmer Association for Development and representative of US embassy. However, she would try very hard to learn for her future.

On December 11, 2011, the 2<sup>nd</sup> Enhancement Workshop of English Access Micro-scholarship Program relating to youth and narcotic drugs organized by FUSAAC youth in cooperation with Kampong Speu English Access students of KAD at Kampong Speu 2<sup>nd</sup> branch office in Trakiet village, Trapaing Kong commune. 67 people attended the workshop including 35 village youth, 20 English Access students, 10 KAD staff, 1 FUSAAC youth and Trakiet village chief. The following is workshop agenda:

- 7 : 30 – 8 :00 : Registration
- 8: 00 – 8 :20 : Opening speeches by Trakiet village chief and Mr. Tuy Siphann, Kampong Speu project manager
- 7 : 20 – 8 :50 : Introduction by KAD youth and indication of workshop objective
- 7 : 50 – 9 :05 : Playing first game
- 9 : 5 – 9 :20 : Short break
- 9 : 20 – 9 :45 : Short story acted by KAD youth
- 9 : 45 – 10 :00 : Questions and answers
- 10 : 00 – 10 :20 : Resolution and education to youth on the consequence of the uses of drugs
- 10 : 20 – 10 :35 : Second game
- 10 : 35 – 10 :50 : Evaluation on the workshop and opinions of target youth

The following are opinions expressed by some of participants:

1. Mr. Khann Chhean, Trakiet village chief said that the workshop organized by English Access students relating to narcotic drug issues is really useful because it has helped raise awareness of community youths on drugs-related consequence and make them love their study by staying away from drugs. He added that I am very glad to see that the youth have organized the workshop to help other youth so that they are conscious and participate in developing families, villages and communes towards harmony and prosperity. In addition, those youth are involved in implementing the village and commune safety policy of the government more effectively.
2. Miss. Kiev Sar Sreyluch, 14, living in Chak Kambet village, Vor Sar commune who joined the workshop said she really felt very happy when watching the play educating the youth on drugs that was compiled, led and acted by English Access students because it was funny but it meant mental education for youth on consequence of the use of drugs that badly affect users, their families and society. She continued that she was specially interested in talent of story writing and acting that attracted other participants.
3. Miss. Sorn Nayan, 14, living in Tonle Katil village, Samraong Tong commune said currently, some of youth have dropped out and consorted with bad friends without listening to their parents' advice and they often make troubles or fight with each other when there is a ceremony in village. As for the use of narcotic drugs, it always happens to the youth who have dropped out and become unemployed. She thought that if there were a lot of education sessions in villages as our youth have organized it today, it might help the youth be aware a lot of drug issues.





*(The community children were invited to attend the enhancement workshop on narcotic drugs)*



**4. If little to no programming activities took place during the quarter/semester covered in this report, provide a description of the reason(s) why (e.g. academic break, unexpected crises):**

All programming activities took place

**5. Provide a detailed description of challenges encountered during the quarter/semester covered in this report. If this is not applicable during this quarter/semester, please indicate that no challenges were encountered.**

**1<sup>st</sup> Quarter:**

- A few of students came to English class late due to overlapping time with public school hours.
- Two of students had problem with memory that has made the teachers have difficulty with teaching.
- CD/Cassette player didn't work very well that obstructed the listening skill teaching.
- Lack of earphones used for listening skills that made the students have a bit difficulty in listening skill.
- Internet available for researching was limited that caused the lack of needed documents used for teaching.

**2<sup>nd</sup> Quarter:**

- A few of students came to English class late due to overlapping time with public school hours.
- Two of students had problem with memory that has made the teachers have difficulty with teaching.
- The rain made the road slippery, so it was very difficult for student to travel and cause a bad cold and fever to almost all students.
- Internet available for researching was limited that caused the lack of needed documents used for teaching.

**3<sup>rd</sup> Quarter:**

- Heavy rain and slippery roads caused difficulty in traveling to school and flooded English class.
- For new school year of 2011-2012, the public school has added afternoon hours for the students that have affected our afternoon-hour English Access.

**6. Provide a detailed description of the actions taken (or the actions that will be taken) to resolve the challenges indicated in 5.**

**1<sup>st</sup> Quarter:**

- The teachers paid more attention to teaching the students who came late and had a problem with memory.
- To request for money to buy earphones and new CD/Cassette player.
- The 3G metfone was bought for temporary use to do the research.

**2<sup>nd</sup> Quarter:**

- The teachers paid more attention to teaching the students who came late and had a problem with memory.
- To increase the attention in attending the self-learning clubs.
- Although there was heavy rain or the road was slippery, the students still turned up.
- The 3G Metfone was bought for temporary use to do the research.

**3<sup>rd</sup> Quarter:**

- **The students themselves overcame every obstacle and difficulty.**

- The English Access timetable has been changed that has started from 4:00PM onward.

**7. Please provide highlights from this quarter/semester of the Access Program including a description of the impact of the highlights.**

**1<sup>st</sup> Quarter:**

- The students tried very hard to learn English (The percentage of absence was very low each month; they practiced speaking English every day when meeting together at class; they opened self-learning club and learned by themselves at home).
- Up to now, there hasn't been any student dropping out from English class.
- The students' parents understood about the values of the field of education (They stopped their children from working and only allowed them to learn; they encouraged and gave a lot of chance to their children to learn and cooperated closely with class management).
- Two teachers who were selected for teaching graduated from Human Resource University in English language major and from pedagogical schools. In addition, they are English teachers at public high school in the morning.
- There were a lot overseas volunteers who helped teach them and practiced English with them very often.

**2<sup>nd</sup> Quarter:**

In May 2011, the students organized the meetings with community people to explain to them about the value of the education for their children and to appeal to them for registering their children to learn at KAD learning center. The result was that 78 children were sent to KAD learning center for enrollment and since then, the number of enrollment has gradually increased. Miss. Lun Sreytouch, 17, living in Raong Kor, Samraong Tong commune, one of the English Access students who joined the working groups said that I and all my classmates organized the meetings with villagers from 8 villages under 3 communes of Samraong Tong district to disseminate information on KAD learning center and to ask the people to send their children for enrollment.





- In September 2011, the English Access students assisted in delivering learning promotion letters to the people and in teaching the children in the villages. This activities were done for the whole morning by distributing the learning announcement letters to the people door by door, meeting the village chiefs to ask for organization of the meeting with the small children in the central villages and by leading the children in the villages to play study games, to paint the pictures, to teach literacy and numeracy, to sing the songs, and to introduce the small children to the KAD learning program. The results were that the children have understood about the value of education and high rate of children have been enrolled for learning at KAD learning center.
- Miss. Thong Munineath says I am very happy to join my team to help promote the learning program to village children because I want them to understand about the value of education and to rise up to higher education and want to increase the number of human resources to assist in community development in the future.



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

Performance Rating: EXCELLENT/GOOD/AVERAGE /NOT PASSING

N	Students' Name	Percentage of classes attended	Comments	Rating	Comments
1	Doem Sreypheang	98%	Sickness	Good	
2	Tuy Soklang	100%	Regular attendance	Excellence	

3	Sok Pisey	99%	Sickness and study at state school	Good	
4	Kham Komsan	97%	Sickness	Good	
5	Tuy Soklun	96%	Sickness and study at state school	Good	
6	Mom Pisal	98%	study at state school	Good	
7	Nim Sreynang	95%	Sickness and raining	Good	
8	Khann Sokhom	96%	Sickness and study at state school	poor	He couldn't remember the lessons very well due to weak brain
9	Suong Ramorn	95%	Sickness	Good	
10	Sorn Panha	100%	Regular attendance	Excellence	
11	Chuon Mealea	95%	Sickness	Good	
12	Yun Kosal	95%	Study at state school	poor	He had less time for self-learning at home
13	Chhon Chhayrak	98%	Study at state school	Good	
14	Thong Munineath	98%	Busy at state school	Good	
15	Long sarann	100%	Regular attendance	Excellence	
16	Lun Sreytouch	98%	Study at state school	Good	
17	Bonh Sovannary	96%	Study at state school	Good	
18	Ork Thuora	98%	Study at state school	Good	
19	Srey Panha	98%	Study at state school	Good	working very hard
20	Pheun Chanrorn	97%	Study at state school and sickness	Good	
Regular attendance		20%			<b>The students came from state school late and did the exams in the afternoon</b>



## X. Community Development through the Promotion of Sustainable Agriculture

### 1. Activities:



Khmer Association for Development (KAD) initiated this pilot project in January 2011 under its own budget and community contribution in Dok Por village, Vor Sar commune, Samraong Tong district, Kampong Speu province. The establishment of this project was to contribute to sustainable improvements to the quality of life of low-income villagers in the areas of agriculture, while also empowering the community, through enhancing in capacity-building and training. The project was led and managed by two community development staff, Miss. Toem Kimsang and Miss. Kern Navy who were trained in community development skills by CARITAS-Cambodia for one year. KAD has employed them to implement this pilot project since 2011. In KAD, they were responsible for collecting and analyzing data,

making monthly work plan, monthly report and community monitoring, training the members of Village Development Association on agricultural techniques and providing them with vegetable and rice seeds and species of animals.

The following are activities that they carried out in 2011:

- On February 14, 2011, the community development staff gathered data by interviewing 16 poorest families focusing on 4 points for instance, family situation, social impact, economic impact, health and sanitation.
- On February 15, 2011, the community development staff summed up the data collected from the communities. According to the data, it showed as follows:
  - Family situation: many children in the family, unemployment, low education, widow and widower.
  - Social impact: discrimination by rich families, domestic violence, no enough right to participation in the meeting and in decision-making.
  - Economic impact: low income, high expenditure, dependence upon small-scale agriculture without techniques and lack of food.
  - Health and sanitation: no clean water, no sanitary latrine and unhealthiness.
- On February 16, 2011, the executive director and community development staff organized the meeting with community people and Dok Por village chief. 31 village families were invited to attend the meeting in order to identify the problems that they faced in doing agricultural work, for instance, the lack of irrigation system and agricultural techniques (crop and rice cultivation, animal raising and natural fertilizer production), of rice seeds and of farmland (not enough farmland and infertile).
- On February 16-17, 2011, the community development staff organized the meeting against with



community people to place the problems in order that they raised in the first meeting. The major problems that they raised in the first meeting were as follows:

- The lack of agricultural techniques. This was the major problem for them because they did the agricultural work using traditional techniques and their existing experience.
  - The lack of irrigation system was also the major problem because they did the agricultural work by depending upon water.
  - The secondary problem was the lack of seeds and farmland.
- On February 21, 2011, the community development staff prepared the materials used for meeting to create the citizen groups. The materials and documents prepared for use during the meeting to create the citizen group included the list of participants, the pictures used for analysis to create the citizen groups, paper and paper chart, whiteboard marker and the name list of the members of Dok Por Village Development Association.



The meeting was held to identify the needs of the groups

development staff, the project manager and the executive director participated in the meeting to create the citizen groups. Finally, 31 poorest village families were selected as the target group. They were divided into two groups, the first group and the second group. The first group consisted of 14 families and Mrs. Yorb Chan Tum the chief of the first citizen group and Mrs. Huong Nhoeb the vice chief. The second group consisted of 17 families and the chief was Mr. Khoem Khoen and Mrs. Oem Thaug the vice chief. The chiefs and vice chiefs of the two groups were selected by their own voluntary manner and by support from the members.

- On February 23-28, 2011, the community staff prepared the monthly February report and the work plans for upcoming March that were submitted to the project manager for examination and decision.
- On March 01-04, 2011, the community development staff trained the target group on compost production. In the training, 28 members participated in the training course on compost production, 20 of them were women. The participants have known about the ingredients used to produce the compost such as fresh plants, marsh lentil, rice husk, saw dust, rice hay, kitchen residue, manure, soil from small hill, urine, water and wind. In addition, they have known 3 methods of compost making, for instance, compost pit, pile of compost and compost bin. After the training was over, 3 families made the compost from the lessons learned. The participants were also trained how to produce natural fertilizers used to protect their crops.
- On March 07-11, 2011, the community development workers trained the target group on crop growing techniques. 29 members participated in vegetable growing training such as egg-plant, water morning glory, cabbage, taro, tomato etc. On March 09, 2011, the family of Mr. Khim Khoen received 700 young cat fishes offered by the community development workers. On the other hand, in the same week, they also provided 18 families with vegetable seeds to be grown to supply their own families and for sale at the market. These vegetable seeds included cucumber, egg-plant, water morning glory, tomato, pumpkin, chili, gourd etc.



The citizen groups were trained on agricultural techniques



- On March 14-18, 2011, the community development staff prepared the training report and organized the meeting with the members of citizen groups. 28 participants joined the meeting and the agendas in terms of what is group?, discussion on real deadline for monthly group meeting, indication of fish distribution statutes and vegetable growing issues. On March 17, 2011, the staff distributed 1000 young fishes to Mr. Chies living in Dok Por village.
- On March 21-25, 2011 the staff monitored the compost production process of the group members and provided them with vegetable



After training, the members practiced making compost

seeds. Through this monitoring, it was indicated that each family made the compost using the techniques obtained from the training. In addition, the staff provided them with some more vegetable seeds to 18 families such as gourd, wax gourd, water morning glory, pumpkin, cucumber, chili and egg-plant.

- On March 28-31, 2011, the staff prepared the monthly March report and it was submitted to the project manager for examination and decision.
- On June 13-15, 2011 the community development staff went to meet the members of the target groups to discuss about family vegetable garden, fish-raising and chicken shelter construction. They advised the preparation of two fish ponds, vegetable gardens and planted trees. 14 of 31 target families grew the family supporting vegetables such as cucumber, egg-plant, strong bean, turnip, water morning glory, gourd etc. The fish ponds were gradually arranged. The chicken shelters of two families among 14 families were technically constructed. On KAD's new site, vegetable gardens were arranged and mango trees were planted.
- On June 16-21, 2011 the staff planted 11 mango trees and watered vegetable gardens and young trees, visited the members of groups and monitoring their agricultural work. 6 families had already constructed the chicken shelters and 5 others were in the process of arrangement.
- On June 25-27, 2011 the staff monitored the harvest of fish and took care of vegetable gardens. The family of Mr. Khin Khoeun pumped his fish pond to catch 10kg of fish for sale to get money to support his family. A small portion of money saved to buy another 700 young cat fish for further raising. The staff also kept the vegetable grown at the KAD farmland.
- On June 29, 2011 the staff organized the meeting with the members of the citizen groups on the past 3-month achievements and the statutes of chicken raising. Over the past 3 months, the yield they received from KAD was vegetables and fish for supporting their families and for sale to get money to buy vegetable seeds and species of fish for continuous raising by themselves. The staff explained to them about the statutes for chicken raising on which they completely agreed, especially, they were required to construct the chicken shelters properly before they were provided with chicken.
- On June 30, 2011 the staff monitored the process of chicken shelter construction. 11 family members had already prepared the chicken shelters and they were going to deserve the species of chicken.



The members were provided with chicken for raising

- On August 01-04, 2011 the staff monitored chicken raising and vegetable planting activities and chicken vaccination. The chicken were vaccinated, the members who received chicken from KAD, paid attention to the care. The members were encouraged to grow many other vegetables such as water morning glory, taro, sweet potato, strong bean and gourd. Some families had already harvested the yield of vegetables, some families were

taking care of them and some others were continuing to grow them.

- On August 05-11, 2011 the staff attended the monthly meeting at Ta Khmao head office, went to monitor fish pond digging of two family members. The staff reported their monthly activities to the meeting and handed the monthly activity report to the administrative officer. They went to see the fish ponds of two families that had already been dug and were waiting for the rain and then they would cut plants and collect cow dungs to be thrown into the ponds in order to create water insects as fish's feed. The families that had already caught fish, released the new species into the ponds for raising again.
- On August 12-28, 2011 the staff prepared KAD fished pond and then released 3,000 young fish into it. Then, they monitored and fed the fish. They interviewed the people on water supplies and sanitation in 6 communes.
- On October 3-7, 2011 the staff monitored the chicken raising activities and attended monthly staff meeting at KAD head office in Ta Khmao town. The monitoring showed that 3 nests of 19 chicks were hatched and grew very well. The total previously and newly hatched chicks were 6 nests with 37 chicks. And another two hens were sitting on their 23 eggs. Some of members were encouraged to raise ducks.
- On October 17-20, 2011 the staff walked about in the village from home to home to meet with the members and encouraged them to grow vegetables and to raise animals. The results were that some of them grew vegetables, some of them raised chicken and some others raised ducks. These activities occurred due to encouragement of community development staff and their own interest in doing so. Some families kept some yields of vegetables for their own food and some of them were sold. As for chicken and ducks were all sold to get money. As for vegetables, some families grew them in the vegetable gardens in front of their houses and some families grew them in the farmland.
- On October 21, 2011 the staff trained the members on how to make dish washing liquid. 16 participants joined the dish washing liquid technical training. After the training they knew about the ingredients and how to make it. Anyway, with this technique, they wanted to start up the business to earn income for their families.
- On October 24-27, 2011 the staff went to the village to help newly-selected members. Some new members wanted to grow vegetables and raise chicken and ducks by themselves with their own expense but they needed the techniques and instruction from the community development workers. On October 27, the donor from Japan visited KAD Kampong Speu and activities of the members of citizen groups.



The members were provided with species of fish and released it into their fish ponds.



- On October 28-31, 2011 the staff made work plans for November and prepared monthly report for submission to the project manager for examination and decision.
- On November 01-30, 2011, the staff fed the fish raised in the fish pond belonging to KAD twice a day, in the morning and in the afternoon.
- On November 04, 2011 the staff were invited to attend the monthly staff meeting at KAD Ta Khmao head office. They were asked to report what they have done and the problems faced during the period of November to the participants and then handed the monthly report to the administrative officer.
- On November 07-11, 2011 the staff trained the members on how to prepare home garden and how to grow vegetables at their homes. This training made them know how to pile up vegetable row, grow and protect it from insects.
- On November 14-18, 2011 the staff monitored chicken and duck raising and were aware that 20 chicks had just hatched. Some families sold the big chickens to get money to support their families and to buy some more new chicken for further raising.
- On November 28, 2011 the staff organized the meeting with 10 members on the past activities and achievements. The participants requested for more vegetable seeds.
- On November 30, 2011 the staff prepared the monthly work plan for December 2011 and monthly November report submitted to the project manager.
- On December 01-02, 2011 the staff continued to vaccinate the chicks. 29 chicks were vaccinated and they were noticed that they grew up very well after vaccination.
- On December 05, 2011 the staff were invited to attend the monthly staff meeting at KAD head office. The staff reported their activities and problems to the meeting and then the executive director offered some recommendations for improvement of the gaps. On December 01-31, the staff continued to feed the fish belonging to KAD.
- On December 06, 2011 the staff monitored vegetable planting and animal raising activities.



The members were trained on how to produce dish washing liquid

According to the monitoring report, some family members harvested the crop yields such as sweet potato and taro which were sold at 1800 riels per kg. One of the family members returned one hen to KAD and a lot of chicks continued to hatch.

- On December 19-27, 2011 the staff went to village to meet with the family members of the citizen groups and encouraged them to pay more attention to vegetable and crop growing and animal raising. As a result, some of them bought the chicks and young ducks to be raised at their homes and increased the amount of vegetable and crop growing.
- On December 28-31, 2011 the staff made monthly work plans and report to be submitted to the project manager.



## **2. Output:**

- 31 poorest village families were selected and included into the project.
- 2 citizen groups were established.
- 200 chicken, 4700 young fish and 30 kg vegetable seeds were included into the project which were distributed to the members of citizen groups.
- 31 family members were trained on agricultural techniques.
- One demonstration fish farm was set up.

## **3. Outcome:**

- The members of citizen groups used their skills and techniques acquired from the training to produce security food for their own families and for sale to get income.
- Increased family income earned from the sale of agricultural products.
- Employment was created for the family members who were unemployed.
- The members used their own income to buy vegetable seeds, species of animals and feeds to keep their agricultural work on-going after support of KAD completed.



## XI. Basic Oral Health Service for Disadvantaged and Disabled Children and Adolescents in Phnom Penh, Cambodia

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

Khmer Association for Development (KAD)

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

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

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

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

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

Mr. Meas Chandeth, Executive Director

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

Mr. Sim Dony, General Program Manager

### **5. Project title**

Basic Oral Health Service for Disadvantaged and Disabled Children and Adolescents in Phnom Penh, Cambodia

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

Dental clinic, Faculty of Dentistry, International University (IU), Sangkat Phnom Penh Thmei,



Phnom Penh, Cambodia.

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

The project was initiated in order to improve the quality of life of the children and adolescents through the provision of basic dental treatment and oral health education. The project has fundamentally assisted in the elimination of poverty and the fulfillment of basic health and education needs in Cambodia by providing basic dental services and dental health education for disadvantaged groups of children and adolescents, including those from the slums, and those with disabilities.



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

The project commenced in July 2010 and finished in July 2011. Due to previous years' experience in provision of dental services for children, the staff and students did a very good job in organization and management of the patients for dental treatment and treatment protocols were strictly followed. Because dental disease was so severe in many of the children, decisions about what should be treated, and what could be left untreated, had to be made. Priority was given to extraction of painful and infected teeth, restoring decayed permanent teeth, and the placement of fissure sealants on newly erupted molars. Many asymptomatic decayed/broken down primary teeth have been left untreated. Oral health education has also been an integral part of the project. Cross infection control procedures have had to be rigidly enforced especially since some of the orphans we treat are HIV positive.

Before the dental treatment started, KAD staff went to meet with the personnel of NGOs, orphanages and child care centers in Phnom Penh to promote the project to them and the IU staff helped make plans and determine the schedules for orphanages, child care centers and NGOs to bring their children to IU dental clinic for dental treatment. At the dental clinic, the IU staff facilitated the patients' visits, registered them and filled out the patient forms for them and then sent them (the patient forms and patients) to dentists. After treatment, the dentists sometimes made the appointments with some children for next treatment. On the other hand, before the treatment given, the children were educated on how to brush their teeth correctly and were even provided with toothpastes and toothbrushes. According to past experiences in treatment for children under financial support of New Zealand Embassy, it was shown that 70% of all children sent to IU dental clinic had dental problems while only 30% had good teeth.



The response of orphanages and NGOs to the project has been good. The children arrived at the clinic in groups of 10 to 20, and after an oral health education lesson, they were examined and treated by senior dental students. Up to the reporting time, 1,758 children and adolescents have been provided with dental treatment such as extraction, fissure sealant, filling, scaling, x-ray, endo, and fluoride. They came from 40 child care centers and organizations including CCF6, CCF4, CCF2, CCF1, Rabbit School, Mary Knoll, Missionary of Charity, Destiny Rescue, Light House, VCAO, Be Happy, Bong Paoun, RKF, NHO, ASC, NFC, CCF5, Village Earth, Happy Tree, K.C.B.C, HOF Boeung Tumpun, PSE, FCCP, GSM, CHA, Holy-s Home, Don Bosco, Who will organization, Cuco, New Life School, Chi Bodia, PPC, Sun Sin, Hagar, Power of Grace, On-2-One, French Red Cross, SOS Children's Village, Organization Development and Daughter Organization . Each child also receives a toothbrush and is taught how to brush their teeth. The orphanages and NGOs seem happy with the care they have received.





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

- a. Mr. Meas Chandeth, executive director took responsibility for communication with donor and preparation for progress and final reports.
- b. Mr. Sim Dony, general program manager, was responsible for project promotion.
- c. Mrs. Keo Sovanna, administrative and accounting officer took responsibility for payment for treatment fees to dental service provider (International University).
- d. Dr. Callum Durward a dean of International University took responsibility for implementing, monitoring treatment activities, coordinating the visits of patients and correcting the reports.
- e. Staff and dental students of International University assisted in facilitating the visits of children and providing dental services.

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

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

**10.1 Current achievements**

- 40 Orphanages, child care centers and organizations that take care of the children sent their children to IU clinic.
- 1,758 children were provided with dental treatment such as extraction, filling, cleaning, fissure sealants, root canal, x-ray and fluoride.

The following table is showing the names of child care centers and organizations which sent the patients for treatment:

Names of child care centers and organizations	Number of children
Happy Tree Orphanage	33
Village Earth	154
CCF6	44
CCF4	8
CCF2	30
CCF1	85
Rabbit School	23
Mary Knoll	15
Missionary of Charity	10
Destiny Rescue	68
Light House	33
VCAO	20
Be Happy	9
Bong Paoun	30
RKF	19
NHO	19
ASC	19
NFC	22
CCF5	175
K.C.B.C	47
HOF Boeung Tumpun	84
PSE	240
FCCP	27
GSM	56
CHA	85
Holy-s Home	32
Don Bosco	15
Who will organizaiton	2
Cuco	31
New Life School	93
Chi Bodia	26
PPC	51
Sun Sin	65
Hagar	1
Power of Grace	15
One -2-One	11
French Red Cross	20
SOS Children's Village	8
Organization Development	20
Daughter Organization	13
<b>Total</b>	<b>1,758</b>

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

- The community people extended their deep thanks to KAD and its donor for contributing to the happening of this project that helped their children with a great chance to get basic dental health care.
- Before the project was implemented, the children have never known the dental clinic or dentist, and didn't know where to get dental treatment, but now, they have known and met directly with dental nurse, dental assistant and dentist.
- At first, the children felt afraid when seeing dentist and instrument and equipment in the dental clinic, but in the long run, they felt normal.
- The children have had a habit of brushing their teeth, known how to brush their teeth correctly and wanted to meet the dentist when having dental pain.
- The children have been freed of dental problems, eaten much, slept well and never been absent from school due to dental pain.
- The difficulty and expenditure on dental treatment of the children's custodians have been reduced.
- The children have gone to school regularly because they stopped being shy of their friends.

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

The project has attained 100% of its goal by providing the vulnerable children with access to dental health care that has improved both their dental and general health.



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

- Some children were busy with their schooling that made them unable to come to the dental clinic as appointed by dentists for treatment. This made their dental problems get worse that made the dentists unable to help.
- Some NGOs and orphanages had a problem with transport means that made them unable to transport

the children to IU dental clinic.

- Some NGOs and orphanages were unable to decide on the treatment of children by themselves. Before treatment, they asked or requested for permission from the children's god parents abroad. So this took a long time before the treatment was made.

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

- NGOs and orphanages were called several times and reminded of the children's dental problems.
- IU provided any NGOs and orphanages that lacked transport means with transport.
- IU asked for immediate decision from NGOs and orphanages whose children had god parents who live abroad.

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

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

## **12. Feedback from IU staff who provided the children with dental treatment and Orphanages, Child Care Centers and NGOs that take care of children**

In order to get real information on the results and problems of the project implementation, on June 16-17, 2011, Mr. Meas Chandeth and Mr. Sim Dony interviewed a few of orphanages, child care centers and NGOs that sent their children for dental treatment. Information gathered will be used to improve the future project implementation.

### **a. IU staff, Mr. Ken Penh**

I found that this project was very good because it helped a lot of children in stopping their dental problems that made them healthy, eat a lot, sleep well, have strong body and good intelligence. In

addition, if they missed their teeth, they would feel shy of their friend that would make them afraid to go to school. Anyway, when dental health is good, general health is also good. Among 1,758 children who were dentally treated, about 70% of them had seriously dental problems.

**b. Ms. Ratha, CCF Executive Assistant**

I would like to praise KAD and IU for provision of dental treatment to children free of charge so that they received good quality of dental care. On the other hand, before dental extraction done, the clinic explained to the chaperones and requested for permission. When I told the patients to go to the clinic for treatment, they were very happy because they hoped that after treatment, they had no more dental pain. Previously, the CCF children received some dental services such as filling, extraction, cleaning and prevention by duraphat or fluoride. The clinic used good quality of supplies, instrument and equipment and was very clean. The dentists and dental staff were very friendly to children and treated them with great care.

**c. Mr. Son Sak, Nurse in PSE**

I think this project is very good. I would like to support it because it provided the children with good quality of dental treatment. Previously, our children received dental extraction, cleaning, duraphat or fluoride to prevent tooth decay, oral health education, toothpastes and toothbrushes. A lot of children of PSE were provided with dental treatment that assisted in reduction of dental problems in children and reduction of a lot of difficulties in treatment by our organization. If no dental clinic, when sick, the children were just provided with medicine that would cause other problems to stomach and liver. The dentists and dental staff were friendly to children and the clinic was so clean and instrument was sterilized. Before sending the children to dental clinic, 90% of our children had a lot of dental problems especially dental pain and tooth decay because they didn't understand about how to take care of their teeth, for example, they didn't know how to brush their teeth correctly. But currently, the children had less dental pain and all of them have known how to take care of their teeth very well. I noticed that after treatment, the children had no more dental pain. I request that KAD continues to provide the children with dental services forever and helps more and more children.

**d. Mr. Heang Sovann, staff of SOS Children's Village**

I think this project is very good that helped the poorest children, orphans and street children so that they would have good health and future. The advantages the children obtained were that they were dentally treated and educated on how to prevent tooth decay leading to good health. Finally, I requested for continuation of this project for the sake of vulnerable children and wish all work of KAD operate very well.

**13. Brief story of the boy, Sorn Chamroeun, 12 years old**

My name is Sorn Chamroeun. I am 12 years old. I have lived in SOS Children's Village for two years. Currently, I only have a mother and my father was shot to death for about three years ago. After my father's death, my mother moved to Phnom Penh to work for garment factory and I lived with grand father and uncle in Kampong Thom province. I have been to IU dental clinic for three times for dental treatment. I have received dental services such as filling, fluoride and oral health education. In addition, I was provided with toothpastes and toothbrushes. I always followed what the dentists suggested to do, for example, brushing the teeth 3 times per day. I went to dental clinic because I had seriously dental pain with which I couldn't bear and after treatment, I had no more pain. I wasn't afraid of dentists, instrument and equipment when I was first seen. Now, I am very happy that I have good teeth and good health and especially whenever I have a dental pain, I have a dentist to see me.



## XII. Strengthening Local Democratic Governance through Social Accountability



### **1. Background:**

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

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

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

### **Project Objectives, Outcomes**

#### **Objective:**

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



### **Outcomes:**

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

### **2. Purpose of Partnership**

The purposes of partnership with CSOs are:

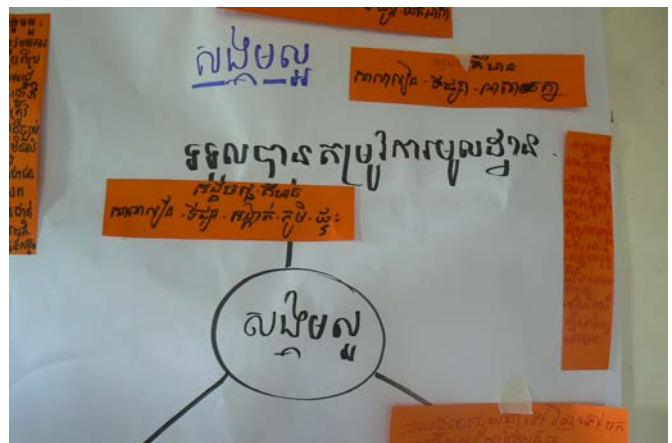
- To jointly develop innovative approaches to ensure strengthen local CSOs capability in corporation in deepening Local Democratic Governance through Social Accountability in Takhmao Municipality.
- As part of the on-going process to deepening local democratic governance in Takhmao Municipality, CSOs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

### **3. Management and Arrangement**

- SILAKA, as the Implementing Agency, will be responsible for overall project management including planning, implementation, monitoring, financial management and contractual arrangements with KAD.



- KAD will deploy a field facilitator. The disbursement of resources to KAD will be aligned to the agreed upon disbursement schedule between SILAKA and PRIA. This will ensure that adequate resources are available with KAD to carry out activities planned between two disbursements (SILAKA and PRIA).
- KAD will develop monthly activity plan and budget plan and submit to SILAKA every first week of the month.
- KAD will mainly works to facilitate field activities with citizen groups and local leaderships (Sangkat) and CBOs in two Sangkats to mobilize their participations and collaboration in the project activities at grass root level.
- The nature of the project will demand for providing hands-on capability development support to KAD by SILAKA to ensure the effective implementation of all field-based activities. SILAKA will constantly provide such on-site support. These will also include the monitoring of the field activities as well as the project.
- KAD will prepare planned activity and financial reports and make documentation of any activities (photos, video etc.) as much as possible and send to SILAKA.



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

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

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

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

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

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

- Work with Citizen leaders to identification committee members (criteria) and numbers;
- Prepare list of committee and introduce the members committee to municipality.

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

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

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

- Planning and design for the meetings;
- Inform participants



- Document the meetings

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

- Work with Municipality to identification participants (at 50% female) and training location;
- Coordinate and collaborate with selected trainers for facilitating trainings & plan for next step implementation;
- Prepare training reports.

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

- Facilitate citizen leader to collect information regarding citizens' needs and/or concerns, good cases, interface meeting, monthly meeting and CR report;
- Consolidate the citizens needs and concerns for the campaign;
- Participate in the campaign design committee and cooperate with media person;
- Confirm participants (local citizens and Sangkat leadership).

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

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

### **5. Project Activities Carried Out by KAD in 2011**

The project activities were implemented by Mr. Sim Dony, KAD program manager and Mr. Roen Veayor, executive assistant together with administrative and financial officers in cooperation with SILAKA staff. KAD began to work on this project from July 2011 onward and the following are activities it performed:

#### **July 2011:**

- KAD joined the seminar to create the municipal-level cooperation in demonstrating the results and in promoting the utilization poor family identification data at Kampong Samnanh Sangkat office.
- KAD staff went to each of Sangkats in Ta Khmao municipality.
- KAD staff met with the six Sangkat chiefs to ask permission from them to select data collectors in their villages.



- KAD staff went to Kampong Samnanh, Ta Kdol and Prek Hou Sangkats to ask permission to select data collectors in the villages.

### **August 2011:**

- KAD staff went to Prek Russey, Dem Mean and Ta Khmao to choose the data collectors.
- KAD staff went to Sangkats Kampong Samnanh and Prek Hou in Ta Khmao municipality to publicize the selection of village representatives to visit India. There, they informed the people and Sangkat authorities and posted the announcement letters.
- KAD staff met with SILAKA staff to discuss the questionnaires used to interview the people at SILAKA office, Phnom Penh.
- KAD staff went to Sangkats Kampong Samnanh and Prek Hou to get the lists of poor families.
- The project promotion meeting was organized at Sangkat Kampong Samnanh attended by Sangkat councilors and SILAKA and KAD project staff, village chiefs from 4 villages and people from 30 families.
- The project promotion meeting was organized at Prek Hou pagoda, Sangkat Prek Hou to the Sangkat council, village chiefs from 4 villages and people from 30 families. The presentation was done by SILAKA and KAD staff.
- The meeting between SILAKA and KAD staff was held to discuss the questionnaires and people's opinions in terms of water and sanitation services at SILAKA office, Phnom Penh.
- The data collectors from Kampong Samnanh, Prek Russey, Prek Hou, Ta Kdol and Dem Mean were invited to attend the training how to fill out the questionnaires at KAD office, Ta Khmao.
- Mr. Roeun Veayor and Mr. Sim Dony monitored the process of interview with villagers in all villages in Kampong Samnanh, Prek Russey, Prek Hou, Ta Kdol and Dem Mean, except Ta Khmao.
- All the data collectors handed the completed questionnaires to KAD staff.
- The data collectors in Ta Kmao Sangkat were assigned to interview the villagers under supervision of Mr. Roeun Veayor.

### **September 2011:**

- The work plans for first people training were made.
- The training for trainers was organized.
- The meeting was held to discuss about the lessons prepared for training the people.
- The next work plans were made at SILAKA office, Phnom Penh.
- The materials and lessons were prepared.
- Mr. Roeun Veayor was invited to attend the training course that was prepared to train the municipality officials.
- The people were invited to attend the training; the trainers and SILAKA staff were informed of the date and time and training site.
- The people were trained at Prek Hou primary school, Sangkat Prek Hou and the municipality officials were also trained at Ta Khmao municipality office. The people in Kampong Samnanh Sangkat were invited to attend the training at Kampong Samnanh office.
- Mr. Roeun Veayor made report on the trainings.

### **October 2011:**

- The people representatives from two Sangkats were invited for the meeting at KAD office. Mr. Roeun Veayor made report on the meeting with citizen representatives.
- The meeting with the citizen representatives on selection of the members of citizen committees from Sangkats at KAD office and then Mr. Roeun Veayor prepared the report on it.

### **November 2011:**

- Mr. Roeun Veayor made work plans for implementation in November 2011, in particular, the work plans for meeting with citizen representatives.

- Mr. Roen Veayor met with SILAKA staff to discuss on the next activities and organized the meeting with villagers in Batachy, Kampong Samnanh, Krabao and Prek Hou villages. Then he prepared the reports on these meetings.

**December 2011:**

- KAD staff joined the meeting to distribute equity cards to the poorest families at Sangkat Kampong Samnanh office at Sangkat Prek Hou.
- The staff made work plans for implementation in January 2012.



# XIII. 2011 Financial Report

## 1. Sources of Income:

Year	Sources of Income	Amount Received	Total
2011	Open Society Institute (OSI) - America	USD20,000	USD20,000
2011	Pro-Victim Foundation (PVF) - Switzerland	USD11,800	USD11,800
2011	Income from Dental Services	USD12,192.50	USD12,192.50
2011	Income from English Training	USD5,952	USD5,952
2011	Community Contributions	USD11,078	USD11,078
2011	The J. Kawakami Memorial Trust of Education and Culture (JKMTEC) - Japan	USD 9,722.22	USD 9,722.22
2011	Schmitz Hille Foundation - Germany	USD20,103.44	USD20,103.44
2011	StartFund Fred Foundation - Netherland	USD16,110.80	USD16,110.80
2011	US Embassy to Cambodia	USD14,905	USD14,905
2011	New Zealand AID (NZID) - Thailand	USD14,223.84	USD14,223.84
2011	SILAKA	USD13,117.50	USD13,117.50
2011	Build Foundation	USD20,000	USD20,000
	<b>Grand Total of Income Earned in 2011</b>		<b>USD169,205.30</b>

## 2. Expenditures:

Expenditures for		Amount	Total
<b>1</b>	<b>Administration</b>		
1.1	Office equipment and maintenance	USD2,270	USD2,270
1.2	Fuel for generator	USD620.20	USD620.20
1.3	Office rental	USD2,040	USD2,040
1.4	Transport	USD1,676.68	USD1,676.68
1.5	Communication	USD1,794.89	USD1,794.89
1.6	Water and electricity	USD1,412.50	USD1,412.50
1.7	Office supplies	USD708.88	USD708.88
	<i>Sub Total</i>		<b>USD10,523</b>
<b>2</b>	<b>Personnel</b>		
2.1	Staff salaries	USD32,760	USD32,760
	<i>Sub-Total</i>		<b>USD32,760</b>
<b>3</b>	<b>Project Implementation</b>		
3.1	Operation of kindergarten	USD3,636.25	USD3,636.25
3.2	Provision of Medical Services and Health Education	USD3636.25	USD3636.25
3.3	Provision of Dental Services and Education for Children	USD1802.5	USD1802.5
3.4	School materials for students	USD2,013	USD2,013
3.5	Teaching materials for teachers	USD1608.05	USD1608.05
3.6	Books to be stored in library	USD900	USD900
3.7	Tables for students	USD560	USD560
3.8	Training materials	USD3,6000	USD3,6000
3.9	Books and Instructional Materials	USD762.50	USD762.50
3.40	Enhancement activities	USD1,080	USD1,080
3.41	Treatment costs	USD12,530.26	USD12,530.26
3.42	Special dental equipment	USD569.56	USD569.56
3.43	School uniform	USD600	USD600
3.44	Playthings for children	USD1,989	USD1,989
3.45	Health Education Fee for Village Health Volunteer	USD440	USD440
3.46	Payment for Health Services for Sick Children	USD2,530	USD2,530
3.47	Referral of Sick Children to Health Service Provider	USD742	USD742
3.48	Provision of Dental Services and Education for Children	USD805	USD805
3.49	Deepening democratic governance through social accountability	USD6,558.75	USD6,558.75
3.50	Basic journalism training	USD4,376	USD4,376
3.51	Reporting and writing stories	USD5,544	USD5,544
3.52	Distribution of newspapers	USD1,440	USD1,440
3.53	Dental services for community people	USD8,225.00	USD8,225.00
	<i>Sub-Total</i>		<b>USD98348.12</b>
<b>4</b>	<b>Construction</b>		
	Learning building construction	USD20,000	USD20,000
	<i>Sub-Total</i>		<b>USD20,000</b>
<b>Grand Total of Expenditures in 2011</b>			<b>USD161,631.12</b>



# XIV. KAD BOARD OF DIRECTORS

## **1. Board of Directors:**

- The Board of Directors is the legislative institution of the organization with 3-7 members who are highly-educated, well-behaved and well-experienced. The members of the Board of Directors are selected both from outside of KAD.
- The mandate of the Board of Directors is limited to two years. The Board of Directors can change its members at the request of its chairman through its meeting's decision by the majority of 50 plus 1 or ordinary assembly.
- The Board of Directors is led by 1 chairman elected from the members of the Board of Directors in the board meeting which two-third of the members attend by the decision of the majority of 50 plus 1.

## **2. Duties of the Board of Directors:**

The board of directors has the following duties:

- To submit a request for an appointment and dismissal of Executive Committee to the ordinary or extraordinary assembly for examination and approval.
- To decide on the guidelines, the major plans, the goals and the activities prior to submission to Executive Committee for implementation in line with the objectives of KAD.
- To scrutinize and to propose a change of the members of Executive Committee and the Board of Directors to the assembly for approval. Two-third of the Board of Directors proposes the agenda to the assembly and decision, deprivation or change of any or all of the compositions of the Board of Directors or the membership of Executive Committee can be officially done by the two-third majority of the members of the assembly upwards.
- To formulate the guidelines and policy of Khmer Association for Development and put forward to the assembly for scrutiny and for decision.
- To monitor the activities and steer the Executive Committee towards their destination.
- To draft and to adopt the by-laws for KAD.
- To assist in finding funds for KAD in cooperation with KAD Director.
- To consider every request raised by the Executive Committee.

## **3. Decision of the Board of Directors' Meeting:**

All the decisions of the Board of Directors' Meeting are considered to be legal, unless there is approval by the majority of 50% plus 1 of the meeting quorum at least two-third of the members of Board of Directors. In case, there is equal voice, the voice of the chairman of the Board of Directors is prominent in decision.

#### **4. Meeting of the Board of Directors:**

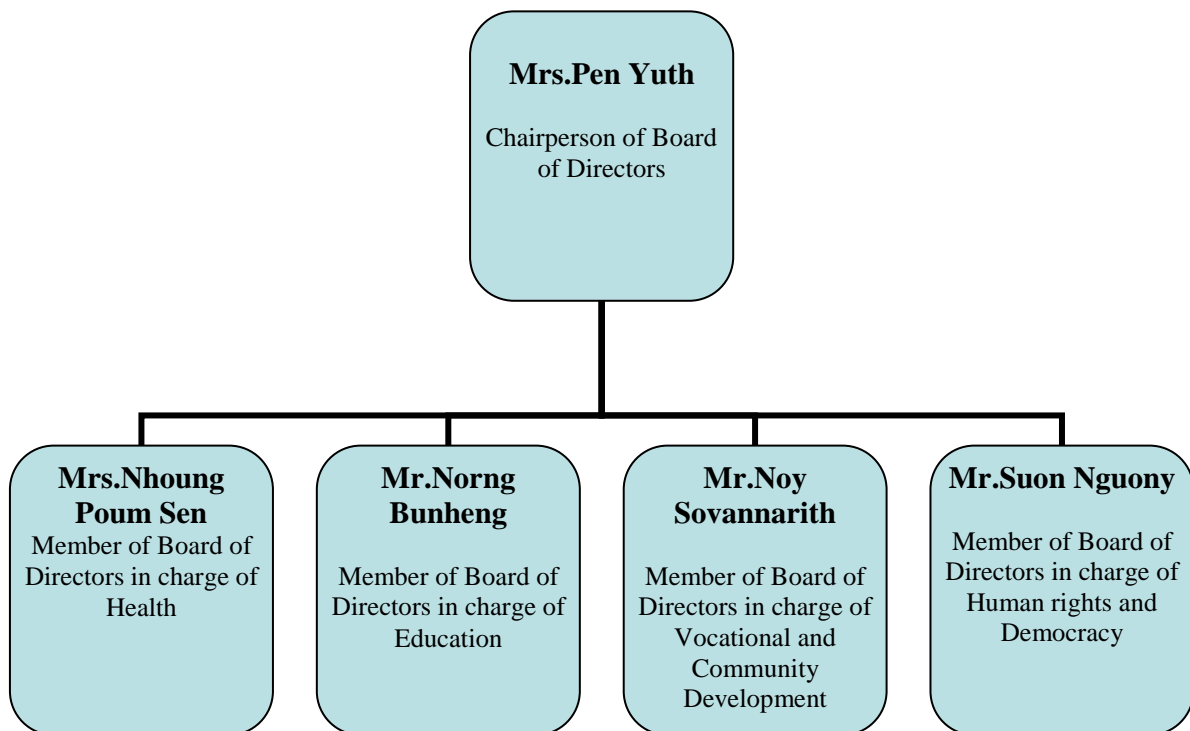
The Board of Directors meets twice per year. In emergency case, The Board of Directors can hold an extraordinary meeting two more times per year, no more than 4 times per year including ordinary and extraordinary meeting. Agenda and calendar of the meeting is requested by the Executive Committee or the Board of Directors. The essential and urgent performances in the interval between the assembly and the meeting of the Board of Directors can be decided by the Director of KAD together with the Executive Committee. Agenda and calendar of the meeting will be petitioned for by KAD Director.

#### **5. Deprivation and change of Membership of the Board of Directors:**

Deprivation and change of membership of the Board of Directors can be done by decision of the meeting of the Board of Directors with the majority of meeting participants or by extraordinary assembly.

On December 03, 2009, KAD selected the new members of Board of Directors for another two year period -2010-2011. The new members are as follows:

#### **6. Board of Directors Chart:**



# XV. Executive Committee

## 1. Executive Committee:

Executive Committee is the executive institution implementing and directing the projects or programs of the organization. Executive Committee is composed of the composition from 5-9 persons, some of whom are selected from the founding members and some others employed from the external milieus. Director of KAD will recruit and change the members of Executive Committee by requesting for support from the Board of Directors and/or from the assembly.

## 2. Mandate and Recruitment of Executive Committee:

Executive Committee holds 5-year mandate. Executive Committee is led by one Executive Director selected among the founding members or among the members of Executive Committee.

## 3. The Meeting of Executive Committee:

Executive Committee must meet at the average twice per month at the invitation of Director of KAD. Procedure, agenda, venue and time will be the competence of Director of KAD. The meeting of Executive Committee organized in order to:

- scrutinize and decide on the past monthly activities.
- examine and decide on the continuous activity plans.
- inspect both bad and good situation that has impact on KAD.
- consider and decide on various contract signing.
- examine weekly, monthly, trimester, semester and annual reports.
- make future plans.
- prepare activity documents to be submitted to the Board of Directors and assembly for approval.

## 4. Duties of Executive Committee:

Executive Committee performs the following duties:

- To prepare draft statutes, internal regulations, guidelines, project plans and strategies to be submitted to the Board of Directors for examination and decision before passing through the assembly.
- To implement the projects/programs of the organization as required by the Board of Directors and assembly.
- To make reports on activities and to make financial statement to be submitted to the Board of Directors and to relevant institutions such as the Ministry of Interior.
- To help find funds for KAD by all ways and where possible.
- To cooperate and to make public relationship with other organizations, associations and related institutions.
- To maintain all the performance documents and assets of KAD.

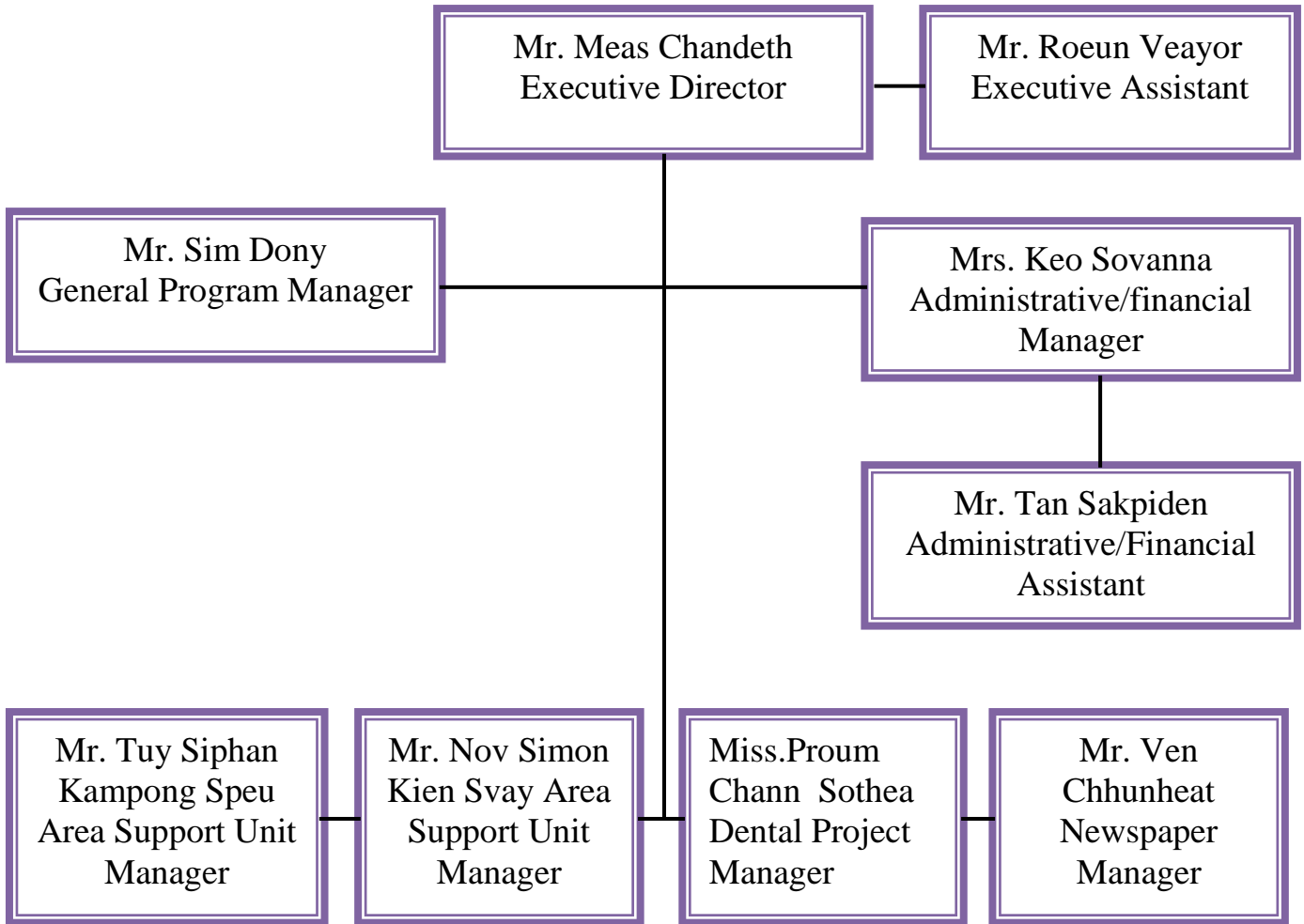
- To organize annual and extraordinary assemblies. In the assemblies, the achieved activities and budget (income, expenditure) are publicly reported.

**5. Composition of Executive Committee:**

The composition of Executive Committee changes its numbers according to the actual needs and programs of KAD in each step. There are 9 most important compositions as follows:

- Executive Director 1 person
- General Program Manager 1 person
- Administrative/Financial Manager 1 person
- Administrative/Financial Assistant 1 person
- Project Manager 4 persons
- Executive Assistant 1 person

**6. Organizational Chart:**



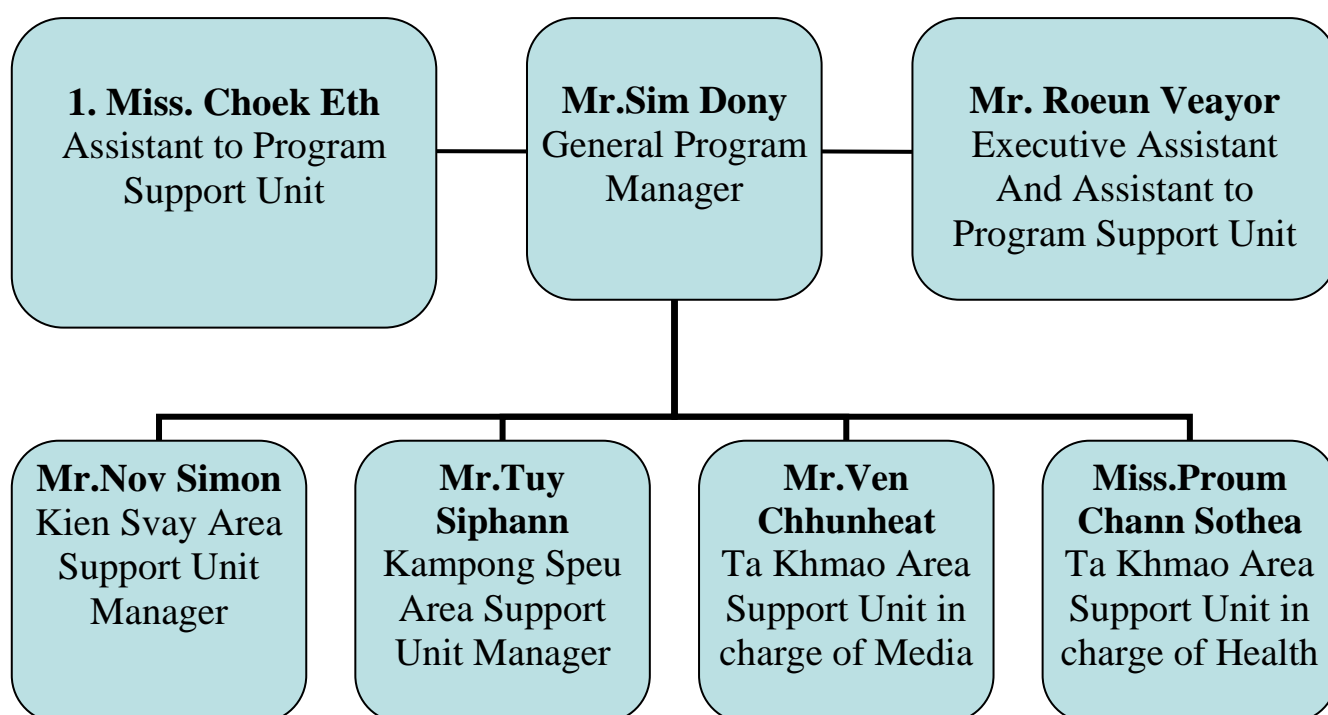


## XVI. PROGRAM SUPPORT UNIT

The Program Support Unit is the important unit of KAD in charge of directing program implementation of KAD at district, commune and village branches. The Program Support Unit has the following roles and duties:

- To directly receive the plans from KAD Executive Director for implementation.
- To put forward the request for establishment of the Area Support Units to the Executive Director of KAD.
- To put forward the request for subordinate staff recruitment to Executive Director of KAD.
- To put forward the request for appointment of subordinate staff and activists to the Executive Director of KAD.
- To lead the direct activity implementation in cooperation with the Area Support Units.
- To bear direct accountability to KAD Executive Director for success or failure in executing the KAD programs.
- To directly submit reports to the Executive Director.
- To communicate and cooperate with relevant authorities from national to local levels.
- At the higher levels, it is the duty of KAD leaders and as for lower levels, it is the duty of the Area Support Units according to the levels of authorities.
- To communicate and cooperate with other organizations, associations and institutions with the same status.
- To select the small operational areas (villages and communes) in the project catchment areas.
- To select the target groups in cooperation with the Area Support Units.
- To cooperate and coordinate with other departments that help them.

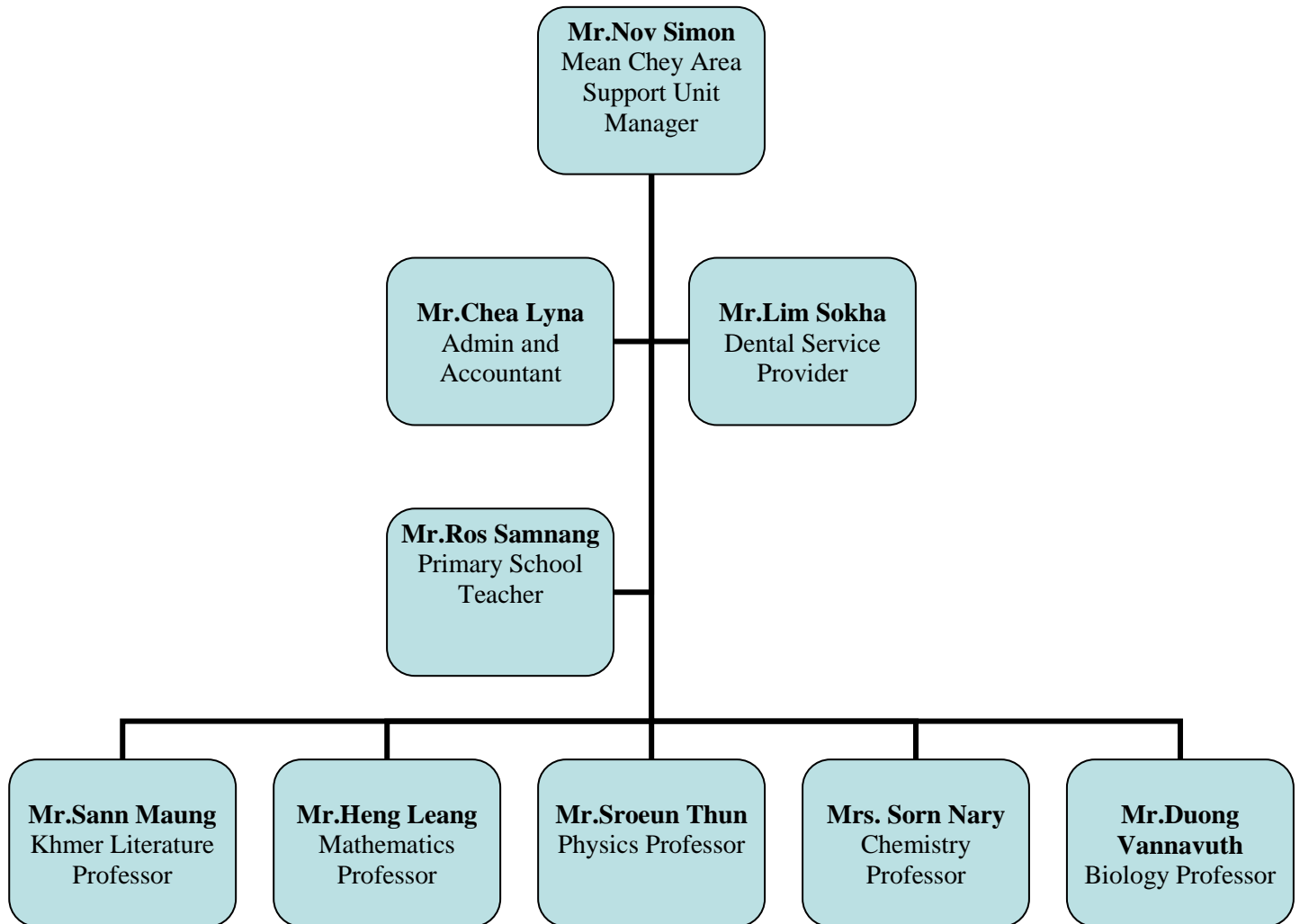
### Program Support Unit Chart:



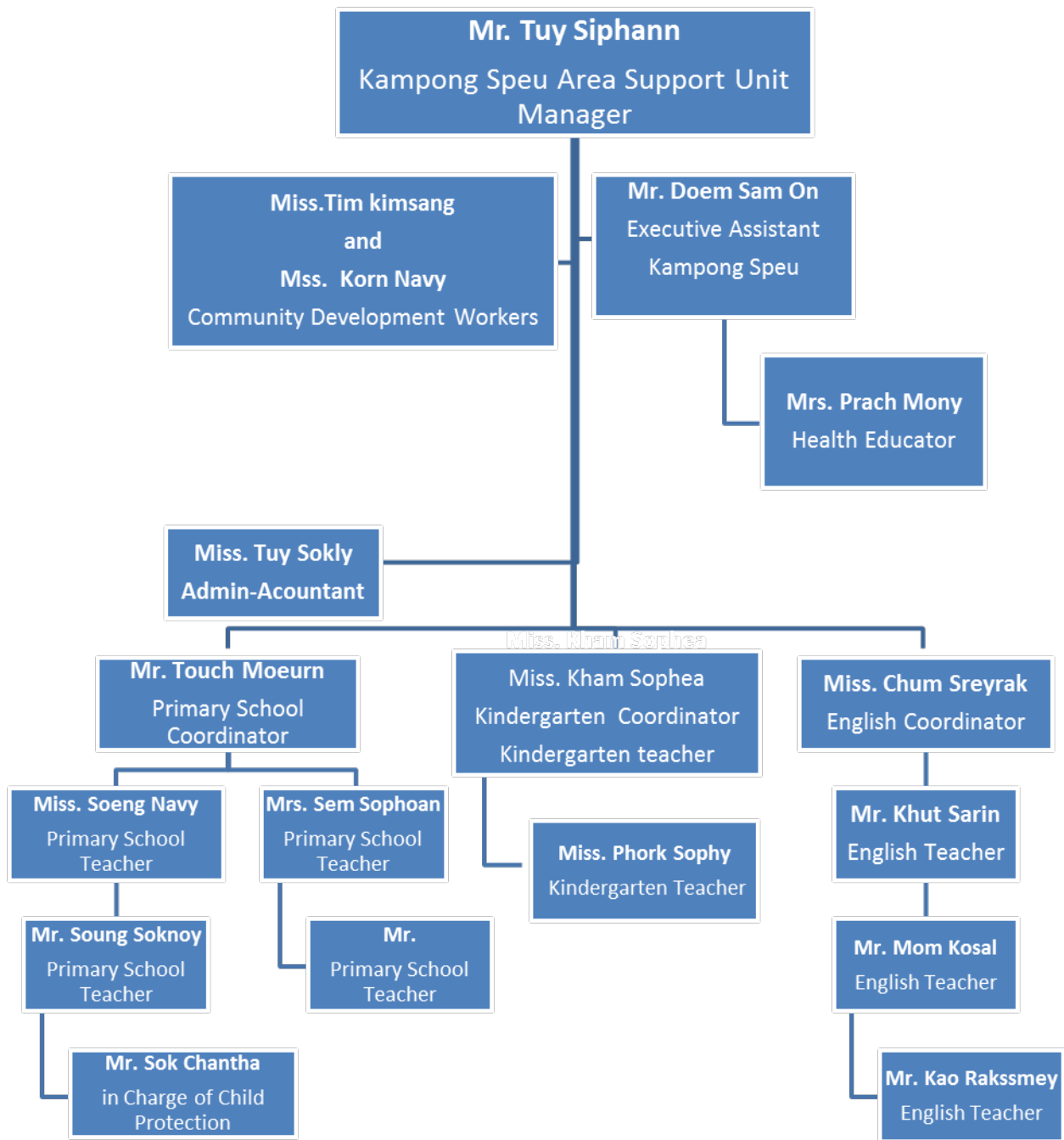
## XVII. AREA SUPPORT UNITS

The Area Support Units are composed of the field work project managers and other support staff. The Area Support Units are geographically defined units. They are responsible for building and strengthening the capacity of the three development actors in order to develop the social structures of the communities with whom they work, managing, implementing and monitoring the projects/program in their areas.

### 1. Kien Svay Area Support Unit Chart:



**2. Kampong Speu Area Support Unit Chart:**



Kandal province, Cambodia, December 15, 2012  
 Khmer Association for Development (KAD)  
 Executive Director  
 Meas Chandeth  
 Tel: 023 425 927, Mobile: 012 932 840  
 E-mail: chandeth.meas@kadngo.org  
 Website: www.kadngo.org

