



## Ches Pi Rien Project, Cambodia: Annual Report 2016

Education for children of poor rice farmers in Cambodia

<u>Project location</u>	Cambodia, Kampong Chhnang Province, Kampong Leng District
<u>Swiss partner</u>	CO-OPERAID, Kornhausstrasse 49, P.O. Box, 8042 Zurich, Tel. 044 363 57 87, <a href="mailto:info@co-operaid.ch">info@co-operaid.ch</a> , <a href="http://www.co-operaid.ch">www.co-operaid.ch</a> Responsible: Marcel Auf der Maur, <a href="mailto:aufdermaur@co-operaid.ch">aufdermaur@co-operaid.ch</a>
<u>Cambodian partner</u>	The Society for Community Development in Cambodia (SOFDEC) Toul Kralanh Village, Kampong Chhnang Commune, Kampong Chhnang City, Kampong Chhnang Province, <a href="http://www.sofdec.org">www.sofdec.org</a> , <a href="mailto:sofdec@camintel.com">sofdec@camintel.com</a> Responsible: Dr. Khun Leang Hak, Executive Director, Phone 026 989 03
<u>Project duration</u>	1.1.2015 – 31.12.2017
<u>Reporting period</u>	1.1.2016 - 31.12.2016
<u>Expenditure 2016</u>	CHF 161'813

May 2017

## 1. Executive Summary

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Ches Pi Rien project year 2 (2016) implementation started in January 2016 in order to improve the quality of education in a total of **6 partner schools that include 2 kindergartens, 2 primary and 2 secondary schools** in the rural Kampong Leng district in central Cambodia. The total number of students increased from 856 in school year 2014/15 to 976 in academic year 2016/17. The schools again made great progress towards child-friendly schools with quality teaching and learning. The Cambodian education sector is being reformed – the improved conditions for education in whole Cambodia and the project inputs for the partner schools reinforce each other and produce quick progress. Project activities are implemented in close cooperation with the department of education on province and district levels.

**Equal access to education for children from poor families** was supported with a school registration campaign and the provision of bicycles to 50 students. Study materials and student's uniforms were provided to all students of the 6 partner schools. Education awareness events during the year informed about the value of education with a total of 415 parents attending.

The project has **improved the facilities and school campus of all the partner schools** by levelling school grounds, providing school equipment, teaching materials and sports materials. At Domnakorkos primary school a new school building with 5 classrooms was constructed. The schools include school libraries and the secondary schools now have computer labs that offer computer lessons. The students therefore have the chance to join rural schools with conducive facilities. The quality of education was enhanced through **teachers trainings** on child friendly school, leadership, management, planning and teaching material development. The project also enhanced **effective school management** through strengthening school support committees and school development planning.

The poorest families in the catchment areas were directly supported with **livelihood projects** for income generation. The projects are pig or chicken raising, vegetable growing or small businesses like grocery stores or tailoring shops. 221 families after project year 2 run a livelihood project. Additionally, 19 teachers and 15 members of the school support committees joined the program. The families earn additional income of \$26-54 per month.

The project in 2016 spent CHF 161'813 all in all. The budget was CHF 197'336 – variance goes back to lower cost in several budget lines and to a favourable currency exchange rate.



*Kindergarten class in Domnakorkos school.*

## 2. Project background information

In 2014 a new minister of education was appointed, and afterwards Cambodia's Education Strategic Plan 2015-2017 was developed and the education sector was reformed. 15 priorities were set for reformation. 1) Public finance management, 2) Spreading of the teachers, 3) teachers training center, 4) Improved quality of teachers, 5) Improved school monitoring and observation, 6) Study result evaluation, 7) Reform of the Bac II national exam, 8) Reform of curriculum and textbooks 9) School building construction and repairing, 10) Quality evaluation of higher education 11) Improved sport sector, 12) Implementation on activity plan of youth policy, 13) Technical training, 14) Set up new generation school, and 15) Capacity building to school directors.

Teachers' salaries were increased from 120-140\$/month to 200\$/month for primary and lower secondary school teachers. Moreover per-diems are paid for accommodation and travel (10-30\$, depending on mission) if teachers have to attend workshops for example. At the same time the teaching and working hours are clearly set (start 7am, 18-20 hours a week). However, there was no additional recruitment for lower secondary school teachers for academic school year 2016/17 except for a small number of English teachers. New textbooks for all subjects were produced by the education department. These changes contributed greatly to the development of the schools. The national literacy rate stands at 78% (World Bank 2015).

More than 70% of Cambodians live in rural areas. Their main income comes from small-scale agriculture, using traditional methods with low productivity. Kampong Leng is one of the disadvantaged districts in Kampong Chhnang province. 87% of the inhabitants depend on agriculture. Around 40% of people in Kampong Leng have small houses roofed by palm tree leaves or grass. Farmers often are challenged with flood, drought, disease or low soil fertility. The low amount of fish and illegal fishing is another obstacle for those who live from agriculture in Kampong Leng. Thus, many villagers including their children migrate for labor inside and outside the country.



*Certificate of appreciation from district education office for CO-OPERAID (Natalie Wegmann) and SOFDEC (Piseth Moth, left; Dr. Khun Leang Hak, right).*

### 3. Project Objectives

The project aims to improve the education at 6 public partner schools (2 kindergartens, 2 primary and 2 lower secondary schools) in the rural area of Kampong Leng district.

**Main goal:** Better education for children and improved livelihood for poor farmer families in Kampong Leng District

- Outcome 1 To enhance equal access to education
- Outcome 2 To provide child friendly school facilities and environment
- Outcome 3 To improve quality of education
- Outcome 4 To ensure effective school management
- Outcome 5 To increase income for poor student families and teachers

**Table 1: Numbers of students and teachers by academic year (November to August)**

school	2014-2015 (year 1)				2015-2016 (year 2)				2016-2017 (year 3)			
	# students		#teachers		# students		#teachers		# students		# teachers	
	Total	F	Total	F	Total	F	Total	F	Total	F	Total	F
Samrong Kindergarten	31	14	1	1	31	14	1	1	32	13	1	1
Domnakorkos Kindergarten	29	16	1	1	29	17	1	1	27	14	1	1
Samrong Primary	184	93	3	0	189	86	3	0	181	79	5	0
Domnakorkos Primary	107	53	3	2	87	43	3	2	77	40	4	2
Pur Lower Secondary	175	91	5	0	198	118	5	2	217	128	5	2
Chronok Lower Secondary	330	184	8	5	390	218	8	3	442	242	12	5
<b>Total</b>	<b>856</b>	451	<b>21</b>	9	<b>924</b>	496	<b>21</b>	9	<b>976</b>	516	<b>28</b>	11

### 4. Activities and Results Obtained

#### Outcome 1: To enhance equal access to education

##### Provision of study materials and bicycles to students

All 976 students at the partner schools received a school uniform and study material (notebooks, pens, pencil, ruler and rubber). This support contributes to reduce education expenses of poor families and motivates children to attend school. Additionally, 50 students who live far away from school received a bicycle in order to support their regular school attendance. It's pleasing that 97% of totally 151 students with bicycle support since beginning of the project attend school regularly.

##### Equipment, playing and teaching material to Samrong and Domnakorkos community kindergartens

At the compound of Samrong primary school, the ministry of education constructed a 1-classroom building to host the community kindergarten of Samrong. The teacher and children moved to this



building in April 2016. The kindergarten of Domnakorkos moved to one of the classrooms at the old building of Domnakorkos primary school in the beginning of November 2016 after the new school building for primary classes was constructed.

The project supported each of the 2 kindergartens with playing and teaching material including toys, books, chairs, desks, tables, soap and hygiene articles, flipcharts, material for teachers to produce teaching tools and other material for classroom decoration.

### **Education awareness and registration campaigns**

Together with education officers, commune and village chiefs the project conducted education awareness events to students' parents in the catchment villages. The event was held at each of the 4 schools. In total, there were 415 participants (about 100 people per event) of which 60% were mothers, 20% grandparents, 15% fathers and 5% sisters, uncles or aunts. The speakers – officers from provincial and district education department, commune chiefs and project staff – explained to the audience why education is important for everyone. They encouraged the families to send their children to school and if they face problems ask for help from the school.

The school registration campaign for the new academic year 2016/2017 took place 10 days before school start in November 2016 in each of the 4 school communities. The project supported the campaign with banners and refreshment for the participants, hired hand tractors for transportation and loudspeakers. In total 320 students, 20 teachers and 22 school committee members conducted the campaign. They travelled around the villages and informed about the date of school registration, the required age of children, and what to bring with.

### **Students' achievement exhibition (school birthday celebration)**

At each of the 4 partner schools, this 1 day-event was organized by teachers, school support committee members and commune chiefs. The parents of the students, local authorities, the monks from the local temple, teachers and school children from schools nearby were invited. Each of the events was attended by 100-180 people. The events started with prayers of the Buddhist monks. The products of the students were presented in an exhibition and included drawings; flowers made of coloured paper; ASEAN flags made of rice, bean, and other crops; farming tools such as knives, axes and spades; mats made of palm leaves; fish traps and palm juice containers made of bamboo; ox carts; rattan baskets; school and house models made of bamboo; and presentations on various topics. The event also hosted a question and answer contest and ended with solidary lunch and dancing. The visitors brought some food and donated some money for the school funds.

## **Outcome 2: To provide child friendly school facilities and environment**

### **Improved school environments at schools**

Samrong primary school: land clearance, levelling and soil filling of the school campus (approx. 8,000m<sup>2</sup>), installation of a water pump and 5 set of benches for the school children. The clean water from the pump is used for toilets, school garden and cooking. Additional to school children and teachers, nearby villagers also use the water.

Domnakorkos primary school: At Domnakorkos primary school a new school building was realised as replacement of an old, not suitable one. The construction of the 5-classrooms-building started in May 2016 and was completed in October. There were no mentionable difficulties during construction. The construction was completed in time and is of good quality. The construction plan was provided by the provincial department of education. It is a standard school building of Cambodia. In April 2016 the

construction was announced in order to find a contractor. Three companies joined the bidding and the one with the best offer was selected. The project recruited a staff from provincial department of land management and construction as a consultant. He checked the progress of the work and the quality (service fee was US\$ 300). The contractor offers a 6-month guarantee for the work done.

The school year started in November 2016 and since then the new building is in use. The three classrooms of the old building were moved. One of the additional rooms is used as library and one as school office. The department of education contributed 50 tables for the new building. For the library, the department contributed some books and for the office room the department and the Buddhist temple also contributed some materials. The rest of the equipment was provided by the project. The teachers and students decorated the classrooms with self-made materials. They enjoy the new comfortable rooms a lot. The official opening ceremony was held on April 7<sup>th</sup>, 2017, with a Buddhist ceremony. Commune chief, district education officers, village chief, police officers, parents and school committee, teachers, monks, villagers and students attended.

The total cost of the school construction was \$47'800. It was an all-inclusive order, payable in four installments. Therefore, materials and wages are in the books of the constructor but not in the project books. The total cost was considerably lower than budgeted at project start (budget CHF 60'000) mainly due to the favorable development of the currency exchange rate CHF-\$. *Fondation Eagle pour la recherche médicale et l'aide aux défavorisés* contributed CHF 20'000 to cover the construction cost – thank you very much!



*Old primary school building at Domnakorkos.*



*During construction.*



*New 5-classroom building.*



*Students present new reading books for library.*

Pur lower secondary school: installation of 2 football goals and volleyball facilities. The students use these facilities to train for school sport events and enjoy to play sports in their leisure time. Also villagers from the surroundings like to play football in the evenings.

Chronok lower secondary school: installation of 2 sets of resting shelters with benches where students rest and discuss in the shade during break time or after school.

### **Equipment and instruction materials for schools**

Last year all the schools were fully equipped with teaching materials (maps, papers, pens, notebooks, rulers etc.). As the textbooks of all grades at lower secondary schools were updated but schools lacked those books, the project has provided 350 textbooks for each grade and 53 Khmer literature story books to lower secondary schools. The primary schools received 50 English textbooks, 6 Khmer-English dictionaries, 4 Khmer dictionaries, picture books, drawing books, coloured papers, pictorial boards (geometry, traffic light and signs, animals) and other materials.

6 book shelters, 1,860 story and reading books with 172 learning games were provided to install corner libraries to both primary schools (1 library for 2 classes). Library technical staff from provincial and district department of education offered a refresher training for library management. One hour of library class per week is held. The children like library class very much. 75% of the students read books during break time and 40% borrow the reading books to read at home.

20 computers (18 desktops and 2 laptops) with 2 printers were installed at the lower secondary schools in April 2016. A 45 minutes lesson for groups of 10 students was started at the schools provided by teachers and the Swiss volunteers. The students like computer class very much. Students who live close to school also use the computer lab at night.

Sports clothes and shoes were provided to Pur, Chronok and Samrong schools as well as footballs and volleyballs.

With complete materials, supported by trainings for the teachers, the teaching and learning quality improved. It is observed that teachers apply about 90% of the child-centred approaches.

## **Outcome 3: To improve quality of education**

### **Training on child-friendly school concept for teachers**

10 teachers from the 4 partner schools attended a 3-day training on the concept of child friendly schools (CFS). It was conducted by 2 trainers from the district education office in April. The content included the general concept of the CFS framework, core activities, educational methodology, principles of implementation and checklists. At the end of the training, the teachers were able to compare the actual situation at their school with the criteria of CFS. They used the checklists to measure the gap between the schools and the CFS targets. They found priorities to improve like: graduation rate, enrolment rate, support for students of socially disadvantaged families, strengthening of the parents monitoring group or reaching standards of library, school garden and sports facilities.

### **Development of teaching materials**

2 provincial education officers conducted a 4-day training course in September on how to produce better teaching materials for Khmer language and mathematics lessons at primary school. 8 teachers from both primary schools participated. Besides producing the materials, they also learned on how to present and use it during teaching. Additionally, the teachers prepared decorations for the classrooms to create a child-friendly learning environment.

### Sport event

A provincial school sport event is held once per year at the province centre in Kampong Chhnang city with school children from every district attending. The project facilitated the participation of 17 students and 7 teachers from the partner schools through support for food and transportation. The students participated in football, running, long and high jump competitions. 4 of them won an award.

### Swiss volunteers

Based on the good experience in 2015, the cooperation with the Swiss teachers' seminar PH Zug ([IZB Institute](#)) was continued. In July 2016, two students from the institute joined the secondary schools as teachers for 6 weeks. They held lessons in English and Computer. One of them also produced a short movie, please see: [www.youtube.com/watch?v=HXc6Qs6zX7A](http://www.youtube.com/watch?v=HXc6Qs6zX7A)

**Table 2: study results of the academic school year 2015/16**

School	Enrolment %		Graduation %		Repetition %		Drop-out %		Attendance %	
	actual	Base line	actual	Base line	actual	Base line	actual	Base line	actual	Base line
Samrong	98.5	82.3	90.53	72.5	8.35	8.8	0.64	15.8	95.75	68.35
Domnakorkos	100	70.5	89.65	80.5	9.19	8.7	0	10.6	96.25	85.28
<b>Average P/S</b>	<b>99.25</b>	<b>76.4</b>	<b>90.09</b>	<b>76.5</b>	<b>8.77</b>	<b>8.75</b>	<b>0.32</b>	<b>13.2</b>	<b>96.0</b>	<b>76.81</b>
Pur	89.5	85.4	92.42	70	2.02	3.3	5.55	26.7	89.85	75.8
Chronok	89.75	75.6	91.53	75	2.3	4.5	6.15	20.5	90.5	82.35
<b>Average S/S</b>	<b>89.63</b>	<b>80.5</b>	<b>91.97</b>	<b>72.5</b>	<b>2.16</b>	<b>3.9</b>	<b>5.85</b>	<b>23.6</b>	<b>90.17</b>	<b>79.07</b>
Samrong Kindergarten	85.5	N/A	65.25	N/A	34.75	N/A	0	N/A	85.25	N/A
Domnakorkos Kindergarten	84.25	N/A	60.5	N/A	39.5	N/A	0	N/A	84.45	N/A
<b>Average</b>	<b>84.88</b>		<b>62.87</b>		<b>37.13</b>				<b>84.85</b>	

## Outcome 4: To ensure effective school management

### Training for school management

School directors and responsible teacher staff attended a 3-days training conducted by province and district education officers. The contents were leadership, management and planning. Directors and teachers enriched their knowledge in order to develop the schools and reach their targets.

### School support committees (SSC)

There are 22 school support committee members. The committee members are opinion leaders of the communities. They are literate persons of good reputation. The project has conducted 4 meetings (39 participants per meeting) with school teachers and school support committee members. Topics were expenditure of school budget, monitoring of students who are absent from school, study results, and follow up of livelihood projects. Through the meetings the school development plans were developed further and implemented in each school. 15 committee members run a livelihood project; 11 members started their project newly in 2016. In average they earn additional 36\$/month. The projects are meant as an appreciation and motivation for the members. The committee members in 2016 conducted 359 home visits to families that need support (absence of school children, drop-out).



**School fund**

School fund is another new initiative for the schools. The schools have set up a school fund policy and a fund management team. The project initially has deposited \$250 to each school bank account. At the end of 2016 the fund balance was between \$25-195. The schools raised funds from \$25-250 in 2016. School birthday was used as an opportunity to donate to the school fund. Funds so far have been used for repairs of the roof, loud speakers, benches, shelter for bicycles, flower garden or electricity installation.

**Outcome 5: To increase income for poor students families and teachers**

The partner organization Sofdec runs several agriculture projects since many years in partnership with other donors than CO-OPERAID. Livelihood activities in Ches Pi Rien project profit from this know-how. The selected families joined agriculture trainings of Sofdec in chicken or pig raising and learned about the adequate housing, feeding, care or common diseases and their cure.

**Livelihood improvement for students families**

42 additional families of poor students from the primary schools and 111 families of students from secondary schools started a livelihood project in 2016. They develop ideas based on their resources (property, finances, members that can contribute work), closely guided by the project staff. 35% of the families own no land, have no own rice field and own no house. It was difficult to start the selected activities in 2016 in time due to water shortage (hot weather in dry season). The implementation delayed to June.

After project year 2 (2016) 221 families are included in livelihood support. About one third until now earns additional income of between \$25-35/month in average. The project partners expect the success rates to increase in year 3 after the livelihood projects run a bit longer already.

**Livelihood improvement for teachers**

In order to strengthen the teachers and their families the project allows livelihood support also for teachers. The teachers were very successful with their projects in the former phase and therefore also served as role models in the communities. Average investment from project side was about \$150. The families themselves contributed between \$30-500. The success rate is 79% and the average additional income is \$54/month. Most of the teachers families run a pig or chicken raising project but some also chose a grocery shop.

## 5. Local contribution

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### Education department (province and district)

There is a close and helpful collaboration with authorities. The provincial department of education coordinates NGO work in the sector and invites NGOs to meetings in order to share information and experiences.

Regarding Ches Pi Rien project the department constructed one new classroom building (6x6m) at Samrong school for the kindergarten (cost was \$3,000). 2 more primary school teachers were appointed to Samrong and 2 more teachers to Domnakorkos school. Education department staff attended and/or conducted all the trainings and events at school. The department also delivered students textbooks to the partner schools.

### Parents/villagers

Parents, villagers, students and teachers contributed as follows:

- The teachers took time for their additional tasks required by the project
- Parents attended all the meetings and trainings in good number. They contributed some money to the school fund (donations during school birthday celebration). Parents at Samrong also contributed bamboo and other materials for the construction of a teachers house
- During construction of the teachers house SSC members contributed voluntary work. SSC members helped to monitor the success of the livelihood projects. They did home visits and encouraged dropped-out students to return to school and attend regularly
- The students in all partner schools help cleaning the classrooms and the school campus

## 6. Financial statement, 1.1.2016–31.12.2016, in CHF

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Project activities	Expenditure
<b>Objective 1: to enhance equal access to education</b>	<b>12'439</b>
1.1 Study materials and uniforms	7'932
1.2 Kindergarten equipments	604
1.3 Bicycles for students	2'334
1.4 Education awareness for parents	663
1.5 School registration campaign	423
1.6 Student's achievement exhibition	483
<b>Objective 2: to provide child friendly school facilities and environment</b>	<b>62'844</b>
2.1 Samrong school: school campus	3'250
2.2 Domnakorkos: school building construction	47'800
2.3 Pur school: school campus	185
2.4 Chronok: school campus	1'020
2.5 Instruction materials for all schools	1'233
2.6 School equipment to all schools	9'143
2.7 Sports materials to all schools	214

<b>Objective 3: to improve the quality of education</b>	<b>1'432</b>
3.1 Teacher exchange visit	0
3.2 Child-Friendly School training	719
3.3 Library management training	0
3.4 Mathematics lesson training	0
3.5 First aid training	0
3.6 Development of teaching materials training	760
3.7 Dictation and mathematic contest for students	0
3.8 School sports event	672
<b>Objective 4: to ensure effective school management</b>	<b>2'787</b>
4.1 Leadership, Management and planning training	652
4.2 School support committee training	600
4.3 School development plan and meetings	1'535
4.4 School fund	0
<b>Objective 5: to increase income for students families and teachers</b>	<b>24'923</b>
5.1 Selection meeting	0
5.2 Livelihood projects in Samrong and Domnakorkos	5'850
5.3 Livelihood projects in Pur and Chronok	16'200
5.4 Livelihood projects for teachers	600
5.5 Trainings for livelihood participants	2'273
<b>6 Project staff salaries and social insurance</b>	<b>23'321</b>
<b>7 Preparation, Monitoring, Audit</b>	<b>4'494</b>
<b>8 Project equipment</b>	<b>613</b>
<b>9 Various costs, contingency</b>	<b>102</b>
<b>10 Administration cost in Cambodia</b>	<b>4'587</b>
<b>11 CO-OPERAID project management cost</b>	<b>24'272</b>
<b>TOTAL Cost 2016</b>	<b>161'813</b>

The budget for 2016 was CHF 197'336. CHF 161'813 was actually spent. Lower expense can be found in several lines:

- Objective 2, school facilities and environment: all construction cost was lower than budgeted (school campus, school building). For Domnakorkos school building CHF 60'000 was budgeted and CHF 47'800 actually spent
- Objective 3: teacher exchange visit was shifted to year 3
- Objective 5: expenditure is higher as budgeted (budget CHF 21'754) because some IGA support for poor families was shifted from 2015 to 2016
- 7 Preparation, Monitoring, Audit: budget was CHF 7'018. The actual cost is lower because of lower transport cost and lower donor visit cost
- CO-OPERAID project management cost is lower (Budget CHF 28'614) because of the lower total project cost

The reason for other variances, for example salaries and insurance (budget CHF 27'894), is the favorable exchange rate. The gains/losses from currency exchange will be adjusted at the end of the whole project duration (3 years).

## 7. Case study: Phat Sophen, 11 years



Phat Sophen lives with his parents and 3 sisters in a wooden house, walled with palm leaves, in Samrong village, Pur commune, Kampong Leng district Kampong Chhnang province. His father, Sam Sony, is 43 years old and his mother, Som Sovoeurn, is 42 years old. They are farmers and fishers. His oldest sister, Phat Dalin, is 16 years old. She dropped out of school in grade 8 and now works as garment factory worker in Phnom Penh. She can support her family with her income. Phat studies in grade 5 at Samrong primary school.

The family grows rice in dry season on a rice field of 4'000 square meters. They are able to produce about 2 tons of rice per year for their own consumption. In rainy season they catch fish and sell them, for in average \$5 per day. With these incomes, they live in poor conditions. They depend on the regular contribution of their daughter from her salary.

Phats family was selected for a livelihood project and his mother attended the according training. They were supported with an investment of \$150. In July 2016 they started to raise chicken with 15 hens and 2 roosters. Until December 2016, they could sell 40 chicken and earn \$200 all in all. The additional income was used for daily needs and for educational expenses of their children. Moreover, the family could invest in their dry season rice planting: they bought fertilizer and gasoline for the water pump. They are very happy with the project as they said it is a cycle: chicken raising, investment of chicken earnings in rice growing, and use the yield for some chicken feed.





## 8. Photo documentation

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*New primary school building at Domnakorkos.*



*School registration campaign.*



*New computer class in secondary school.*



*Farewell present for the Swiss teacher volunteers.*



*New water pump in Samrong school.*



*Construction of a teachers house through community members.*