



**PROGRESS REPORT
(Jan-Jun 2024)**



**Project Supported by
Tdh-G and Cambodia Family Support-Australia**

**Written by
Dr. Eng Samnang**



Project name: Promotion of Positive Discipline/Parenting in Schools and Homes
Project holder: Cambodia Family Support (CFS)
Reporting period: January-June 2024
Project duration: 25 months (December 2023-December 2025)

Project Summary: (Short description of the project and the project targets for this reporting period)

This is a project called “Promotion of Positive Discipline/Parenting in Schools and Homes”. The project aimed at protecting impoverished rural community children from corporal punishment at homes, in schools in Pailin province, Cambodia. Within this project, CFS is going to enriching the capacity not only for children and youth’s, parents and caregivers themselves but also enriching the capacity of local authorities including teachers, village leaders, community leaders, WCCC and CCWC to establish a safety environment for children to grow positively, free from violence, as well as to enriching the capacity of local authorities to establish a child protection mechanisms actively responding to prevent corporal punishment at home and in school. Relevant key persons including 24 children/youth peers, 4 head of WCCC, and 16 CCWC, 163 teachers from 35 primary and secondary schools including 61 village leaders from 6 communes, 41 villages in Pailin province are going to measure changed, improved of understanding of root cause, consequence, negative impact of violence against children (VAC) due to improve understanding of parenting skill and positive discipline which will be trained by CFS.

Status of Target Groups Reached:

<i>For the whole project duration</i>	Number		(f) %		(m)%		(d) %	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Target group children/youth Age 0-5	0	0	0	0	0	0	N/A	N/A
Age 6-12	3,742	810	48	49	52	51	N/A	N/A
Age 13-17	1,392	862	48	55	52	45	N/A	N/A
Age 18-25	0	0	0	0	0	0	N/A	N/A
Indirect beneficiaries			Planned		Actual			
	Children		5,134 (F: 48%)		1,672 (F: 49%)			
	Peer		24 (F: 50%)		24 (F: 58%)			
	Family/household		247 families		63 families			
Other target groups	Teacher		163		65 (F: 44%)			
	Village leader		61		24			
	WCCC & CCWC		16		46 (F: 35%)			

1. Key activities	
Planned activity (Refer to approved proposal)	Implementation Implemented as planned? If yes, describe briefly. If not, please describe reasons.
Activity (O1A1): Collaborate with district education offices and primary and secondary schools to establish children & youth peer educators Planned Year 2023: 02 meetings Year 2024: 00 meetings Year 2025: 00 meetings	Summary description of activities conducted: The project collaborated with There are 65 total teachers has been reached in this reporting period, 28 are females. Among these total number there are 51 teachers are from primary school (29 males, 22 females), 4 teachers from two secondary schools (2 females and 2 males), and 10 teachers from district education office, 4 teachers (2 males and 2 females from Pailin municipality) and 6 from Salakrao district (4 males and 2 females) The collaboration aims to discuss project aims, identified potential children and youths and establish them into peer educator. As a result of this collaboration, 24 children and youths (F: 14) were selected as peer educators. <ul style="list-style-type: none"> Who were the participants? Where are they from?

Total: 02 meetings with a total of 46 school principals, teachers and education officers (23 each time)

The participants to the collaboration meetings are mainly school principals, school teachers and district education officers whose roles are to oversight the school operations. All of them are from the 6 communes in the project location.

- Why and how were they selected?

The school principals and district education officers were selected automatically while school teachers were selected based on their roles as disciplinary responsible or teachers in charge. They were informed of the project objective and participated in identification of potential children and youths in their respective schools. Having them aboard increased engagement of children and youth educators in the awareness efforts to other children in schools.

• What was the general objective of the activity?

The overall objective of this activity is to inform and encourage school teacher for allowing their children and school children themselves to participate with CFS project and further train/coach them to be children and youth peer educators.

• What topics?

Key topics are about child rights, harmful effects/ consequences of corporal punishment against children, positive discipline in school and positive parenting.

• What methodologies?

In-person meeting and discussion to seek approval from teachers, parents and children and youth themselves were organized before the recruitment and establishment of child and youth peer educator. The following steps were followed:

Firstly, introduction about the objective of CFS project, and key topics—violence against children (VAC), positive discipline and positive parenting— were informed and disseminated.

Secondly, collaborating with school principal was convened to identify children and youth who are able to participate with CFS project activity.

Thirdly, giving orientation and working with children and youth who volunteer to be peer educators.

Lastly, the project staff visit family of volunteer children and seek their parental consent for their children's participation.

• What are the significant results from activity?

The participants—principals, teachers and education officers gained insightful awareness and knowledge of the project. Additionally, participants actively engaged with the identification and recruitment of children and youth peer educators. Subsequently, 24 children and youths (F: 14) were selected to participate in peer educator groups.

Status of Implementation:

All 24 planned children and youth peer educators were recruited and organized into peer educator groups.

Activity (O1A2):

Organize ToT for children and youth educators on corporal punishment prevention by using manual on positive parenting level 1 and 2

Planned:

Year 2023: 0 training
Year 2024: 1 training with 24 participants (children and youths)
Year 2025: 0 training

Total: 1 training conducted with 24 attendance of children and youths.

Summary description of activities conducted:

Within this reporting period, one training session was conducted by whom? By CFS, Who are trainers? Dr. Eng Samnang, Director of CFS is a trainer assisted by a staff from Pailin provincial women affairs and a staff of CFS, conducted as co-trainers. There are 24 children and youths (14 girls) from 6 communes, 4 from each commune in the project target attended this training.

- Who were the participants?
 - Where are they from?
They are from local school in 6 communes. 4 Children/youth are from each commune in the target implementation (preferably 2 males and 2 females).
 - Why and how were they selected?
They were selected for TOT training and coaching to become child/youth educators. First, the project staff contacted teacher to identify potential children who are active and can speak out and are willing to share their knowledge to their friends after receiving training. Second, we approached children and youths directly to seek his consent and voluntary participation with CFS project. Last, the project staff communicated with those identified children's parents or care takers for their parental consent and approval.
- What was the general objective of the activity?
The general objective of this activity is to strengthen the capacity of selected children and youths to be peer educators who can lead awareness raising activities for other children, both in their local schools and their communities.
- What topics?
The topics were about the importance of positive discipline and harmful effects/ consequences of corporal punishment against children. Additional topics were about how to lead and organize awareness raising activities and the effective training facilitation skills.
- What methodologies?
This should be methodology used in ToT training. What methodology was used? Is it lecturing, group discussion, role play... etc? This is NOT the methodology in selecting children and youths to become peer educator.

Verbal introducing (Lecture) about the objective of CFS project. The topic of violence against Children (VAC) with specific of corporal punishment and positive discipline/parenting had provided.

Telling story of social practices accompany with role play about physical violence, verbal interaction, group discussion on consequences of violence against children are used as methodology in this training.

Role play on how to host and conduct led- awareness raising at school and at community.

- What are the significant results from activity?
As result, there are 24 children are selected and completely trained to be peer educators. Among these, there were 10 males and 14 females who from the target implementation are capable to further their knowledge as CFS peer educator.

Status of Implementation:

What is the result of pre-&post-test evaluation of ToT training?

The result of the training was evaluated by scoring pre and post-test- was used. The scoring classified by three levels, poor, fairly good and Very good. There are 11 questions were used to scoring test before and after training.

- Poor result referred for those participants who replied correctly less than 30% among the total of 11 questions.
- Fairly good result referred for those participants who replied correctly from 31% to 60% among the total 11 of questions.
- Very good result referred for those participants who replied correctly over 61% of among the total 11 of questions.

The results of pre and post-test evaluation had shown that:

- Pretest:
 - 78% are poor
 - 18% are fairly good
 - 4% are very good,

Surprisingly, this result has greatly changed

- Post test:
 - 12% are poor
 - 74% are fairly good
 - 14% are very good,

What level of children increase knowledge?

Children-youth had demonstrated improve their knowledge, based on the result of pre- and post test of this TOT training. The increase of knowledge from very low understanding on violence against children especially/corporal punishment in pretest to fairly good in post-test result, general observation. The level of knowledge among participants were increased. As evaluation result, poorly understand was reduced from 78% in pretest to 12% in post-test. Fairly understand were improved from 18% in pretest to 74% and very good was increased from 4% in pretest to 14% in posttest.

What is percentage of children/youths gaining confidence?

Although during the training there was not having a specific evaluation of gaining confidence but at the end of the training approximately 60% of participants replied verbally that they have more confidence for further knowledge to other through led awareness raising and collaboration working with CWCC, village leaders and their teachers.

Please provide this info as it's necessary and required by log frame.

Activity (O1A3):

Conduct children and youth-led school awareness raising for primary and secondary school children on prevention of corporal punishment

Planned:

Year 2023: 00 awareness

Year 2024: 60 awareness with 2567 participants (children and youths)

Year 2025: 60 awareness with 2567 participants

Total: 120 awareness conducted with 5134 attendance of children and youths.

Summary description of activities conducted:

12 of 35 schools in the target implementation had organized - conducted children/youth led awareness raising activities (how many sessions?) According to the record, there are 24 sessions has been conducted so far. The awareness sessions were varied from one school to another based on the number of schoolchildren. The awareness session varied from one session to three sessions each school. Some schools were conducted only one session, some schools were conducted three sessions based on the number of school children.

The number of attendees /children-youth varied from one school to another. In general, there are from 50 to 80 children attended each session. As result, there are 1672 children (862 girls) are attended.

- Who were the participants?
 - Where are they from?
The participants to the awareness sessions are students (children) studying at local primary and secondary schools in the project locations.
 - Why and how were they selected?
These children were selected to be attendants of the awareness because they have had experienced suffering corporal punishment. These children need to know how to prevent themselves from exposing to risks and danger of corporal punishment.
- What was the general objective of the activity?
The main objective of this activity is to raise awareness on corporal punishment and positive discipline among local school students.
- What topics?
There are few topics covered in these awareness raising sessions:
 - What corporal punishment is
 - What/Why corporal punishment? And positive disciplinary?
 - Risk and danger of corporal punishment
 - Where and how children could approach for help
 - Social morality,
 - Importance of schooling, domestic sanitation and hygiene
- What methodologies?
A number of methodologies were used during these sessions:
 - Focused group discussion with specific topic
 - Question and group answer
 - Story tell and practical example
 - Group reflection (question and answer)
- What are the significant results from activity?
 - Children and teacher actively participated in the awareness sessions which led by children/youth educators.
 - Significantly, post session evaluation through verbal survey found that most participants who participated in this activity realized that corporal punishment and positive disciplinary is a new idea for better children growth physically and mentally.

	<p>Status of Implementation: Out of 5,134 children plan to reach throughout the project, 1,672 (862 female) reached in the reporting period.</p>
<p>Activity (O1A4): Conduct children and youth’s quarterly reflection meetings with school principals and teachers to discuss about corporal punishment progresses, challenges and next actions</p> <p>Planned:</p> <ul style="list-style-type: none"> - Year 2023: 00 quarterly meeting conducted with 00 school - Year 2024: 35 quarterly meeting conducted with 35 schools - Year 2025: 70 quarterly meeting conducted with 35 schools <p>Total: 105 quarterly meeting conducted with 35 schools with attendance of 35 school principals and 233 school teachers.</p>	<p>Summary description of activities conducted:</p> <p>12 schools out of 35 schools in plan which have their child-peer organized meetings with 2 children, a girl and a boy, attending the meetings with their teachers. The meeting was slightly late due to the late peer educator selection and late organization of ToT training.</p> <ul style="list-style-type: none"> • Who were the participants? <ul style="list-style-type: none"> - Where are they from? The participants are teachers and peer educators in the respective schools. • Why and how were they selected? They are peer educators who were grouped with approval from school principals and teachers. These peer educators were trained by the project to strengthen their knowledge and capacity to organize awareness to other children. • What was the general objective of the activity? Key topics of the meeting were: (1) discussion on the progress of corporal punishment implementation in their schools and (2) how to improve forwarding actions • What topics? The main topics of this activity is observing and checking the improvement, discussion on the situation of harmful practices and corporal punishment, positive parenting/discipline which was introduced/trained to school children. • What methodologies? Different methodologies were adopted during the meeting to ensure productive meeting results. These included open discussion, interview with local school children and teacher in order to verify improvement. • What are the significant results from activity? Most of participants in the meeting agreed that they had gradually changed their practice about corporal punishment and positive disciplinary. Practices of positive disciplinary will positively impact on child development, they said during meeting. <p>Status of Implementation: Out of the planned 35 activities per quarter, among 35 schools, each school planned to organize a meeting in every 3 months.</p> <p>For 2024, only 12 schools organized the meetings with attendance of 2 children/youths network members to discuss the aforementioned topics.</p>

<p>Activity (O2A1): Organize ToT for Commune Council for Women and Children (CCWC) on corporal punishment prevention by collaborating with Office of Women Affairs and using manual on positive parenting level 1&2</p> <p>Planned:</p> <ul style="list-style-type: none"> - Year 2023: 00 training session with 00 participants - Year 2024: 1 training session with 17 participants - Year 2025: 1 training session with 29 participants <p>Total: 2 training sessions conducted with 46 attendance of CCWC members.</p>	<p>Summary description of activities conducted:</p> <p>The ToT was not implemented during the reporting period. This was due to possible changes of Women and Children Consultative Committee (WCCC) members and Commune Council for Women and Children (CCWC) members. The project proposed the conduct of ToT in May 2024, but head of WCCC suggested the postponement of ToT until the finishing of 2024 council elections (held in June 2024) and nomination of the new committee by Ministry of Interior.</p> <p>Status of Implementation:</p> <p>The conduct of ToT training for CCWC was not possible given the aforementioned rational.</p>
<p>Activity (O2A2): In collaboration with CCWC, conduct community awareness sessions for community members, particularly parents and care givers on positive parenting and negative consequences of corporal punishment</p> <p>Planned:</p> <ul style="list-style-type: none"> - Year 2023: 00 community awareness with 00 participants - Year 2024: 24 community awareness with 1680 participants - Year 2025: 24 community awareness with 1680 participants 	<p>Summary description of activities conducted:</p> <p>6 community awareness activities were conducted, each one per commune respectively. The awareness activity was conducted in collaboration with WCCC and CCWC. These awareness activities participated by a total of 987 villagers (670 women).</p> <ul style="list-style-type: none"> • Who were the participants? Mostly community parents (villagers). <ul style="list-style-type: none"> - Where are they from: They were local community members who are parents and care givers. - Why and how were they selected? The project staff collaborated with village leaders to inform community members and invite them to sessions. These community members were identified and selected based on their harmful practices of parenting skills. • What was the general objective of the activity? The general objective of this activity is to disseminate information and discuss with them (parents) about corporal punishment and positive discipline/parenting. The sessions also discussed with them about current practice to change their harmful practices. • What topics? This activity provided them with topics: <ul style="list-style-type: none"> • Discussion to raise their awareness and understanding of harmful effects of practicing corporal punishment.

<p>Total: 48 community awareness sessions conducted with 3360 attendance of community members (parents and caregivers).</p>	<ul style="list-style-type: none"> • Violence against children: what corporal punishment is; why violence against children is matter for child’s growth; and positive parenting/discipline is a modern society for positive child development. • What methodologies? The sessions adopted a number of methodologies including: group discussion, information disseminating and practical experience sharing. • What are the significant results from activity? Based on verbal assessment before and after awareness session (due to larger group of attendance and inability to read and write of many participants), more than 75% of participants increased awareness on the aforementioned topics and strongly agreed that corporal punishment shall not be practiced, instead positive parenting must be practiced. They accepted that positive parenting skill will fruitful children’s growth in the future. <p>Status of Implementation: Out of 12 activities planned for Jan-Jun 2024, 6 activities were conducted with attendance of 987 community members (parents and care givers), including 670 women.</p>
<p>Activity (O2A3): Support children and youth peer educators to participate in quarterly meeting with commune council for women and children (CCWC)</p> <p>Planned:</p> <ul style="list-style-type: none"> - Year 2023: 00 community awareness with 00 participants - Year 2024: 12 meetings conducted with 24 participation of children/youth - Year 2025: 12 meetings conducted with 24 participations of children/youth <p>Total: 24 meetings conducted with a total of 48 attendance of children and youths.</p>	<p>Summary description of activities conducted:</p> <p>6 out of 12 meetings were held, one meeting per commune respectively, were held. In each of these 6 meetings, 3 or 4 (depending on available schedule) child peer educators of the project attended the meeting with CCWC.</p> <ul style="list-style-type: none"> • Who were the participants? - Where are they from? Participants to the meetings are CCWC, local authorities and peer educators from the target project communes. • Why and how were they selected? Peer educators who represent other children were supported to participate in the meetings with CCWC and local authorities to bring issues they encountered regarding violence against children. These peer educators were officially grouped as in activity O1A1. • What was the general objective of the activity? The general objective of this meeting is to discuss and see the progress of corporal punishment implementation in their commune. Also, the meetings wish to improve children related corporal punishment if any. • What topics? The main topics of this activity is observing and reporting the improvement of the situation of children especially harmful practices among community parents after corporal punishment, positive parenting/discipline introduced/trained to local community members. • What methodologies?

	<p>The meetings adopted group discussion and plenary discussion. In addition, interview with local authorities and leaders in order to verify improvement was conducted.</p> <ul style="list-style-type: none"> • What are the significant results from activity? Most of local leader member of CCWC in the meeting replied that gradually community members (parents and care givers) changed their practices about corporal punishment because they know the importance of positive disciplinary. Practice of positive disciplinary will positively impact on future of child development. <p>Did the project staff record any concerns that child peer educator raised during the meeting? As recorded, child representative of children who attended the meeting with CCWC raised their concerned not only for corporal punishment but also for violence against children and children’s rights as general. They routinely proposed to CCWC and as well as local authorities for taken more consideration respect and implement CRC, CFS staff reported.</p> <p>What did the CCWC and local leaders respond? As raised by children representative during the meeting, children issues especially children’s rights respected to violence against children, corporal punishment, these issues were putting into meeting agenda for further monitoring and improving.</p> <p>Status of Implementation: 6 out of 12 planned meeting for January to June 2024 or 6 out of 24 planned meeting throughout the project were held with active participation of children and youth peer educators.</p>
<p>Activity (O2A4): Field visits by the project implementers</p> <p>Planned:</p> <ul style="list-style-type: none"> - Year 2023: 00 field visits conducted - Year 2024: 12 field visits conducted - Year 2025: 12 field visits conducted <p>Total: 24 field visits conducted by project implementers to monitor progress of the project.</p>	<p>Summary description of activities conducted:</p> <p>Project implementers conducted 18 field visits to communes and schools (6 times to 6 communes and 12 times to 12 schools) in the project locations. In each of the schools visited by the project implementers, there are 2 child peer educators.</p> <ul style="list-style-type: none"> • What was the general objective of the activity? The general objective of this field visit by project implementers is to provide technical supports to peer educators and monitor the progress of the project. • What topics? There are 3 main topics are generally provided: <ol style="list-style-type: none"> 1. Understanding the situation and harmful practice of corporal punishment to local children 2. Improving them on general concept of violence against children 3. Helping them if any difficulty or any challenges as children and youth peer educator’s performance

	<ul style="list-style-type: none"> • What methodologies? <ul style="list-style-type: none"> - Conducting field visit from school to school and from commune to commune where child/peers or youth are based - Open discussion or group discussion to improve the performance of child and youth peer educators • What are the significant results from activity? <p>The participants (children and youth peer educators) improved their knowledge and were refreshed with information of corporal punishment. The peer educators came up with a collective plan on how to support each other to conduct awareness on violence against children and positive discipline in their local schools.</p> <p>Status of Implementation: Out of the planned 35 schools and 6 commune activities per month, only 12 schools and 6 communes were visited by project implementers. Out of these communes and schools, there were 24 children and youth peer educators of CFS project.</p>
--	---

2. Outputs (services) and use of outputs in the respective year	
Planned output (Refer to approved proposal)	Realized outputs/ use of outputs What planned outputs have been realized? Which one not? Why not? Have the beneficiaries or primary stakeholders made use of the project output? Please describe briefly.
<p>1. 5134 school children (48% girls) from 35 primary and secondary schools (11 in Pailin and 24 in Salakrao) are provided with information about corporal punishment and positive discipline/parenting.</p>	<p>Progress made in achieving Outputs:</p> <p><u>Quantitative Result:</u> Out of the planned target 5,134 school students reached, the project has successfully reached a total of 1,672 students (862 girls, 810 boys and 0 diverse) during this reporting period.</p> <p><u>Qualitative Results:</u></p> <ul style="list-style-type: none"> - What are changes related knowledge and skills? It's not possible to measure change in behavior, but based on the post awareness evaluation it was observed that children had improved awareness of the topics of child rights and corporal punishment. - How did the participants apply or use the knowledge or skills from project activities? Out of 1,672 (862 girls and 810 boys) who received child and youth peer educator led awareness raising, 1,364 or 82%, including 702 females, and 662 males, were measured to have changed in their knowledge. The change was measured against their correct answers with the post training evaluation. <p style="color: blue;">Regarding the use of knowledge or skills gained from the awareness, it will be measured in the next semester because of the short time frame to measure their application of knowledge.</p> <p>Is there a need to change the planned output? This output has gradually progressed in the first semester of the project. It's assessed that there is no change needed.</p>

<p>2. 24 children (50% girls) children peer educators (4 from each of 6 selected communes in the two districts) are trained to collaboratively work with teachers, WCCC and CCWC in conducting awareness-raising activities on corporal punishment and positive discipline/parenting in schools and communities</p>	<p>Progress made in achieving Outputs:</p> <p><u>Quantitative Result:</u> Out of planned target 24 children and youth peer educators, all or 24 (14 female, 10 male, 0 diverse) were successfully reached. These child peer educators were from 6 communes or 4 child peer educators per commune. These child peer educators were officially selected, acknowledge by both school principal and teachers, and were trained as child peer educators to collaboratively work with teachers, WCCC and CCWC members to conduct awareness raising activities on corporal punishment and positive discipline in schools and positive parenting in communities.</p> <p><u>Qualitative Results:</u></p> <ul style="list-style-type: none"> - What are changes related knowledge and skills? Among the 24 children and youth peer educators who received training (10 males and 14 females), reported that approximately 83% (20 children (11 females and 9 males) has increased their knowledge from incorrect response before training, knowing nothing about negative impact of corporal punishment and positive discipline impact to better understanding. The increased knowledge was measured by project staff using pre and post training evaluation. - How did the participants apply or use the knowledge or skills from project activities? Out of the 24 trained child peer educators, all or 100% of them has used their acquired knowledge and skills to conduct further awareness activities to school children. <p>Is there a need to change the planned output? This output has gradually progressed in the first semester of the project. It's assessed that there is no change needed.</p>
<p>3. 224 child protection actors, i.e. 61 village leaders, 163 teachers from 35 schools, 16 CCWC members (all females) from six communes and 4 head of WCCC (all females) from 2 districts of Pailn province are trained on corporal punishment and positive discipline/parenting, with special focus on how to integrate prevention and response to corporal punishment</p>	<p>Progress made in achieving Outputs:</p> <p><u>Quantitative Result:</u> From January to June 2024, although official formal training to WCCC and CCWC was not able to conduct, there were 46 WCCC (16 females and 30 males) from 2 districts of Pailn province (Salakrao and Pailin Municipality), 82 village leaders, and 65 teachers from 12 schools, gradually and routinely informed about corporal punishment and positive discipline through regular WCCC monthly meeting.</p> <p>Each head of the Commune Council for Women and Children (CCWC) is a member of the Women and Children Consultative Committee (WCCC). They attend monthly meetings with the WCCC at the district level.</p> <p><u>Qualitative Results:</u></p> <ul style="list-style-type: none"> - What are changes related knowledge and skills? Provided that no ToT training was conducted for child protection actors, especially CCWC members, it's not possible to measure changes in knowledge and skills. However, through regular initial meetings to introduce about violence against children, corporal punishment and positive discipline and positive parentings, it was observed that

<p>cases/concerns in their existing child protection mechanisms in their respective communities</p>	<p>approximately 30% of meeting participants provided correct responses the questions around the said topics. These participants providing correct responses used to receive training by Ministry of Women Affairs. The other 70% participant never heard positive discipline. This 70% of participants used to practice hitting their children because they accepted that hitting is a culture norm of educating children.</p> <ul style="list-style-type: none"> - How did the participants apply or use the knowledge or skills from project activities? During the reporting period, out of 224 child protection actors planned for the entire project (61 village leaders, 163 teachers from 35 schools, including 16 CCWC members from 2 districts of Pailn province), 24 village leaders (16 male and 8 female) from 12 villages, 65 (37 male and 28 female) teachers from 12 schools, 46 WCCC (30 males 16 females) who were reached in this reporting period were using their knowledge, skills and become child protection actors in their local place. <p>Is there a need to change the planned output? This output has gradually progressed in the first semester of the project. It's assessed that there is no change needed.</p>
<p>4. Mechanisms for collaborative work between children and child protection actors are established in schools and in the 6 communes.</p>	<p>Progress made in achieving Outputs: <u>Quantitative Result:</u> From Jan-Jun 2024, out of 35 schools and 6 communes, there were 12 mechanisms in schools and 6 communes established for collaborative work between children and child protection actors at local schools and communities.</p> <p>Can you explain what are these mechanisms? CFS is continuing to strengthen mechanism. Each school, child peer/youth who trained become a contact person in school and in community. Gradually, they integrated what is corporal punishment, what is violence against children, who, how and where they can report to or they can seek for help in school and in their home villages. It is really hard to measure at the reporting time, but believe that more and more children and other protective actors will aware of these mechanisms.</p> <p>How was it established? Since the beginning of seeing approval of participation of children, CFS seek firstly approval from local school teachers, children themselves, and also approval from their parents (See Activity O1A1). Furthermore, structure of CFS child/youth educators has been established with clearly agreement between CFS and children's themselves.</p> <p>Any acknowledgement of local authority? There is no officially acknowledgement of local authority but from their local schools.</p> <p>Any specific binding roles and responsibilities? Since the beginning of recruitment, role and responsibility of peer education were distributed to children, both written and informed to children themselves, teachers and especially their parents or their takers for acknowledge when, how and where they can work or implement within their duties as peer educators or child/youth networks.</p>

	<p>Qualitative Results:</p> <ul style="list-style-type: none"> - What are changes related knowledge and skills? Within the reporting period, children gained knowledge about violence against children, positive discipline and positive parenting, and used their knowledge and skills to address the situation of violence against children. It is also reported that they used their established mechanisms to report to their teachers and CFS staff. They knew where, how, when and to whom they can report. - How did the participants apply or use the knowledge or skills from project activities? 12 children and youth peer educators, 4 head of WCCC, and 46 WCCC members, 65 teachers from 10 primary and 2 secondary schools including 24 village leaders from 12 villages, in Pailin province improved their understanding of roof cause, consequence, negative impact of violence against children (VAC) after they received training and received awareness about the topics. <p>Did they use any of the knowledge? If yes, how and in what event? Generally, it was observed that peer educators, teachers and local authority especially CCWC used their knowledge to further their understanding via participation in led awareness raising and as well as in the quarterly meeting, they are usually seen as helpers to help correction children's speech during meeting or in the led-awareness raising.</p> <p>Is there a need to change the planned output? This output has gradually progressed in the first semester of the project. It's assessed that there is no change needed.</p>
--	---

3. Project outcomes (status at the end of the project implementation period)

Outcome 1 (refer to approved proposal):

At the end of 25 months, children from six communes and their families have access to and are taking actions to further improve child protection services for the prevention of and response to corporal punishment

Indicators	Results/Actual Situation
Indicator 1.1	Progress made in achieving Outcomes:
5134 children (48% girls, including 24 peer educators) and 247 family members and care givers (59% females) increased their understanding on child rights, on corporal	<p>Has the situation of the beneficiaries or primary stakeholders improved as you have described in the PCM-Factsheet under "outcomes"? If not, why not? Please compare with initial situation. Please highlight results that refer to global TDH Strategic Goal indicators</p> <p>From reading the activities and outputs, I noticed there were some elaborations of this outcome achievement:</p> <ol style="list-style-type: none"> 1. Increase understanding ... 2. They're able to identify non-violence ... <p>Through some of the mean of verification of:</p> <ul style="list-style-type: none"> - Pre & post test - Documentation of meeting between child peer and teachers

<p>punishment as a form of VAC and the harm it results to; and on positive discipline. They are able to identify non-violence disciplining/parenting behavior at home and in schools.</p>	<p>If so, please look at it again if you can extract information to report. I know that outcome is very hard to capture.</p> <p>It is hard for me to know, if it is possible then I will try my best to explain it later,</p>
<p>Indicator 1.2</p> <p>24 children (50% females) increased their skills in informing their peers in schools and communities. Together with teachers, CCWC staff and WCCC, they reach a total of 5110 other children through awareness-raising activities about corporal punishment and positive discipline.</p>	<p>Progress made in achieving Outcomes:</p> <p>The same comment</p> <p>It is hard for me to know, if it is possible then I will try my best to explain it later,</p>
<p>Indicator 1.3</p> <p>24 children gain confidence in conducting joint awareness-raising activities with teachers, village leaders, CWCC staff and WCCC officials on corporal punishment and positive discipline/parenting. They confidently join meetings where they express their views about corporal punishment and positive discipline/parenting.</p>	<p>Progress made in achieving Outcomes:</p> <p>The same comment</p> <p>It is hard for me to know, if it is possible then I will try my best to explain it later,</p>
<p>Outcome 2 (refer to approved proposal): At the end of 25 months, child protection actors from six communes and two districts in Pailin are equipped to provide and integrate positive discipline/parenting in prevention and response services on corporal punishment.</p>	
<p>Indicator 2.1</p> <p>244 child protection actors, composed of 163 teachers (45% females), 16 CCWC members (females), 4 heads of WCCC of Pailin province (females) and 61 village officials (26% females) improved their capacities to prevent and respond to corporal punishment incidents/concerns; they</p>	<p>Progress made in achieving Outcomes:</p> <p>The same comment</p> <p>It is hard for me to know, if it is possible then I will try my best to explain it later,</p>

identify and implement recommendations to integrate promotion of positive discipline/parenting in school and community programmes.	
Indicator 2.2 3 out of the 6 communes improved their prevention, reporting and response mechanisms to corporal punishment cases and concerns.	Progress made in achieving Outcomes: The same comment It is hard for me to know, if it is possible then I will try my best to explain it later,
Indicator 2.3 50% out of the 35 schools have action plans to integrate promotion of positive discipline/parenting in their school child protection programme.	Progress made in achieving Outcomes: The same comment It is hard for me to know, if it is possible then I will try my best to explain it later,

4. Overall goal / impact (to be filled in only if the report covers the last reporting period)	
Planned overall goal	Result/ Impact
To contribute to the protection of children from impoverished rural communities from violence through the promotion of positive parenting/discipline practices in schools and homes in Pailin, Cambodia	To what extent has the project contributed to the overall objective? To what other changes / processes did the project contribute? Is there a need to modify the strategy? This achievement will be measured and information will be recorded in the last reporting period.

5. Unforeseen developments and side effects (positive / negative)
<ul style="list-style-type: none"> Which unforeseen external developments took place? <p>There were some activities of unforeseen development and side effects both positive and negative in this reporting period such as:</p> <ol style="list-style-type: none"> Positive effects: <ul style="list-style-type: none"> - There was a side visit by country coordinator of Terre des hommes-Germany (Tdh-G) to Cambodia Family Support (CFS) in May 2024. This visit was key factor contributed to encourage CFS implementors and profound mutual understand. - A represent children/youth peer and 2 staff of Cambodia Family Support (CFS) attended Cambodia-Terre des hommes-Germany (Tdh-G) partners meeting. This is a positive way flora vision and future trend development to fruitful children.

- A school building (Kindergarten) was completely built. This school was supported by private donors from Perth Australia.
- 30 family latrines were completely built. These latrines were supported by Rotary-Perth Australia.

2. Negative effects:

In the reporting period, WCCC and CCWC training is impossible because most of local government were busy with council election and they suggested to wait until council election completed and new nomination of WCCC and CCWC members were made.

6. Child safeguarding mechanisms

- Please describe briefly the mechanisms that were put in place within this reporting period, as well as institutional developments, in relation to child safeguarding during the life span of the project (for example: updates of policy, trainings, monitoring systems to ensure that existing regulations are observed etc)

What did happen in this reporting period regarding child safeguarding? For example:

- CFS reviewed child safeguarding policy.
CFS had organized a staff meeting to discuss child safeguarding policy, but there was not improvement since the knowledge of child safeguarding policy implementation and development still poor.
- The staff received training on child safeguarding.
CFS has not received training in this reporting period.
- Child safeguarding mechanism is incorporated in training materials for child peer and CCWC and teachers.... Etc.

This is not Child safeguarding mechanism is incorporated into training materials for child peer and CCWC and teachers. There are two reason (maybe), first reason is that the time constrain of the training, we have only one day training session, too short to introduce this. Second reason is CFS ourselves are not completely well understood about Child safeguarding,

- Were there important child protection and child safeguarding concerns that arose during this reporting period and how were these addressed?

None

7. Participation of children and youth

What progress was made in:

- Capacitating children and youth to participate within the project and in the larger community as a whole (in accounting duty bearers, including implementing organization)?

It was recorded that most of children (14 females and 10 males) who received training to be peer educators has greatly increased their capacity. They are using their skills to further knowledge to their local target group and act as child protection actors in collaboration with other child protection actors including WCCC and CCWC, village leaders and their teachers.

- Creating an environment that enables children and youth to participate?
Fundamental and principle of CRC including important of children participation has been introduced and disseminated during meeting with children and as well as teachers and parents.

Philosophy of CFS before and until today is considering, explaining, encouraging and using the concept of children and youth participation as an important for next generation. This will replace and sustain their local community. Therefore, creating an environment that enable children and youth participation was integrating into practical and routinely implementation.

What is your overall assessment of the level of children and youth participation within the project during this reporting period?

Please explain in what stages of the project cycle (planning, implementing, monitoring, evaluating and reporting) and how children/youth have participated. Refer to the three levels of participation outlined below. Refer to the status at the end of the project implementation.

Project Cycle	Levels of Participation (as per grading below)	Methods (e.g. focus group discussion; Venn Diagram, The spider web, community maps, etc)
Situational Analysis	Level 1	CFS generally used focus group discussion among peer educators
Project Design and planning	Level 1	CFS generally used focus group discussion among peer educators
Project Implementation	Level 3	Child led their activity by themselves, serving as facilitators rather than leaders; children controlling the process.
Project Monitoring	Level 1	CFS generally used focus group discussion among peer educators
Project Evaluation	Level 1	Generally, CFS used focus group discussion among peer educators

Level 1: Consultative participation: where adults seek children’s views in order to build knowledge and understanding of their lives and experience. It is often characterised by being: adult initiated; adult led and managed; lacking any possibility for children to influence outcomes.

Level 2: Collaborative participation: where there is a greater degree of partnership between adults and children with the opportunity for active engagement at any stage of decision, initiative, project or service.

Level 3: Child led participation: where children and young people have space and opportunity to initiate activities and advocate for themselves on issues affecting them. It is often characterized by: the issues of concern being identified by children themselves; adults serving as facilitators rather than leaders; children controlling the process.

8. Measures taken to address gender inequality

What measures were taken or how were gender inequality issues as mentioned in the project proposal addressed? Kindly explain.

Although within this reporting period, there is no assessment has not been done, but most of CFS activities were taken to address gender inequality: for example,

- Gender policy was developed and distributed to all staff for implementation.
- Planning indicators have put the numbers of women and girls, or women and girls’ issues had been highly considered. The achievement and results of the project were classified and disaggregated by genders, girls and boys.
- In any training or meeting, women or girls were encouraged to participate and with equally numbers invited as men.

- Any assistance or any support which was made by CFS has to be shared 50% for men and another 50% would be for women or girls. It is also meant that all of supports made by CFS for parents or children is not only for males or for men, but it is for women and girls as well.
- Any results or reports has to be included the number of women or girls as beneficiaries of the CFS activities.
- Woman first or girls first is not a kidding word for CFS staff but it is for a culture of all CFS implementation project activities.

9. Assessment

- What were the **internal** strengths and weaknesses of the project (in implementation strategies, resources, design of activities, implementing staff, target groups that led to the achievement or non-achievement of planned results)?
- What is the project's overall status of implementation? Is it according to plan?
- What were the main difficulties and challenges in the reporting period (e.g. delays in implementation, budgetary difficulties, etc.)?
- What are best practices of the project? What did not work?

Strengths	Weaknesses
<ul style="list-style-type: none"> • Most of CFS staff understands the project objectives and project plan clearly. They know where, when, and how to implement the project. • The project is strongly supported by by government and local stakeholders and donors. • All Staff are committed to achieve project outputs and outcomes. • CFS activity plan is aligned with and supported by local government. 	<ul style="list-style-type: none"> • The project staff still have limited understanding of positive discipline or parenting skill.

10. Reflection (or lessons learned):

For example, related to:

- Sustainability of project outcomes.
- General assessment of the progress made by the project in this reporting period.

The reflection has not been recorded extensively. However, according to project monitoring, the project is achieving the planned results gradually. It's expected/projected that the implementation is going smoothly as planned.

11. Need for assistance or support from tdh:

- What technical support did you receive from tdh Germany in this reporting period?
- What support do you need for the next period?

It will be valuable and the most important if any training supported by Tdh-G especially about positive discipline or parenting skill.

12. Other recommendations / remarks:

A. Deviations and actions taken.

If not implemented, please describe reasons:

- *On the workplan.* Project implementation according to plan?
- *On the timeframe.* Any delays in activities, their causes and measures to counter this trend?
- *On the budget.* Were there significant changes in the budget plan?
- *Others:* Conceptual or other changes (target group, location, problem definition etc.)

There is no deviation during this reporting period was observed.

B. Recommendations

- What difficulties can be foreseen for the future implementation and what measures will be taken to mitigate the effects of these difficulties?

We are strongly to recommend that staff capacity building for implementation especially on corporal punishment, positive discipline /parenting should be provided. Training tool/ manual of Ministry of Women Affairs especially parenting level 1 & 2 should be strictly used and applied.

- What is your overall assessment of the project and how can implementation be improved in the next period?

For the time being, only limited staff capacity on positive parenting is assessed and implement **Child safeguarding**, Therefore, building CFS staff capacity on positive parenting and positive discipline including **Child safeguarding** are recommended.

C. Information materials

What project-related information materials like photos, stories, publications, power point presentations, webpage, sound slides, etc. were made available to the public during the period under review? If possible, kindly send all these materials **separately**.

CFS website: www.cambodiafs.org

Approved by:



Executive director