



# អង្គការកុមារនៃក្ដីសង្ឃឹម

*Kumar Ney Kdey Sangkheum*

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## Acronyms

KOPION	Korean Pioneer In Oversea Nations
KOFA	KOPION Financial Aid
DED	German Development Service
KNKS	Kumar Ney Kdey Sangkheum
YFC	Youth Friendly Center
CAs	Community Animators
CYCs	Child Youth Clubs
CWTs	Children Watch Teams
PEs	Peer Educators
WCPN	Woman and Child Protection Network

# Annual Report 2008

## I. Executive Summary

Kumar Ney Kdey Sangkheum (KNKS), which translates to “Children of Hope”, is a local Cambodian non-government, non-profit, apolitical organization headquartered in Pursat, Cambodia. KNKS's vision is for a Cambodia where children live in peace and security, with access to health care, education and the opportunity to succeed. KNKS was localised from project 507 of Wathnakpheap Organisation on 1 January 2003 and registered with the Ministry of Interior on 18 March 2003.

KNKS projects focus on five key areas: child rights and social welfare, HIV/AIDS and reproductive health, education and skill training, income generation, and community organizing. It accomplishes its project work in these areas through two key programmes: the Children's and Women's Development program and the Community Development Program.

In 2008, KNKS operated in a total of 46 villages, adding 10 new villages to its programmes during the year: 36 villages of 12 communes in Sampeuv Meas and Kandieng districts, Pursat province, and 10 villages of 2 communes in Battambang province. These villages are extremely poor, isolated and not included in the Cambodian government's development agenda. Through monitoring and technical support, KNKS encouraged and empowered community partners to take ownership of and responsibility for the multitude of issues associated with its ongoing projects (under the Children's and Women's Development Program) of 1) Children's and Woman's Rights and Social Welfare, 2) Health Care and 3) Education. It conducted a highly successful non-formal education project for first graders in 5 villages. The ultimate goal of all of these projects is the protection of basic human rights.

Through its Community Development Program, KNKS continued its ongoing Livelihood and Good Governance Projects and provided direct job skill training to individuals (Livelihood Project) and technical support to community partners to enable them to work directly with community people, especially those who are vulnerable and disadvantaged in their villages, through community meetings, community group discussions, children role play and home visit activities (Good Governance Project).

To achieve organization goals and objectives, KNKS maintained its collaboration with networks such as CEDAC, HIV/AIDS Coordination Committee (HACC), Child Protection Network (CPN), NGO Coalition to address trafficking and sexual and exploitation of children in Cambodia (COSECAM), NGOs Good Practice Principle (GPP), Provincial AIDS secretariats, Provincial AIDS Office and government departments including Social Affairs, Women's Affairs, police, Justice, Ministry, etc. to share experiences and information for the benefit for disadvantage people, especially children and women.

KNKS actively improved the social welfare of disadvantaged and marginalized children, women and their communities. KNKS worked closely with community partners and community peer educators to increase the awareness of children's and women's rights, and reproductive health included HIV/AIDS and drug use to community people. KNKS also facilitated health referrals for victims of human rights abuses. Income Generation projects continued to provide opportunities for vulnerable children and youth through apprenticeships and job placement at Community handicraft and community villa.

## **Part 1: Kumar Ney Kdey Sangkheum**

### **1. Background**

#### **1.1 Cambodia**

The Convention on the Rights of the Child was adopted by the United Nations General Assembly on November 20, 1989, and came into force on September 2, 1990. By 2008, more than 191 countries had ratified the Convention and applied it in their respective lands.

Cambodia accepted the Convention on the Rights of the Child on September 22, 1992 and formally acceded to it on October 15, 1992. The Convention was incorporated into the constitution of Cambodia in 1993, legally guaranteeing the rights of the child to life, education, protection during wartime, and protection from sexual and economic exploitation, including any labor that is injurious to their welfare and educational opportunities.

#### **1.2 Pursat and Battambang Provinces**

The work of KNKS focuses on 46 villages, 14 communes, and 3 districts (Kandieng, Sampeuv Meas and Samlot) of 2 provinces (Pursat and Battambang). This geographical area includes 11,761 families comprising a population of 58,542 (female 30,046) in Kandieng, 11,792 families comprising 58,720 population (female 31,399) in Sampuev Meas, and 6,819 families comprising 33,230 population (female 31,399) in Samlot District.

Most of the people in these three districts sustain themselves through agriculture. Approximately 51% of the households are classified as “very poor” with food security of approximately 3 to 4 months per year, and earnings below 4000 Riel (1.00 USD) per day. These disadvantaged people, especially women and children, lack access to education, adequate health care, and vocational training to improve their livelihood and basic well being.

### **2. KNKS Mission**

**To support the right of vulnerable children to live in a healthy, safe and secure society, achieve an education and develop to their full potential.**

#### **2.1 KNKS Vision**

**A Cambodia; where children live in peace and security, with access to health care, education and the opportunity to succeed.**

#### **2.2 KNKS Values**

KNKS upholds the values of public benefit, justice, democracy, transparency and accountability.

#### **2.3 KNKS Goal**

To improve the livelihood, health, education and human rights of vulnerable children, women and their communities in KNKS target areas.

## **2.4 Strategic Programs and Projects**

KNKS strategic projects are divided into two key programs: Children's and Women's Development program and Community Development Program. Under Children's and Women's Development Program there are three projects: Children's and Women's Rights and Social Welfare; Health and Education.

### **2.4.1 Children's and Women's Rights and Social Welfare project**

KNKS promotes children's and women's rights through: community peer education; law enforcement; advocacy; and intervention of vulnerable children, women and families through protection networks at all levels.

### **2.4.2 Health project**

KNKS promotes HIV/AIDS awareness and safe reproductive health practices (including contraception) with children and youth in and out of school through: health libraries; health education; counseling services; and intervention through referrals to health service networks. The services are delivered at the Youth Friendly Centre in Pursat town and in the community.

### **2.4.3 Non-Formal Education project**

KNKS provides non-formal educational opportunities to disadvantaged children and youth in villages through: preschools; primary schools; literacy classes and mobile libraries. KNKS also builds the capacity of teachers and Community Education Committees through the provision of technical support.

Under Community Development Program are the two projects: Livelihood and Good Governance project.

### **2.4.4 Livelihood (Income Generation) project**

KNKS provides opportunities for vulnerable families to improve their social welfare through: agriculture and skills training; community owned micro-finance services; and community credit schemes.

### **Community Villa**

To support community income generation at the Provincial level, KNKS established the *Community Villa*. The *Community Villa* is a restaurant and shop that provides employment and apprenticeship opportunities for disadvantaged children and youth.

### **2.4.5 Community organizing project**

KNKS strengthens the capacity of community based self-help organizations to manage their own development activities through the provision of training including: on the job training; workshops; and field visits to community development activities.

## **II. Annual Report**

### **Part 2: Kumar Ney Kdey Sangkheum Annual Report**

**01 January - 31 December 2008**

## 1. Donors and Project Expansion

### 1.1. Donors

To achieve its organization goals and objectives in 2008, after acceptance of its funding proposals, KNKS was funded by 3 Donors (KOPION, KOFA and DED) to implement its Education Project and Good Governance (Community Organizing) Project. Other, ongoing projects such as child rights, health and income generation, were operated through community partners with support and technical assistance by KNKS. KNKS applied the non-designated funding it received in 2008 to the Non formal Education Project. Based on project results, KNKS believes it maximized the benefit of the funding it received.

Donors	2008(USD)	Supporting Project
Germany Development Service (DED)	11,988.10	Good governance project
KOPION (Korean Pioneers In Overseas NGOs)	1,350.00	Non formal Education project
KOFA (KOPION Financial AID)	2,667.30	Non formal Education project
Korean youth donation	3,036.00	Non formal Education project
Individual Australian people	317.38	Non formal Education project
<b>Total</b>	<b>19,358.78</b>	

**Table A:** 2008 KNKS donors

### 1.2. Project Expansion

#### 1.2.1. Community Organizing project

##### 1.2.1.1. New Target Area Selection

In year 2008, KNKS shared its experience in the area of community organizing, which focuses on strengthening good governance at the community and commune level, by selecting 10 new villages to include in its programs. The 10 new villages are located in Tatok and Kampung Lpeuv Communes of Samlot District. All fit the selection criteria, set up by local authorities from district to community level, that follows.

No	Criteria Selection
1	Villages have no school near by
2	Villages have many vulnerable families
3	Villages have many issues of human rights abuses
4	Not many or no NGOs working in area
5	Many children not enrolled or dropped out of school.
6	Village chiefs or community development committees have no access to capacity building
7	Village infrastructure (ponds, wells, roads) ignored or not improved
8	Villages have potential natural resources able to be tapped for village development
9	Villages have many land conflicts
10	Poor civil social services from government department

**Table B:** Selection criteria for new target villages

A table listing the new village target areas appears below.

Commune & Village name	Families		Population			
	Total	FDC	Total	Female	Vulnerable	Female
<b>I. Kampung Lpeuv Commune</b>	<b>472</b>	<b>196</b>	<b>2054</b>	<b>1054</b>	<b>862</b>	<b>434</b>
1. Kampung Lpeuv	60	24	178	89	96	38
2. Svaiv Chrum	150	49	680	351	221	112
3. O Deum Chek	138	45	598	300	185	95
4. O Choam leu	69	45	308	178	200	109
5. O Choam Kandal	55	33	290	136	160	80
<b>II. Tatok Commune</b>	<b>386</b>	<b>179</b>	<b>1663</b>	<b>870</b>	<b>756</b>	<b>376</b>
1. Peam	45	31	222	133	145	72
2. O Nonong	36	26	146	72	92	44
3. O Tateak	39	19	250	143	87	42
4. O Kroch	140	72	535	300	309	156
5. Phnomrei	126	31	510	222	123	62
<b>Total</b>	<b>858</b>	<b>375</b>	<b>3717</b>	<b>1924</b>	<b>1618</b>	<b>810</b>

**Table 1:** New village target areas with family totals

## 2. Community Partner Selection

During 2008, 230 (female 92) Community Animators in 46 villages were selected by their communities to be responsible for Child rights, Education, Health, Income Generation and Organizing activities and to work in partnership with KNKS. These Community Animators are the key contacts for KNKS in each of its target villages. KNKS also cooperated with local authorities from village to district level to implement project activities.



## 3. Project results

In 2008, KNKS implemented 2 of its 5 strategic projects: Non Formal Education and Community organizing, with funding from the 3 donors. KNKS also sustained two of its other projects: 1) Child's and Woman's Right and Social Welfare project and 2) Health project through building its community partners' capacities. Finally, the Income Generation project was maintained by KNKS with skills, experiences and resources acquired from previous years.

### **3.1 Children's and Women's Rights and Social Welfare**

In 2005-2007 KNKS focused its efforts on enabling vulnerable children, women and their communities to protect themselves from rights abuse through raising their awareness on child's and woman's rights and relevant laws, empowering them to advocate with local authorities for their rights and providing intervention to the victims of right abuse through referring the victim to relevant service providers and facilitating the formation of Conflict Resolution Committees and Child Right Protection Network (WCPN) from community to provincial level.

To raise the community people's awareness on child's and woman's rights and relevant laws, KNKS provided training to its 246 (123 female) community partners in 36 villages and village chiefs on leading and facilitating community group discussion, conducting home visit and leading child role play. Also, KNKS facilitated and provided materials to its community partners in establishing billboards on child's and woman's rights, domestic violence, child trafficking and relevant laws. 10 metal billboards (0.60mx0.25m) were posted in 10 locations in the 36 target villages. 2 plastic banners (1.5mx1.1m) displaying pictures on children's and women's rights were also tied at 2 different popular locations in each village. All billboards bear the logo of DED, EWMI and USAID. To advocate for child's and woman's rights, KNKS facilitated its partners from village level to provincial level and target communities to launch certain advocacy campaigns including: Child Right Day, Woman Right Day, Public Debate and Sixteen Day Campaign.

KNKS provided intervention to the victims of right abuse in several ways. KNKS facilitated its community partners to refer the victims of right abuse to relevant service providers. Also, it successfully coordinated its community partners to form Conflict Resolution Committees (CRC). CRCs sustain themselves. These Committees are capable of resolving cases at the community level by following win-win strategies. Also, Child Protection Networks (CPN) from district to provincial level was formed through the facilitation from KNKS. Child Protection Networks at district level are based in Kandiung and Sampeuv Meas districts respectively and one at provincial level is based in Pursat town.) It assisted the 2 district networks to integrate into the provincial network, which is chaired by the head of The Department of Social Affair.

Through its observation and work with the community partners in person in past years, KNKS was aware that they could lead and coordinate activities on their own for their vulnerable communities, especially children and women. In 2008 KNKS let them take responsibility and ownership of the events.

### **3.2 Health project**

Health project provides 4 services: library; health education; psycho-social counseling; and referral for intervention. The services were delivered in the community and at the Youth Friendly Center (YFC) based in Pursat town.

#### **3.2.1 Services at Youth Friendly Centre (YFC)**

##### **Library**

YFC has a fixed library that is open for 8 hours a day for 5 days a week. It welcomes both in-school and out-of-school youths. It provides a comfortable reading environment. YFC provides the youth with an opportunity to meet each other and improve their

general knowledge through reading. It contains a variety of books and magazines on primary, reproductive and sexual health and other topics. Some materials available at the library were bought from book shops, and the others were contributed by KNKS' s networks, national institutions and other organizations from provincial to national level.

During 2008, 1,271 (825 female) visited the library. Most (80%) of them preferred reading magazines. Usually, they quickly exchanged information found in the materials they read with their nearby peers as new information. This helped raise their awareness, specifically on reproductive and sexual health.

### **Health Education**

KNKS also delivered health education services to visitors by asking them to spend 15 minutes joining reading activities. KNKS staff for HIV/AIDS, STD, reproductive and sexual health and drug use issues made short presentations to them. Hence, the visitors got a chance to share ideas with their peers about these topics. In 2008 the service reached 1,017 (800 female) visitors. Discussions from one session to another revealed that they gained more awareness on HIV/AIDS, STD, reproductive and sexual health and drug abuse risks.

### **Psycho-social counseling**

In 2008 the service reached 3 (2 female) out-of-school visitors. Common issues identified during counseling sessions include reproductive and sexual health, stress, love, domestic violence and drug abuse. The visitors were provided with an opportunity to confidentially consult KNKS counselors in private. KNKS employs a brainstorming strategy in each session to identify problems' root-causes and hence find solutions that work. After counseling, the visitors reported feeling more relaxed and enthusiastically supported the service.

### **Referral**

In 2008 no youth sought this service from KNKS. The youth requesting it directly contacted KNKS-trained community peer educators on their own, apparently because they feel more relaxed to ask help from PEs who are their friends than KNKS staff.

### **3.2.2. Services at the Community**

KNKS staff provided on the job training to PEs on how to deliver mobile library services, health education and counseling and how to refer victims to qualified health service providers. As a result, PEs can now perform these activities on their own. Although the project got no funding support in 2008, PEs are delivering these services voluntarily in their free time.

## **3.3. Non-Formal Education project**

### **3.3.1. Goal**

Enhancing the general knowledge of vulnerable children from disadvantaged families to gain accessed to grade 1 in community primary classes.

### **3.3.2. Target Group**

132 (64 female) children who were not attending school from 132 qualified families (low income) in 5 target villages in Kandiang and Sampeuv Meas District, Pursat Province: 32 (14 female) from Chamres Village, 25 (11 female) from Ampil Kanchrench Village, 25 (13 female) from Dong O Village, 25 (11 female) from Thmey Village and 25 (15 female)

from Damnak Ampil Village. (See Section entitled: “Profile of KNKS Target Village” in KNKS 2007 Annual Report. Damnak Ampil had been identified as a likely NFE candidate if funding was available.)

### **3.3.3. Target Area**

The 5 villages in Kandiang and Sampeuv Meas District including: Chamres, Ampil Kanchrench, Dong O, Thmey and Damnak Ampil.

### **3.3.4. Activities and Achievement:**

KNKS completed many related activities in cooperation with key people, beneficiaries, entire communities and various stakeholders to accomplish this project. A summary of results is outlined below.

#### **3.3.4.1. Class identification:**

Five primary classes were opened in the 5 beneficiary villages (one class per village) for the 132 (64 female) pupils. There are 2 community classes available for the pupils in Dong O and Thmey. However, the other 3 classes (one in Chmares, one in Ampil Kanchrench and one in Damnak Ampil) opened under villager’s house because the classes were too dilapidated in which to study. The locations within each village were identified through meetings co-facilitated by village chiefs, community committees and KNKS staff. All were in the middle of the villages in an environment comfortable and safe for the pupils to study and play.

#### **3.3.4.2. Community teacher selection:**

5 (1 female) teachers for the 5 classes (1 teacher one class) were selected with a set of clear selection criteria: 3 (1 female) community teachers and 2 state school teachers. KNKS staff, the communities and school directors in the communities collaborated in the selection process.

#### **3.3.4.3. Community pupil selection:**

132 (64 female) out of school children from 132 qualified (low income) families in the 5 villages were selected through community meetings with a set of selection criteria to register for grade 1 of NFE project. The pupils were encouraged to join the community primary classes by their parents and community education committees (*Selection criteria and statistics available for students selected*).

#### **3.3.4.4. The classes’ supports:**

To ensure that the 5 classes would go smoothly, KNKS provided the 5 classes with logistic, food, technical and financial support.

The 5 classes received logistical support including teaching material (teacher’s table, teacher’s chair, blackboard, teacher’s bag) and study material (pupil’s table, pupil’s chair, board, pupil’s bag, uniform). 5 sets of teaching material were provided to the 5 teachers and 132 sets of studying materials were provided to the 132 (64 female) pupils. District Education Officers in the 2 districts supported the classes with 149 textbooks on relevant subjects including Mathematics, Science, Sociology and Khmer Literature, as well as, primary class curriculum and schedule. This material was distributed to the classes by KNKS staff, local authorities and the community partners. KNKS experience has shown that logistical support is a key element for the class process.

The pupils were also provided with snacks 2 times per week. This food provided physical and mental energy that allowed them to focus on their study.

KNKS staff who have experienced and skilled at pedagogy regularly provided on the job training on teaching techniques to the 5 teachers to share new information and hence improve the classes' quality. The training included curriculum and session plan preparation, teaching methodology, drafting teaching material, pupils' knowledge assessment and class management. Regular class monitoring by project staff revealed that teacher capacity had improved.

Financial support proved to be a key factor. Community teachers received \$USD 25.00 per month as an incentive for their teaching. This appeared to make them more focused and committed to their teaching.

The above 4 factors are complementary factors that encouraged the teachers to teach and the pupils to join class regularly.

#### **3.3.4.5. Class inspection:**

The classes in Chamres Village and Ampil Kanchrench Village lasted 9 months (January 01-September 31, 08), and those in Dong O, Thmey and Damnak Ampil lasted 6 months (May 01-October 31, 2008). The 5 classes met 5 days a week and for 4 hours per day. The 3 classes in Chamres, Ampil Kanchrench and Thmey started from 7:00 am to 11:00 am. The other 2 classes in Damnak Ampil and Dong O started from 1:00 pm to 5:00 pm.

The classes in the 5 villages were kept on the right track by project staff (including Education Project Assistant and Child Development Coordinator) through follow-up and feedback. Mrs. Tep Navy, KNKS Education Assistant, instructed the teachers for each of the 5 classes on class hygiene and teaching techniques 4 times per month. Mr. Nob Nath, KNKS Child Development Coordinator, monitored the 5 classes on teaching quality and children knowledge improvement through checking the pupils' writing books, verbal testing, class observation and interviews with stakeholders, including teachers, parents, community education committees and village chiefs. Monthly reports were prepared by the teachers and sent to the coordinator. Quarterly reports were prepared by the coordinator and then translated into English by the Assistant Director and then verified by the Director. (These reports are available.)

As a result, when the project ended, 89% (42% female) of the pupils in the 5 classes successfully passed grade 1 and hence continued grade 2 in state school in the following academic year 2008-2009. However, the other 11% (6 %) have to retake grade 1 to be able to continue grade 2 in state school.



#### **3.3.4.6. Community Meeting:**

For 9 months (January 01-September 31, 08), KNKS staff facilitated the community education committees to conduct meetings concerning NFE class process quality in the 2 villages: Chamres and Ampil Kanchrench (1 meeting per village). In Chamres Village, the meeting was conducted on 26/06/08. There were 45 (31 female) participants. In Ampil Kanchrench Village, the meeting was conducted on 27/06/08. There were 42 (22 female) participants. In total, there were 87 (53 female) participants in the 2 villages. The common objectives of the 2 meetings were to identify the strengths and weaknesses for each class and the community's feedback for improvement. Each meeting was conducted in the NFE class during the class breaks in the afternoon. Each meeting provided the villagers—especially the project stakeholders, including the teachers, the pupils' parents and the pupils—with a forum to discuss the project with co-facilitators from the project staff and community partners. The findings follow below.

#### **The strengths of each class:**

- Children from the poorest families in the community have access to community NFE classes.
- The children received support including study materials and twice weekly snacks from KOPION.
- The class in each village was recognized and supported with teaching materials by the state schools.
- The community partners, community people and local authorities participated in follow-up for the classes and hence jointly improved the NFE process.

#### **The areas of weakness:**

- Students who are physically smaller, regardless of age, generally have poorer results in school than those who are bigger. This problem appears to be directly related to nutrition.
- Some parents did not care about their children's hygiene including body and clothing cleanliness.
- The environment around classes is not clean enough for children to play.
- Some pupils' parents needed to keep pupils home to help them with housework or to take care of younger brothers or sisters.

Based on the identified strengths and the areas of weakness, the meeting provided feedback to improve the NFE classes. As a result, 14 parents who strongly encouraged their children to study and actively took care in their children's hygiene were noted to be model parents. Other parents were encouraged to pay attention to their children's study habits and hygiene. Parents and teachers appeared willing to receive the participants' comments, and hence appeared committed to follow through on improvement.

At the end of the meeting, the village chiefs in each village encouraged the pupils' parents to take care of their children's hygiene and send their children to state schools in the next academic year (2008-2009, starting in 1<sup>st</sup> October 2008).



### 3.3.4.7. The pupils' result:

The teachers, through monthly examination, daily observation, checking the pupils' study books and verbal testing, conducted the pupils' evaluation. At the end of the academic year, 89% (42% female) of the pupils in the 5 classes successfully passed grade 1. However, the other 11% (6% female) needed additional instruction to pass grade 1. KNKS will allow them to re-study grade 1 with new pupils in the next generation to help them pass grade 1 and hence continue in grade 2 in state school (*Individual pupils' results in the 5 villages are available*).

Grade \ Village	Chamres		Ampil Kanchrench		Thmey		Damnak Ampil		Dong O		Total		Percentage (%)	
	TT	F	TT	F	TT	F	TT	F	TT	F	TT	F	TT	F
Pass	29	11	22	9	22	10	22	13	22	13	117	56	89%	42%
Fail	3	3	3	2	3	1	3	2	3	0	15	8	11%	6%
<b>Total</b>	32	14	25	11	25	11	25	15	25	13	132	64	100%	48%

**Table 2:** Study result of pupils in Chamres, Ampil Kanchrench, Thmey, Damnak Ampil and Dong O

### 3.3.4.8. Korean Youth's Visit:

During the project implementation, 2 groups of Korean youth (both project contributors) visited Pursat province. The first one was composed of 23 students (8 female) and the second 19 (8 female). Each spent 5 days conducting voluntary activities at Youth Friendly Center (YFC), KNKS's target villages and Community Villa (KNKS's restaurant and shop).

The first group conducted their voluntary activities on February 13 through 17, 2008. On the first day, the Korean youth arrived at YFC and were welcomed by KNKS's staff. They spent the second day and third day visiting Chamres Village and Ampil Kanchrench Village respectively in the morning and visiting YFC in the afternoon. In the 2 villages, they met with and received a warm welcome from village chiefs, community committees, the pupils' parents, the pupils and other villagers. They conducted common cheering activities with the pupils and the children such as singing, playing music, playing game, nail art, and face painting. The pupils and children were provided with gifts such as shoes, clothes, toys, pens, and color pens as souvenirs by Korean youth. The 2 NFE classes were provided with 2 boxes of teaching materials, study materials and hygiene materials (1 box per village) as class resources. The Korean youth also painted tarpaulins and hung them as walls for the 2 classrooms for rain protection. In the afternoon of day 3, about 112 (45 female) Cambodian youth from Pursat Province

participated in the activities with Korean youth at YFC. They played with the Korean youth, for example singing, playing game, nail painting, face painting, and dancing. Also, they discussed national culture and experiences and told historic stories. Furthermore, the youth group donated \$1,330 (USD), representing income from selling food and souvenirs on February 16 and 17, 2008, for KNKS to use for its non formal education project.

The second group visited KNKS on July 22 through 26, 2008. They spent 3 days (22-24/7/08) visiting the 3 Community Primary classes funded by KOFA in Thmey, Damnak Ampil and Dong O in the morning and YFC in the afternoon, and spent 1 day (25/7/08) working at Community Villa restaurant. The Korean youth activities at the villages attracted community participation, especially by the children. At the end of activities in each village, the Community children were given study materials and cake for motivation. Participants on both sides appeared happy with the visit. In the afternoons, Cambodian and Korean youth shared their experiences of culture and art by face painting, picture drawing, cheering, game playing, sports, menu preparation for the restaurant, etc. All participants appeared pleased. The Korean Youth also spent time on 25/7/08 providing services at Community Villa restaurant as cooks and waiters. At the end of their visit, the Korean youth provided a donation of \$531 (598,800 Riel) and study materials including books, pens, pencils, color pencils and towels to KNKS.

The Cambodian youth and target village communities alike communicated common remarks that they felt glad to meet and play with the Korean youth.



89% (42%female) of the pupils passed grade 1 and can continue to grade 2 in state school.

### **3.4. Income Generation project**

This project provides income generation opportunities for vulnerable and disadvantaged children, youth and their families through agriculture training, apprenticeships, community-owned micro finance services and community credit schemes. To support communities at the provincial level, KNKS established the *Community Villa*, a restaurant and shop providing employment and apprenticeship opportunities for disadvantaged children and youth to improve their social welfare. It is also a market for goods made by the handicraft groups at the KNKS center and villages.

In 2008, KNKS had 10 (2 female) apprentices working in handicraft groups. 2 (2 female) worked in the souvenir sewing group at Svai At Village, one of KNKS's target villages. Another 4 apprentices worked in the carpentry group and another 4 in the souvenir lathing group at KNKS center.

#### **3.4.1 Handicraft group at KNKS center and Svay At village**

The handicraft groups produced goods that customers ordered or were based on Community Villa needs. Their wage is negotiated with KNKS depending on price of raw materials, equipment and the price of product sold. In 2008 each group earned revenues as follows:

N <sup>o</sup>	Group	Number of members	Location	Each person's Monthly Revenue (\$ USD)
1	Souvenir sewing group	2 (2 female)	Svay At village, Pursat	37.5 – 50
2	Carpentry group	4 (0 female)	KNKS center, Pursat	100-150
3	Souvenir lathing	2 (2 female)	KNKS center, Pursat	50-100

**Table 3:** Average revenue earned by each income generation group per month

### 3.4.2 Community Villa

In 2008, the Community Villa employed 9 (4 female) staff including 1 (1 female) manager, 1 assistant accountant, 1 (1 female) chief, 1 (1 female) assistant chef, 2 barmen, 2 waiters and 1 washing girl. The Community Villa supported them with 3 meals a day, hygiene materials, utilities and shelter. Community Villa staff salaries are derived from the Community Villa's daily revenues.

N <sup>o</sup>	Position	Number of members		Salary (\$USD)
		TT	F	
1	Manager	1	1	95.00
2	Assistant Accountant	1	0	30.00
3	Chef	1	1	90.00
4	Assistant Chef	1	1	30.00
5	Barmen	2	0	25.00
6	Waiters	2	0	20.00
7	Washing girl	1	1	20.00
<b>Total</b>		<b>9</b>	<b>4</b>	

**Table 4:** Details on Community Villa staff's salary



## 3.5. Good Governance

### 3.5.1. Goal

This project's aim is to increase the social benefit to community people through strengthening the capacity of village chiefs, community animators, and commune council members to put good governance principles into practice.

### 3.5.2. Target Group

Community and commune leaders and vulnerable families in 10 villages in Tatok Commune and Kampung Lpeuv Commune in Samlot District, Battambang Province.

### 3.5.3. Target Area

10 villages of Tatok Commune and Kampung Lpeuv Commune in Samlot District, Battambang Province.

### 3.5.4. Activities and Achievement:

Through the Good Governance project, community people were empowered to participate in identifying their problems and needs and making decisions to improve community social services. In 2008 KNKS staff in cooperation with local authorities and community people successfully conducted workshops and field training.

### 3.5.5. Set-up for operational guidelines

A workshop to develop community operational guidelines was conducted on April 28, 2008 at Teuk Sok Junior high School, located between Kampung Lpeuv Commune and Tatok Commune. These operational guidelines outlined new unified procedures for community leaders to regulate, instruct and guide the implementation of community project planning. They focused on 5 subject areas: (1) objectives, (2) qualifications of community animators, (3) structure showing hierarchy and function of chairman, secretariat, and members of the Commune Council (4) role and responsibility of each members and (5) internal rules of procedure. The operational guideline subjects were accepted by consensus of the participants. A total of 26 (12 female) participants attended the workshop, (seven (2 f) were commune council members from 2 communes, and 19 (6 f) were community animators and village chiefs) (*Trainee list available*). Pre-test and post-test of the workshop demonstrated participants' understanding of the operational guideline. (*Test results available*).



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guidelines to pending business. For example, they worked together in setting up work schedules and conducted a short meeting to make decisions regarding allocation of their responsibilities during contact with government leaders, KNKS or other agencies and community people.

### 3.5.6. Build capacity the community and commune leaders

To ensure the quality of community work, KNKS built capacity in the community and with commune leaders through trainings, workshops and on the job training. These included two trainings on community development concepts and Good Governance. Subjects covered included on the job training, how to set up the administrative work, promoting women & children rights, laws against child trafficking, exploitation and domestic violence; primary health care; and managing agriculture seed grants to vulnerable families, etc. Participants put this training into practice as outlined below.



### 3.5.7. On the job training

#### 1) Participatory Learning Action (PLA)

Participatory Learning Action was conducted in 10 villages (2 days in each village) to identify the community people's challenges and needs by Community animators and village chiefs. 612 (427 females) family head of households participated in PLA activities (294 (190 female) participants joined PLA in 5 villages in Kampong Lpeuv Commune, and 318 (237 female) joined PLA in 5 villages in Tatok Commune). 10 tools were used to collect information: 1) village background, 2) population statistic, 3) village map, 4) mobility map, 5) well-being ranking, 6) Gender activities matrix, 7) profile of local group, 8) institutional diagram, 9) stake holders analysis, 10) problem ranking. The information from PLA was formed into village profiles. (*Participant numbers by village are available.*)



#### 2) Villages profiles

The village profile of 10 villages was set up by Community and commune leaders. It presents a picture of the people, history, environment, characteristics, and resources of a village. It can be used for village documents, NGO information, government departments and graduate students for research, and for community development planning. Village information is vital for raising living standards. Village profiles were printed into hard copies and distributed to the commune council members and the village leaders.

#### 3) Village billboards

Village leaders set up village billboards in 10 villages. Billboards presented village information such as village structure, village land size, statistic, villagers' life situation (orphan, widow, elders, disabled), the relevant agencies working in the village, and village development activities, etc. Most were posted in the village leaders houses. The information in the billboard is important for community people, NGOs and GOs who need to know village information and for public awareness.



#### 4) Village contest

The village contest was a process for people to meet for assessment of basic community knowledge. Village chiefs and community animators in all 10 villages conducted preliminary meetings to discuss the contest process and to develop plans. The subjects in the contest focused on women's and children's rights, laws against child trafficking, rape and domestic violence, primary health care awareness. Community leaders assessed knowledge through contest activities. The contest also aimed to test villager awareness on how to protect themselves on those issues, and how to seek help from intervention service providers. The Information Education Communication toolkits were used to raise awareness.



In total, 609 (353 female) participants joined the contest activity in the 10 villages (*Contest participant numbers are available.*). 303 (193 female) volunteers provided assistance during testing and received T-shirts or toys boxes contributed by KNKS. The contest raised community people's awareness of the impact of key issues and awareness on how to protect themselves. These activities empowered community people to participate in critical thinking regarding the right way to improve family security. The community people appeared happy to join the event and obtain useful social information.

#### 5). Designing and using the community monitoring tools

10 (2 female) commune council members, 10 village chiefs and 40 (15 female) community animators received on-the-job training on how to design and use monitoring tools. As a result, they can set up the community monitoring tools such as work schedules, village profiles, village planning, village reports, village billboards, village filing systems, interview format, meeting minutes, etc. All of the tools were put into practice. Participants gained knowledge for designing and using the tools.



#### 6). Agriculture group activities

To strengthen the good governance principles of transparency and participation, community and commune leaders set up the agriculture seed grant management process. 40 vulnerable families were selected through community meetings to be agriculture group partners. Community and commune leaders selected 4 families in each village to set up agriculture and saving guidelines. KNKS provided grants in

amounts of \$100 per village to village chiefs and community development committees (5 community partners per village) for the project. Community committees used those grants after agreement by agriculture group partners to purchase seed hens from other villagers in their respective villages. The 40 vulnerable families selected in 10 villages were given 5 to 6 hens per family at a total cost of \$25 per family and provided technical support on how to build a safe chicken coop, as well as the ingredients of natural medicines to keep the chickens healthy in both the dry and rainy seasons. At an appropriate time in the future, agricultural group members will be required to give 2 or more seed hens to other village families to continue and expand the project. (*Group member lists available.*)



### 7). Saving groups activities

All 40 agriculture group members formed into 10 saving groups in early August 2008. Group members next set up saving group guidelines. They agreed on total capital of 44,000 riel for all 10 saving groups (9 groups agreed to save 1000 riel/family/month and one group agreed to save 2000 riel/family/month). These were model saving groups. Community and commune leaders committed to convincing other families to join saving groups for self-help purposes. They plan at least 10 families per group. Their saving aims are: (1) to increase the group hen seed funds; and (2) to use the funds raised for loans in the groups. Past experience indicates that agriculture and saving group activities are some of the most effective and efficient ways to improve food security for poor families. The family members appeared happy to have the hen seed for their own capital and own self-help group. (*Group member lists for each village are available.*)



### 8). Follow-Up for Agricultural and Saving Groups

Commune council members and village leaders monitored the agriculture and saving groups activities (1 group per village). For example, they visited the homes of agriculture group members to follow up on progress and give feedback for improvement. Most of the target families had successfully built their chicken coops in response to the guidelines and have learned the techniques of chicken feeding and using traditional medicine to prevent illness in their chickens. And all of them have also joined the saving groups.



### **3.5.8. Impact**

Through direct work with the Commune Council members and the village leaders in the 10 villages, KNKS assessed that 26 community and commune leaders in 10 villages of 2 communes responded well to good governance training, put the training into practice and demonstrated the ability to lead development activities in their communities on their own. At least 70% of community people in 10 villages gained access to social information updates and obtained knowledge through the billboards and village profiles. 40 vulnerable families in especially difficult circumstances improved their food security through agriculture farming seed grants provided by their community leaders with funding from KNKS. Surveys indicated that through annual community meetings up to 59% of community people in the 10 villages could effectively raise their concerns to their leaders on key issues, such as land use, and get immediate responses. *(Participant numbers for annual meetings available.)*

### **3.5.9. Sustainability**

KNKS encouraged and facilitated Commune Council members in the 2 commune and village leaders in the 10 villages (5 villages per commune) to implement particular activities including: setting up operational guidelines, conducting PLA, preparing village profiles and billboards, conducting contest activities, and designing community monitoring tools. Moreover, KNKS contributed to building capacity through several trainings including Community Development Concepts and Good Governance. Also, KNKS encouraged and facilitated the Commune Council members and the village leaders to conduct village annual meetings. Commune Council members were encouraged to get involved in managing, monitoring and evaluating project activities including: planning, implementing and reporting. Monitoring tools were established and used.

Results in 2008 indicate that villages and village leaders can take responsibility for activities to improve good governance in their communities. Commune Council members played the most important role as motivators and multipliers for guaranteeing the sustainability of the good governance process by directly implementing with villagers all of the various activities mentioned above.

## **III. Workshop and Training**

### **1. Community Development Concept training**

KNKS provided 3 days of training (27-29/5/08) on community development concepts to community and commune leaders at Teuk Sok High School (located between Kampung Lpeuv Commune and Tatok Commune). 29 (5 females) trainees from 10 villages including 7 (1 female) commune council members from the 2 communes

participated in the training course. (*Details regarding participants available*). The training focused on:

- Definition of community development concepts
- Community development phases
- Community resource mobilization
- Community as the foundation of community development
- Community development sustainability
- Objective of participation
- Advantages of participation
- Preliminary factors of participation
- Constraints of participation
- Commune planning
- Commune budget allocation
- Definition of community organizing
- Who can organize a community
- How to build a strong community
- Characteristics of a strong community

The participants shared their ideas through brainstorming and group discussion on community development concepts and appeared to pay close attention to course lessons facilitated by project staff. Pre and post-tests conducted to assess their knowledge and understanding indicated interest in the material, increased understanding of community organizing concepts and commitment to using these concepts to improve community life. (*Test results available*.)

## **2. Good Governance Training**

26 (9 female) community and commune leaders (22 participants were village leaders and 4 participants were commune leaders) attended Good Governance skill training. (*Participant list available*.) The training was conducted 4 days (12-15/6/08) at Teuksok Junior High School. The topics focused on **(1)** Good governance: general aspects, **(2)** Good governance definition, **(3)** Purpose of good governance, **(4)** Main actors of good governance, **(5)** Why participation is important in good governance, **(6)** What is the state of the law on good governance issues, **(7)** What is transparency, **(8)** What is a basic agreement, **(9)** What is equity, **(10)** What is accountability, **(11)** What is responsiveness, **(12)** Replying/responding to people's needs as a subject of Good Governance.

The pretests and post tests indicated that this the participants' first training on the subject (except for certain commune leaders who had received training with Ministry of the Interior officers), that the training provided effective education on the concepts of good governance, and that participants showed their commitment to apply good governance techniques to improve their daily governance work, community development activities and to improve community people's livelihood. (*Test results available*.) At the end of the training, a number of participants requested that KNKS conduct on the job training to strengthen their work experience.

## **3. Annual village meeting**

On November 18-26,2008, Commune Councils in the 2 communes and village chiefs and community animators in the 10 villages conducted annual village meetings in all 10 villages, (one meeting per village). Each meeting lasted 1 day. The meeting was aimed

at providing community people a forum to raise their inquiries to the community and commune leaders and jointly monitor and evaluate their local leaders on good governance activities. 491 (330 female) family representatives joined the meeting. Two vice district governors and 10 (2 female) commune councils were invited to be guest speakers. (*List of participants available.*)

The meeting of each village focused on 4 main agenda items:

- 1) Reporting the achievements of villages and communes
- 2) Questions and answers on civil social services and community development services
- 3) Identifying the strengths and weaknesses of community and commune leaders
- 4) Village and commune planning for 2009

In each village, the village chiefs reported the Village situations including village boundaries, village land surface, population, village structure, community development groups, number of NGOs/agencies working in the villages, and village achievements such as selecting community animators, capacity building, cow bank credit, chicken raising, saving groups, mine clearance, social information awareness raising, setting the village profile, Village bill boards, etc.

After the reporting, a total of 47 (female 27) community people in the 10 villages (20 (9 female) questioners in the 5 villages of Tatok commune and 27 (18 female) questioners in the 5 villages of Kampung Lpeuv Commune) raised questions to the guest speakers (Village chiefs, commune council and district leaders). Before the questioning, the community people had formed into discussion groups to raise the main issues that related to laws against domestic violence, commune development funds, civil social registration and law of land management, etc. The community people had many questions to ask the guest speakers but because of time constraints, some questions went unanswered.

After questions and answers, the participants provided feedback on strengths and weakness to community and commune leaders as follows:

**Strengths:**

- The village chiefs and commune leaders work without discrimination or party politics
- The village chiefs and commune leaders have good collaboration with external agencies (Government departments and NGOs)
- The village chiefs and commune leaders had spent more time to work hard for communities development activities
- The village chiefs and commune leaders had received feedback from the community people and changed their attitudes
- The village chiefs and commune leaders had worked hard to relate with the external and internal agencies to build the community infrastructure
- The village chiefs and commune leaders had been accountable on the community plan
- The village chiefs and commune leaders had assisted community people in urgent need
- The village chiefs and commune leaders had worked hard for community people without income
- The village chiefs and commune leaders had build trust, transparency,
- The village chiefs and commune leaders had good relationship with people

**Weakness:**

- When events were conducted, some leaders came late
- The food distribution programs are biased toward poor people, they need to provide for the medium class
- Lack of infrastructure maintenance planning
- Some village planning is not completed to 100% in each year
- No abilities to educate the youth gangs about social morality, health and law
- Did not crack down on youth gang and domestic violence
- Rarely informed social information and community or commune achievement to community people

The guest speakers appeared to carefully listen to the community people feedback, and then commune leaders stated their commitment to improve their management and leadership style by following good governance principles. They thanked the people for providing important feedback that made improvement possible. They suggested KNKS or other donors support this meeting next year.

The district leaders also stated that the community people's participation and feedback are important to improve good governance of the community and community development activities. So the people should attend community or commune meetings to show new ideas, feedback and recommendations. The people should also educate or advice their family members to stop any activity that is against the law. They agreed with efforts to improve agriculture, health care and human rights. They stated the present district government is working in strong collaboration with other agencies at all level to improve community development activities and social awareness.

They also expressed appreciation to KNKS for providing a good opportunity to meet the community people in each village and listen to the people's ideas. The local authorities and community people both suggested that KNKS should continue to work in their communities, especially to build capacity for community people and local authorities on good governance and community development concepts.



Finally, the village chiefs and commune leaders discussed village and commune planning for 2009 as follows:

**Kampung Lpeuv Commune planning in 2009**

- **Infrastructure:**
  - Road 1.50 km from commune office to Ocham Krom village
  - Junior high school with 5 rooms at Ocham Leu village
  - 2 Primary schools in Steung toch and Prey Thom villages

- 5 Dams at Kmapung Lpeuv, O deum chek and Ocham Krom villages
- Repairing 7 pumping well in 7 villages
- Establish cow banks and pigs banks in 9 villages
- **Capacity building**
  - Build capacity of commune council members on Good governance, mine awareness, Gender, law against domestic violence, Forest conservation, Law of land management,
  - Technical Agriculture training
  - Skill training and small business training
- **Social awareness raising and services**
  - Vaccination for children,
  - Health education (primary health care, HIV/AIDS, Malaria),
  - Women and children's rights,
  - Good governance,
  - mine awareness,
  - Gender,
  - law against domestic violence,
  - Forest conservation,
  - Law of land management,
  - Provide land property registration and certificate to people

#### **Tatok Commune planning in 2009**

- **Infrastructure:**
  - Concrete pipes size 0.80 m in 3 villages
  - Bridge of 55 meters in O kroch village
  - Road 1 line : 1500 meters to O kroch village
  - Cow banks and pigs banks in 9 villages
  - Build houses for vulnerable people in 7 villages (7-10 houses/village)
- **Capacity building**
  - Build capacity of commune council members on Good governance, mine awareness, Gender, law against domestic violence, Forest conservation, Law of land management,
  - Technical Agriculture training
  - Skill training and small business training
- **Social awareness raising and services**
  - vaccination for children
  - Health education (primary health care, HIV/AIDS, Malaria)
  - Women and children's rights
  - Good governance,
  - mine awareness,
  - Gender,
  - law against domestic violence,
  - Forest conservation,
  - Law of land management,
  - Provide land property registration and certificates to people

#### **IV. Partnerships**

In 2008, KNKS worked closely in partnership with the community, governmental institutions, NGOs and various stakeholders to provide projects to support vulnerable children, women and their communities.

KNKS cooperated with Education Office of Sampeuv Meas and Kandieng Districts in opening 5 primary classes in 5 villages in the 2 districts. Also, the offices supported KNKS with text books on relevant subjects including Mathematics, Science, Sociology and Khmer Literature; and primary class's curriculum and schedule. Village chiefs, Education Committees, the pupils' parents and the whole communities actively helped follow up the class process to improve class quality through their feedback.

Moreover, KNKS worked with local authorities from provincial to village level to identify and select 10 new target villages in Tatok and Kampung Lpeuv Commune, Samlot District, Battambang Province. The communities' people participated in raising their problems and in making decisions on possible solutions.

KNKS is a partner of the following organisations: Coalition to Address Sexual Exploitation in Cambodia (COSECAM), HIV/AIDS Coordination Committee (HACC), Good Practice Principle (GPP), Cambodia Human Rights and Development Association (ADHOC), Cambodian League for The Promotion and Defense of Human Rights (LICADHO), Cambodian Education Development Agriculture Center (CIDAC). Through its partnerships, KNKS increased its information and skills in many different areas. COSECAM shared information and knowledge on sexual exploitation. HACC shared information and knowledge on HIV/AIDS. GPP shared their knowledge on good practice principles. LICADHO and ADHOC assist KNKS with issues related to human rights and law. CIDAC assists KNKS with issues related to agriculture.

## **VI. Lessons Learned**

In 2008, KNKS faced obstacles while implementing its projects. However, through continuous monitoring and improvements made in response, KNKS addressed these issues, increasing its skills and experience that can be applied to future projects. Stakeholder feedback was instrumental in the effective and efficient implementation of KNKS projects.

### **1. Non Formal Education Project**

- Providing snacks is a key fact to encourage students to study because it mentally and physically energizes them.
- Making parents aware of hygiene issues and prompting them to take care of their children's hygiene is an effective way to improve the students' hygiene.
- Enhanced awareness of the advantages of literacy and disadvantages of illiteracy among parents significantly contributes to pupils' regular class attendance. When parents understand the value of literacy, they encourage their children to attend school and study.

- Helping the pupils' families improve their lives through Income Generation Project is an effective way to sustain their children's study. When their lives are improved, they will be able to support their children's education.

## **2. Governance Project**

- Event though Project activities had been planned by the community and commune partners, they spent more time doing government activities than project activities. Project staff can be flexible. There should be more delegation of responsibility to them so both types of activities can be accomplished.
- The administrative systems at village and commune offices are very poor. In the community and commune offices, office files did not contain the necessary documents to provide social services to community people. So coaching on office administration and support and establishing filing systems is very important.
- Community meetings were announced only one day before the meeting. This did not allow the heads of households who worked at fields far away from home to manage their time to join the meeting on time. Hence, they have to be informed at least 3 days before the meeting so that they can arrange their time to join the meeting on time. Especially, the purpose, agenda, and support for the meeting must be clear.
- Workshops, meetings and trainings should be scheduled in the dry season in order to get more participants. If these events are conducted in the raining season, they will be joined by few participants because frequent heavy rains in the season obstruct the participants. The project staff, community and commune council members were flexible—they did office work or home visits instead of field work when the rain came.
- Community people, especially vulnerable families, have to make daily income. If the meeting was conducted without daily support allowance (including food and transportation), they will lack food in that day. So providing such support to them is necessary to physically and mentally energize them and enable them to attend and receive current information and make decisions to improve their families.
- Community people working far away from home often reunite with their families on the eve of and during National or Religious Days, so it is better to conduct the community meeting or public events on those days.
- The community annual meeting in each village should be two days long. A one day meeting is not enough time for every participant to raise questions to the community, commune leaders, district leaders and guest speakers. This activity should be conducted over 2 days.

## **VII. Capacity Building**

KNKS works to continuously improve their knowledge and skills to provide better service to vulnerable children, women and their communities and to improve organization management. In 2008, the KNKS management team and project assistants attended numerous workshops at the provincial and national level. These courses ranged from

financial management to conflict resolution to criminal investigation to report writing skills. Nine staff members attended 8 different courses for a total of 16 sessions attended.

## VIII. Human Resources

### Staff

KNKS employed 12 (4 female) staff in 2008. All are well educated, skilled and committed to improving the lives of vulnerable children and women in Cambodia. 5 (1 female) staff worked in organizational management, 2 staff worked as assistants to Community Organizing, 1 (1 female) worked as assistant to Non Formal Education project, and 1 (1 female) staff worked as assistant to Income Generation project. This individual managed the Community Villa (the KNKS restaurant and shop) and 1 (1 female) staff worked as social worker. KNKS also employed 1 staff as guard and 1 (1 female) staff as cleaner. They worked diligently and responsibly during the year.

## IX. Financial Management

In 2008, KNKS received funds from COPION, KOFA and DED to implement the following projects:

No	Project Activities	Project Period	Budget Approved	Budget Expenses	Balance
1	COPION: Non Formal Education	9 months	\$1,350.00	\$1,350.00	\$0.00
2	KOFA: Non Formal Education	6 months	2,667.33	2,667.33	0.00
3	DED: Good Governance	6 months	8,929.00	8,929.00	0.00
		1 month	3,059.10	3,059.10	0.00
<b>Total</b>			<b>16,005.43</b>	<b>16,005.43</b>	<b>0.00</b>

**Table 5:** KNKS funding sources for specific projects - 2008

As shown in table 8, KNKS received a total amount of \$16,005.43 from 3 donors to run 2 projects: Non Formal Education and Good Governance. These funds were completely spent for project activities.

In 2008, Mr. Din Ketya, the KNKS Administrator/ Accountant, prepared the KNKS financial report. It was verified and approved by the KNKS Executive Director, Mrs. Sok Sothey, on a monthly and quarterly basis, in manual and quick book formats. Budget controls were established by the Administrator/ Accountant to check and verify project implementation with project staff. Project staff was responsible for clarifying project activities and expenses. KNKS cash in hand was under \$USD 5000 per day. Internal audit was conducted bi-weekly by the KNKS management team (Executive Director and Project Coordinators) and once per quarter by the financial officers of each donor.

KNKS has not conducted an external financial audit for 2008 due to limited funds. Donors decided not to share the cost of an external audit due to the short term nature of the projects.

## **X. 2009 Planning**

KNKS will continue operating the following projects in 2009:

- 1) Child rights & social welfare project'
- 2) Health Project,
- 3) Education Project,
- 4) Livelihood Project and
- 5) Community organizing Project.

It looks forward to continuing its work in 2009 to accomplish its mission and help create a Cambodia where children live in peace and security, with access to health care, education and the opportunity to succeed.