

A New Era *in* Child Rights

Annual Report 2009



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Child Rights Foundation

The Child Rights Foundation (CRF) vision is for all of Cambodia's children to grow up and to be educated in a healthy and harmonious environment so that they have the ability to exercise their rights to participate fully in society and live meaningful lives.





As Cambodia's future will depend on today's children and young people, the CRF believes that promoting their rights is essential for ensuring the sustained future development and prosperity of Cambodia. The CRF is a not-for-profit Cambodian non-governmental organization with a mandate to fully implement the United Nations Convention on the Rights of the Child.

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Abbreviations in this Report

CC	Children's Council
CDD	Curriculum Development Department
COP	Corporal Punishment
CP	Child Participation
CR	Child Rights
CRF	Child Rights Foundation
CCYMCR	Cambodia Children and Young People Movement for Child Rights
CYC	Children and Youth Club
C&YP	Children and Young People
C & Y	Children and Youth
DoEYS	District Office of Education Youth and Sport
EVAC	Elimination of Violence Against Children
IE	Inclusive Education
IEC	Information, Education and Communication
MoEYS	Ministry of Education Youth and Sport
NGO	Non Governmental Organization
PDS	Positive Discipline in Schools
PED	Primary Education Department
PoEYS	Provincial Office of Education Youth and Sport
PSC	Project Steering Committee
PWG	Provincial Working Group
SED	Secondary Education Department
TSEC	Trafficking and Sexual Exploitation of Children
TTC	Teacher Training College
TTD	Teacher Training Department
UNCRC, CRC	United Nations Convention on the Rights of the Child
YD	Youth Department

Executive Director's Address

The CRF continued with much success to push forward with a mandate of bringing CR into target schools and TTCs in 2009. Working for the realization of CR has been at the heart of our efforts for years in the hope that all children in the target areas where our staff are working could achieve the full potential of their inherent rights and freedom.

In 2009, the CRF expanded its activities and tried its best to bring about significant changes in the attitudes and behaviors of target groups by launching seven projects in the main target schools in Kampong Cham, Kandal, Siem Reap, Prey Veng provinces and Phnom Penh City. In addition, the projects have also been implemented at 26 TTCs and 26 demonstration schools in 18 provinces.

The seven projects operating in those target areas are: 1) Mainstreaming CR in TTCs; 2) Mainstreaming CR in Schools; 3) TSEC and COP Prevention in Schools; 4) Building Children's Capacities for Active Citizens; 5) Enhancing Capacity of C & Y-led Organizations; 6) Child Sponsorship Program; and 7) Strengthening CCs to Improve Quality Education.

The seven projects primarily focus on mainstreaming CR in the education system and promoting its application in target schools. The projects are also effective at building the capacity of the target groups through training and workshops so they can acquire additional knowledge to assist in promoting the application of CR and solving all CR-related issues in their work.

This year, one more department was included into a PSC on a recommendation by His Excellency (H.E.) Nath Bunroeun, Secretary of State for the MoEYS and chairperson of PSC who suggested that the CRF should cooperate with the CDD to strengthen its ties with MoEYS. The PSC is made up of five departments, which we believe can effectively address all problems related to education. Those five departments are the PED, TTD, YD, SED and CDD.

In addition, the CRF has concluded agreements with the target provinces, particularly with PoEYS, to set up PWGs as an effective mechanism for promoting and overseeing the implementation of the projects in their respective target areas. The agreement between the CRF and MoEYS is a significant achievement as it allows the CRF to get stronger involvement, support and cooperation from different levels of the Government's education system in all projects to be carried out successfully during the five-year term.



There continues to be a significant reduction in use of COP in target schools. Violence on the playground is in sharp decline as students who are members of CCs continue to educate their peers about more peaceful ways to resolve conflicts. Dropout rates continue to decrease and passing rates are on the increase as teacher-student relations have become more harmonious with the consistent implementation of the CRF's initiatives.

Finally, I would like to express my sincere thanks to the Government of Cambodia and other donors that have demonstrated a strong commitment in improving the lives of children in Cambodia. As well, I would like to extend a warm welcome to any organization that may work with us in the future. If we work together, we can make great strides in our ongoing quest to make CR a reality for Cambodia's children.

Mom Thany
Executive Director, CRF

Facts about Cambodian Children

Population Projection in 2009¹

Population	: 14,494,293
People under 15 years of age	: 32.6% (M: 4,725,361 F: 2,336,439)

Education in 2008 - 2009²

Net whole kingdom enrollment	: 3,251,000 (female 1,528,743)
Pre-school enrollment	: 90,036 (female 45,012)
Net Primary school enrollment	: 605,707 (female 287,105)
Repeater	: 250,581
Primary school dropout rate	: 8.8%
Lower secondary school dropout rate	: 21.8%
Upper secondary school dropout rate	: 14.4%

Health

Infant mortality rate ³	: 54.79/1000
Under 5 mortality rate ⁴	: 83/1000

Immunization rate 2006⁵

DPT3	: 80%
Measles	: 78%
BCG	: 87%
Polio3	: 80%

Children in difficult Circumstances

"Children witnessing punishment or experiencing being punished in 2005 ⁶ "	: 86.60%
Children being punished in school in 2005 ⁷	: Boys 41% Girls 34%
"Children domestic worker aged 7 - 17 in Phnom Penh in 2003 ⁸ "	: 27,950 ch
"Drug use by children under 18 years in 2003 ⁹ (4,387 person)"	: 30%
Child Rape in 2007 ¹⁰	: 282 Cases
Children aged 0 - 14 years living with HIV/AIDS in 2003 ¹¹	: 73,000 ch
Children Association in 2006	
C & Y-led organizations (under 25 of age) ¹²	: 275 Groups

Sources:

¹ Research on www.cia.gov. CIA –The World Factbook – Cambodia 2009

² Education Statistic and Indicators 2008-2009, Ministry of Education, Youth & Sport

³ Research on www.cia.gov. CIA –The World Factbook – Cambodia 2009

⁴ Cambodian Demographic and health survey 2005-2006, Ministry of Health, Ministry of Planning

⁵ Research from Annual Report 2006, Save The Children Norway

⁶ Research into Punishment of Children 2005, Save the Children Norway

⁷ Research on Violence 2005, Tearfund

⁸ Child Domestic Worker Survey in Phnom Penh 2003, Ministry of Planning

⁹ NGO Statement to the 2004 Consultative Group Meeting on Cambodia

¹⁰ Research from Anti-Human Trafficking and Juvenile Protection Department, Save the Children Australia

¹¹ The State of World Children in 2006, UNICEF

¹² Children and Youth Led Organization Directory 2006, Child Rights Foundation



The CRF's Mission and Work

Our missions are:

- Work for the understanding of CR and needs through awareness-raising and advocacy at all levels;
- Empower children and promote their participation and voices in society;
- Assist the Government in the implementation of the UNCRC and monitoring its implementation in Cambodia.

The CRF is strongly committed to establishing permanent changes in the way children are treated, viewed and cared for in Cambodia. The CRF's five-year plan focuses on two main areas:

Child Rights Education: A process that includes raising awareness about CR and mainstreaming the UNCRC in Cambodia's education system in partnerships with MoEYS, PoEYS, DoEYS, TTCs and schools. The CRF's objective is to empower young people to embrace their inherent rights and have a more meaningful role in society.

Elimination of Violence against Children: The CRF strives to assist in the elimination of violence against children in schools and at home while providing children with the skills and knowledge they need to prevent and protect themselves against trafficking, sexual abuse and exploitation.



Child Rights Education

The CRF has been engaging in the process of raising awareness of CR and mainstreaming the UNCRC in Cambodia's education system. When the CRF was established nine years ago, it began the process of successfully implementing CR-related initiatives into Cambodia's education system with assistance from MoEYS and various donors. The goal is to ultimately empower C&YP to embrace their inherent rights and participate as equal partners in society.



Mr. Khvan Sokchan
Director of Toul Sambo Primary
School in Kampong Cham
province

Value of CRF programs

More and more students, teachers and pre-service teachers are embracing CR concepts through programs offered by the CRF at target schools in Kandal, Siem Reap and Kampong Cham provinces and TTCs.

The CRF's various initiatives have been invaluable to the TTC

in Siem Reap, says On Chhuth, Vice-Director of the Provincial TTC in Siem Reap.

The CRF has provided CR training to pre-service teachers by strengthening their knowledge of CR concepts, On Chhuth points out.

Phavann Sakoeut, Director of the Battambang Regional TTC, says CRF programs have had a huge impact on how she approaches her job. "I have completely changed my management style from commanding to participating and there is no discrimination in my institution now" she says.

Chhem Manavy, a 61-year-old school community support committee member at Kampong Samnanh Primary School in Kandal province, says

CRF programs have brought many advantages to the school. "The setting up of CCs in schools with strong support from CRF provides a lot of advantages as students can get more experiences, knowledge and skills as they learn how to work as a team and learn how to develop and implement school improvement plans to help their schools," he says.

Hong Meymey, a 14-year-old student at Dambae Primary School, says before she learned about CRF concepts she thought that students couldn't make decisions as only the school director and teachers could make decisions. "When the CRF provided skills training, I realized that children have equal rights with adults and that children can play a role, conduct activities in schools and in the community. Three months ago I conducted an education session to explain child abuse to my neighboring children and how to protect themselves from the abuse," she says.

The information provided by the CRF has been very helpful for students at Kandeung Primary School in Banteay Srey District in Siem Reap, says Lay Bunnarith, a CC member at the school.

The CRF's training on TSEC and the Four Baskets of CR, and the distribution of CR booklets, posters and other IEC materials have been instrumental in spreading knowledge about CR-related issues, he says.

"I want to say that IEC materials are very useful for me and my friends," Lay Bunnarith says.

The Implementation of CR

The implementation of CR in target schools is proving to be a big success as many steps are being taken to ensure students learn about their rights.

“The students have received a lot of CR knowledge,” says Khvan Sokchan, *Director of Tuol Sambo Primary School in Kampong Cham Province*. Specifically, knowledge of CR at the school has improved by 80 percent, he points out. And the increase in CR knowledge among students has been increasing for the past three years, Khvan Sokchan adds.

Suon Sohean, *Director of Khnar Primary School in Siem Reap Province*, points to a number of examples where the CRF’s CR initiatives have been implemented with great success.

The establishment of CCs in target schools has proved to be invaluable as the students who are CC members have effectively promoted CR in the schools. As well, the formulation of classroom regulations aimed at putting CR ideas into practice has had a positive impact.

The CRF has provided monitoring tools to address TSEC-related issues and the capacity to identify

vulnerable children. And if children have any CR-related concerns or questions, they can simply use the suggestion box, Suon Sohean says. “The suggestion box is used to collect information when children cannot contact the teacher,” he explains.

Students can use the suggestion box to address various issues. For instance, they can use the suggestion box to request a change in a teacher’s negative behavior, Suon Sohean says.

A national policy on bringing CR into the classroom is in place, says Eng Kim Ly, *Director of the CDD of MoEYS*. And it has been incorporated into lessons in target schools through collaboration with the CRF.

“When we coordinate with the CRF, we work very closely with the CRF,” he says.

In the future, the plan is to include CR concepts in textbooks, Eng Kim Ly points out.

The training process for both pre-service teachers in TTCs and in-service teachers so they can implement CR is a very positive development, says H.E. Nath Bunroeun, *Secretary of State for MoEYS*.

“I think the training is very interesting.”



Child Rights Education





Dara Chetra
Student and CC member at
Krapeu Har Primary School in
Kandal province

Child rights awareness

As the process of implementing CR into target schools continues to evolve, students are increasingly becoming aware of their rights.

“Many of my friends are aware of their rights. If you ask them about CR, they can answer your questions,” says Lay Bunrith, CC member at Kandeung Primary

School in Siem Reap Province.

Students at that school know about the Four Baskets of CR as they often discuss the Four Baskets, which are: 1) The Right to Survival; 2) The Right to Protection; 3) The Right to Development; and, 4) The Right to Participation.

Students from Grade 4 upwards are particularly knowledgeable about CR, he says.

CCs play a significant role in raising CR awareness among students. Dara Chetra, a CC member at Krapeu Har Primary School in Kandal Province, says her friends at school are gaining a strong awareness of their rights.

“My friends know a lot about their rights since I have taught them about their rights,” she says. “I feel proud of giving advice to my friends about CR.”

MoEYS staff members who have visited schools have noticed a growing awareness about CR among

students. It’s becoming much more common for students to openly express their ideas in the classroom about anything concerning their school or their education, says Eng Kim Ly, MoEYS’ Director for CDD. And that is a big step forward from the days when students were afraid to express themselves in the classroom.

“In the past, students could not speak,” Eng kim Ly says.

Eeuk Sokunthea, a 13-year-old CC member in Grade 5 at Tuol Sambo Primary School in Dambae District in Kampong Cham Province, says CRF programs have been instrumental in raising awareness about CR.

“Since I have participated in activities conducted by the CRF, I am glad because I get a lot of benefits such as knowledge on CR. My behavior has changed as I can communicate with people around me with polite words and without violence as before,” she says. “It’s not complicated. It’s very, very simple,” she says.

Posters, brochures and other materials provided by the CRF also play an important role in raising CR awareness, says Suon Sohean, Director for Khnar Primary School in Siem Reap Province.

“The students use them as a good reminder about CR,” he says.

Awareness about CR has other benefits as well.

“Through the awareness of CR, students take part in school activities and care about the school environment.” Suon Sohean says.

Child Rights Education

CR and learning

The application of CR in target schools has shown to have a positive impact on the students' learning process.

"The awareness of CR makes students try harder to study, to stay in class and to respect their teachers," says Suon Sohean.

With the introduction of CR, relations between students and teachers have improved, and that, he says, has resulted in a better learning environment.

Khvan Sokchan, Director for Tuol Sambo Primary School in Kampong Cham Province, has noticed that students are more engaged in discussions that take place in the classroom.

"The awareness of CR in the classroom through CR booklets makes my students brave enough to express their ideas or opinions freely," he says.

In Boprek, Deputy Director of Prek Tapao Primary School in Takhmao District in Kandal Province, says an increased understanding of CR has resulted in a much more positive learning environment.

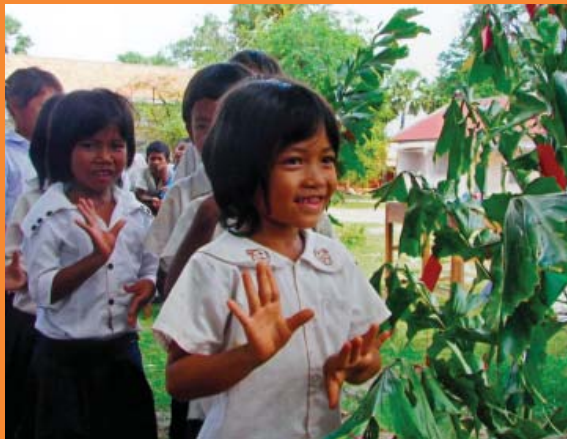
"Children are very friendly and have a strong solidarity when they work together and help each other," she says.

Lay Bunrith suggests that he and his friends are performing much better in school with the inclusion of CR concepts in the curriculum. "I think that awareness of CR has helped me to study harder and do a good job in class," he adds.

Just learning about CR makes students want to study more, says Poy Nary, a CC member at Chey Primary School in Banteay Srey District in Siem Reap Province.

"When we learn about CR we tell our friends about it so they try hard to study."





Child Rights Education



Poy Nary
Student and CC member at Chey
Primary School in Siem Reap
province

Teacher-Student relations

The state of teacher-student relations has undergone a dramatic improvement with the establishment of CR practices in the classroom. While many students in the past felt intimidated by their teachers, that is changing as relations between teachers and students are becoming much warmer.

Relations between teachers and students have undergone very positive changes, says Poy Nary, a CC member at Chey Primary School in Banteay Srey District in Siem Reap Province. In the past, the 15-year-old says she didn't feel confident when she was at school. But attempts at improving teacher-student relations through CRF activities made her feel much more confident at school. "Before when I went to school I didn't feel confident. I felt that I was very scared of school, but now everything has changed," Poy Nary says.

Poy Nary's 23-year-old sister looks after her because her parents are deceased. Her sister, she says, used to speak to her much more harshly and opposed Poy Nary's involvement in CC activities.

"But when I am at school, my teacher gives me a lot of support for activities at the CC," she says. Her sister has since reduced "negative communication" toward her and no longer opposes her involvement with the CC, Poy Nary says. The changing relationship between teachers and students is evident from them working together on various activities in the school.

"Teachers always help their students work in the garden and care for the school's environment," says Dara Chetra, a 12-year-old CC member at Krapeu Har Primary School in Kandal Province.

Un Mara, a teacher at the Siem Reap Application School, says children have become much more vocal in the classroom.

"Children dare to ask and answer questions and criticize. Before they didn't," he says.

Ponn Trang, a 13-year-old, Grade 4 student at Tatoy Sangkhim Primary School in Angkor Chum District in Siem Reap Province, says her teacher has become much more friendly to students.

"My teacher is very good at teaching now. He has stopped beating and using rude words. When we are in class learning with him, we are happy as sometimes we sing CR songs together with him," she says.

Instead of beating students and using harsh language, teachers are now more likely to counsel students and offer friendly advice when addressing various issues, says Lay Bunrith, a CC member at Kandeung Primary School in Banteay Srey District in Siem Reap Province. If students get frustrated and want to leave the class, teachers are much more creative when attempting to keep them in the classroom.

"When my friends get annoyed, they don't want to stay in class. But my teacher can think of other ways to keep students in the class, such as telling jokes, humorous stories and letting students play games," Lay Bunrith points out.

Khvan Sokchan, Director of Tuol Sambo Primary School in Kampong Cham Province, notes that he has observed how teachers have almost completely stopped threatening students when problems arise. Shy students who don't perform particularly well in the classroom have improved because of the new, more enlightened approach taken by teachers, he says.

"The weaker students have also changed their habits and attitudes. They've gone from being reserved to much more outgoing with their teachers."





On Chhuth
Vice-Director for the Provincial
Teacher Training College
in Siem Reap province

CR training in TTCs

The CRF's CR initiatives have gone a long way to assist pre-service teachers gain a deeper understanding of CR. Just ask On Chhuth, Vice-Director of the Provincial TTC of Siem Reap.

"Since 2005, the CRF has contributed a lot to our TTC," On Chhuth says. "The CRF has strengthened our pre-service teachers'

knowledge of CR concepts."

Aside from educating pre-service teachers, the CRF has also worked with target schools in the Banteay Srey and Angkor Chum districts.

During pre-service teachers' first year at the TTC, they receive five days of training in CR, On Chhuth points out. After that training, pre-service teachers generally have a solid understanding of CR, he says. CRF training has been particularly effective in raising awareness among pre-service teachers about the need to eliminate COP.

"The program for reducing COP is based on capacity-building for pre-service teachers," On Chhuth explains.

The mainstreaming of CR into the TTC in Siem Reap has been successful. Pre-service teachers are provided with a strong understanding of CR theories, which allows them to put those theories into practice.

The CRF has managed to effectively strengthen its level of cooperation with TTCs.

"We have a very close cooperation with the CRF," On Chhuth says.

Aside helping with capacity-building for TTCs, the CRF has provided support to pre-service teachers when they practice teaching at target schools, he says.

"In the TTCs we have set up youth councils and in the target schools we have set up CCs," On Chhuth says.

The TTC in Siem Reap has been busy implementing the Five Topics in the teacher training curriculum in 2009.

Prum Thorny, a second year pre-service teacher at Preah Sihanouk TTC, says CR training has resulted in a positive change in how he approaches children in the classroom.

"My most significant change has been a change in my attitude, from dominating children to responding to the rights of the child. I understood that children are also human beings and they have the same rights as adults," he says.

The *CR Application in Schools* training manual has proven to be valuable. The Five Topics of the training manual are: 1) CR; 2) CP; 3) IE; 4) Promoting PDS; and 5) Preventing TSEC.

The training manual is used effectively as a way of ensuring that pre-service teachers are aware of their students' rights, On Chhuth says. As well, the manual contains necessary information that MoEYS has not yet made available.

"The training manual has provided us with some good methodologies and strategies for teaching," he says.



Pre-service teachers at the PTTC
in Siem Reap province





H.E. Nath Bunroeun
Secretary of State for MoEYS

Mainstreaming of the CRC into schools

The mainstreaming of the CRC into schools is an important factor in increasing children's understanding of their rights. And teachers play an important role in that process.

"We try to train our teachers on how to integrate CRC," says H.E.

Nath Bunroeun, Secretary of State of MoEYS.

It's important, he says, to integrate "the spirit of CRC and the spirit of inclusion" into the school curriculum.

A report from schools from the first quarter of the 2008-09 school year indicates that the CRC is indeed being mainstreamed into schools, says Eng Kim Ly, Director of the CDD of MoEYS.

"We have seen the mainstreaming of the CRC," he adds.

Khvan Sokchan, director of Tuol Sambo Primary School in Kampong Cham Province, says teachers at that school have been providing CRC sessions for their students.

"In general, the mainstreaming of CRC looks very interesting."

So Boleaphy, a teacher of Kampong Chhnang Application School, enjoys teaching children about CRC.

"I am so happy to teach my students about CR and I really like the concept of IE."

Hong Meymey, a 14-year-old student at Dambae Primary school, says learning about CR has given her a new outlook on school.

"Before I knew nothing about CR. I thought that it was not strange if a teacher beats students. I thought

that sexual abuse was simply an indecent act but not abusing children," she says.

Passing and dropout rates

More students are passing and fewer are dropping out of school as the inclusion of CR in the curriculum is having a positive impact on students' performance at school.

"We start from early childhood because early intervention is good for a solid foundation," says H.E. Nath Bunroeun.

Early intervention will go a long way in terms of reducing dropout rates, encouraging students to work more efficiently and developing higher levels of literacy, he says.

Fewer students are dropping out of school at Khnar Primary School in Banteay Srey District in Siem Reap Province.

"Since the introduction of CRF initiatives into my school, the passing rates have increased and dropout rates have decreased," says Suon Sohean, the school's director.

Suon Sohean was able to provide statistics for the passing rate for the 2008-09 school year. The passing rate for this year is about 82 percent, up from 74 percent from the 2007-08 school year.

There is also an improvement in the overall passing and dropout rates for Cambodia.

The Annual Conference on Education that took place from March 16-18 revealed that the passing rate has increased and the rate of students dropping out of school has decreased, says Eng Kim Ly, Director for the CDD of MoEYS.

The passing rate for 2008-09 has increased by 0.2 percent from the 2007-08 school year. The dropout rate for this year has decreased by 0.17 percent from 2007-08.

"I think this is good," Eng Kim Ly says.



Elimination of Violence Against Children

The CRF aims to empower C & Y in action against TSEC and foster schools and communities where children feel safe and free from violence.



*Lay Bunrith
Student and CC member at
Kandeung Primary School in
Siem Reap province*

Addressing Corporal Punishment

Much headway is being made with the CRF's initiatives aimed at reducing COP and replacing it with various forms of positive discipline.

While the practice of teachers hitting students was once commonplace in schools in Cambodia, major changes in addressing the issue of COP have been underway.

Suon Sohean, Director of Khnar Primary School in Banteay Srey District in Siem Reap Province, says COP has been dramatically reduced at that school.

"Nearly 90 percent of teachers use friendly ways of educating their students rather than using COP," he says.

The use of verbal abuse by teachers is no longer acceptable as teachers are encouraged to speak with "soft, mild words" when dealing with students who might be doing something wrong in class, Suon Sohean says.

"Sometimes it's unavoidable to give them some discipline," he says.

Various forms of positive discipline have been established in the classroom. Such types of discipline could involve making students sing songs or tell jokes, Suon Sohean says.

Srun Ratha, a teacher at Neang Teut Primary School in Dambae District in Kampong Cham Province, says a reduction in COP has helped foster a more harmonious environment in how students interact with each other.

"Using a non-violent approach has helped me to manage peacefully and successfully when making compromises in disputes between my students. It's an approach that encourages them to come to school and be in harmony with each other," she says.

Poy Nary, a CC member at Chey Primary School in Banteay Srey District in Siem Reap Province, knows first hand about the CRF's approach to reduce the problem of COP as her teacher has taught her all about it.

"I feel happy with my teacher as she does not use violence against me. She uses non-violent ways to educate students," she says.

"When I cannot do something right, my teacher does not use the rattan stick. She tries a lot to explain it to me. I feel very enthusiastic about this approach to education."

Lay Bunrith, a CC member at Kandeung Primary School in Banteay Srey District in Siem Reap Province, is also happy that COP is no longer used at school.

"My teacher uses friendly words in the classroom instead of using the rattan stick to bang on the blackboard," he says.

"My friends and me feel very happy when my teacher does not use violent ways. We feel comfortable being in the classroom."



Elimination of Violence Against Children



Tackling TSEC

Significant progress continues to be made in addressing issues related to TSEC.

Students are learning how to identify the tactics employed by human traffickers and how to identify abusers, says Suon Sohean, Director for Khnar Primary School in Banteay Srey District in Siem Reap Province.

“Children learn about what TSEC is,” he says. Dara Chetra, a CC member at Krapeu Har Primary School in Kandal Province, has been teaching other students all about TSEC.

“The students are well aware of TSEC,” she says. When she talks about TSEC to other students, those students then educate other students about the subject so awareness is widespread among students, Dara Chetra points out.

Poy Nary, a CC member at Chey Primary School, in Banteay Srey District in Siem Reap Province, says she and fellow students have been made well aware about TSEC through information provided by the CRF.

“Information about TSEC has taught the students how to protect themselves,” she says. “When I gain such knowledge about TSEC, I can transfer my knowledge to my peers and at home so they get awareness about TSEC.”

“My friends and me have learned from the training manual about how to identify the bad methods used by the traffickers.”

Addressing violence on the playground

Attempts at reducing violence on school playgrounds have been hugely successful.

“In terms of quarrels between students, that used to happen a lot on the playground. Now such quarrels have been reduced quite a lot,” says Khvan Sokchan, Director of Tuol Sambo Primary School in

Kampong Cham Province. “Before children used to abuse each other, but now I rarely see such disputes in my school.”

Dara Chetra says the CC at her school has successfully taken steps to discourage violence on the playground.

“Before there was quite a lot of violence between friends. But now the problem has been minimized through CC activities,” she says.

Cleaning the school grounds and caring for the garden are among the activities that effectively deter students from engaging in violent behavior as such activities encourage students to work together.

Poy Nary says while violent incidents occasionally occur, she and other CC members have been successful in counseling other students not to use violence.

“I used to see more violence on the playground, but now the violence has been minimized.”



The CRF's Impact and Achievements

The CRF's ongoing efforts to implement CR initiatives in schools through seven projects are having a significant impact on the lives of Cambodian children.

Project: Mainstreaming CR in TTCs

The project "Mainstreaming CR in TTCs" is aimed at mainstreaming the Five Topics of the *CR Application in Schools* training manual (CR, CP, IE, PDS and TSEC Prevention) into training programs at TTCs. The project is being implemented at 26 TTCs and 26 Application Schools located in 18 provinces and cities including Phnom Penh, Preah Sihanouk, Battambang, Kandal, Kampong Cham, Kampot, Kampong Speu, Kampong Chhnang, Kampong Thom, Kratie, Preah Vihear, Prey Veng, Pursat, Siem Reap, Steung Treng, Svay Rieng, Takeo and Banteay Mean Chey. The ANESVAD Foundation provided most of the financial support. The intention has been to strengthen the capacity of about 80 core lecturers, 750 lecturers and 600 teachers for the effective application of the five CR-related topics with pre-service teachers and students. Within the 12-month implementation period in 2009, the project has achieved results including:

- 37,500 training and IEC materials for teaching the five CR-related topics were made available to the TTD, TTCs, application schools, pre-service teachers and PoEYS.
- 78 core lecturers acquired knowledge and skills to train regional and provincial TTC lecturers on the five CR-related topics.
- 724 Regional TTC and Provincial TTC lecturers acquired knowledge and skills needed to train pre-service teachers on the five CR-related topics.
- 7,235 pre-service teachers acquired knowledge and skills needed for teaching school children about the five CR-related topics.

- 632 Application school teachers acquired the knowledge and skills needed to teach school children about CR, CP, IE, COP and TSEC prevention.

Project: Mainstreaming CR in Schools

In 2009, the CRF brought about changes in the mindsets and behavior of teachers in the target areas of Kampong Cham and Siem Reap provinces through the "Mainstreaming CR in Schools" project. The project has been implemented in 53 target schools in Angkor Chum district, Siem Reap province and Dambae District in Kampong Cham province by educating teachers about the correlation between the CRC and COP. This promoted the application of CR and resolved CR-related issues in their work.

With financial support from Plan International-Cambodia, the project benefits around 350 in-service teachers and 19,000 students through capacity building and CR awareness raising activities in schools.

The following are achievements attained in 2009:

- 28,000 training manuals and IEC materials on COP were produced and made available for teachers and students in the target schools.
- 388 in-service teachers and community members trained on PDS.
- Over 80% of the students in the target schools educated about CR and PDS.
- Assisted MoEYS in revising the existing CR lessons in students' textbooks for Grade 4.

Project: TSEC and COP Prevention in Schools

The “TSEC and COP Prevention in Schools” project was supported by the ANESVAD Foundation for the second year in 2009. The project has been implemented in cooperation with MoEYS and aims to develop the capacity of teachers and CCs in target schools.

The project has been initiating actions against TSEC and COP against children in schools. It benefits 934 in-service teachers and around 38,600 students in 55 target schools located in six districts in Kampong Cham, Kandal and Siem Reap provinces. The following results that were achieved during 2009 include:

- 2,500 copies of teachers’ guidebooks, 86,000 copies of posters and leaflets on TSEC and COP prevention, and 40,000 copies of CC booklets were printed and distributed.
- 852 Teachers and key community leaders in

Kandal, Kompong Cham and Siem Reap provinces were trained by 37 Provincial Core trainers.

- 563 members of the new CC Executive Committee were elected for 2009-2010 and gained the necessary knowledge and skills to promote the development and functioning CCs.
- 28,830 children and 905 teachers and community members successfully participated in campaigns aimed at reducing COP in schools and communities.
- 805 students and over 200 adults participated in student-school forums and learned how to jointly address concerns raised by children through suggestion boxes at schools.
- 500 vulnerable students received direct assistance, such as bicycles and school materials, to enable them to attend school regularly and get a good education.



The CRF's Impact and Achievements

Project: Building Children's Capacities for Active Citizens

The project "Building Children's Capacities for Active Citizens" took place between Jan. 1 and Sept. 30, 2009 in the pilot phase and was extended for another three years starting on Oct. 1, 2009. This project is aimed at complementing the existing assistance which has been made to children in the drop-in center at Neak Loeung, Peam Ro District, Prey Veng province so that staff and caregivers are able to implement proper practices with children at the center and to empower children to be able to protect themselves and be engaged in a more meaningful participation.

In terms of funding, the CRF has received support for the project from International Center for Family and Children in Cambodia Organization (CIFA-CO). The project is jointly implemented by the CRF and CIFA and benefits 85 students and 10 staff working in the center. The following results were achieved during 2009:

- 90 copies of three different modules, 300 copies of posters and 3,000 copies of leaflets on CR, CP and TSEC prevention were produced and made available for educating children in the center.
- Four two-day training sessions on CR, CP, TSEC prevention, and child development were conducted for 10 staff/care-givers.
- 20 two-hour training sessions were conducted regularly for 85 children attending the center.
- A children's library was set up and equipped with 924 reading books, 157 copies of VCD and other items to provide more information to children.

Project: Enhancing Capacity of the C & Y-led Organizations

The project Enhancing Capacity of the C & Y-led Organizations, which were funded by Stichting

Kinderpostzegels Nederland (SKN), was put in place.

The specific objective of the project is to build the organizational and program-building capacity of the CCYMCR to become a leading force for CR in Cambodia. Results achieved in 2009 include:

- Increased the capacity of the CCYMCR's executive committee on Administration and Financial Management;
- The establishment of a sharing session on knowledge and skills amongst CCYMCR members on advocacy and baseline data research;
- Trained members to share their knowledge to their groups' members;
- CRF website updated and information added to the database system;
- CR Resources Center updated;
- Exchange of experiences with other children's networks in the region hosted.

Project: Child Sponsorship Program

In cooperation with the Khmer-France-Hungary Friendship Orphanage, and with support from Norway House, the Child Sponsorship Program has been implemented to help poor children by creating opportunities to pursue post secondary education. The project provides full assistance for five vulnerable youths from the center.

The assistance includes school preparation, tuition fees and monthly subsidies to cover study materials, transportation, food, accommodation and other utilities.

To ensure the project implementation process runs efficiently and produces good quality of work, some monitoring activities have been conducted in cooperation with institutes and universities by holding bi-annual and quarterly meetings with schools and

the sponsored youths to check their school attendance and study results of all subjects.

Those who have been sponsored have always kept in touch with the CRF. Monthly consultations on different issues have been conducted to discuss concerns as well as to share experiences and knowledge on how to live in a very busy society and multi-cultural environment.

Project: Strengthening CCs to Improve Quality Education

A project namely “Strengthening CCs to Improve Quality Education” was initiated based on the results of a workshop on Good Governance organized by Plan International Cambodia and a consultative meeting among Plan International Cambodia, YD of MoEYS and the CRF, which aimed to improve the effectiveness of CP in the Good Governance in the Education System.

The project aims to strengthen knowledge and experience of key officials from MoEYS, PoEYS, and DoEYS, and school principals, teachers and school-community support committees on topics related to CCs so that effective actions to protect children, and engage and support them in CC activities. As well, the project will ensure that the most disadvantaged children engage and benefit from a safe school with a child friendly learning environment.

The project’s yearly achievements attained during this period include:

- 92 key officials from MoEYS, PoEYS and selected DoEYS were sensitized on good governance concepts and CC guidelines;
- 378 in-service teachers in the target schools participated in three-day training sessions on CC policies and guidelines;
- 395 in-service teachers at target schools participated in three-day training sessions on positive discipline and classroom management;

- 28 CCs in the target schools were set up and provided with the necessary skills and knowledge to ensure an effective functioning of their operations.
- Around 14,000 students at 28 target schools were sensitised on CC guidelines.



The CRF's Impact and Achievements

The CRF's programs are having a positive impact on the lives of children in many ways.

CP in Classrooms

As children have become more aware of CR, their level of participation has substantially increased in the classroom.

MoEYS staff who have visited schools have noticed an increased awareness of CR among students who openly express their views on various issues.

Children have become much more confident as they are asking their teachers more questions and are approaching various activities, such as taking care of the school grounds, with much enthusiasm.

CC members have contributed to the process of greater CP by educating their peers about CR-related concepts.

New Attitudes and Mindsets

The attitudes and overall mindset about CR have undergone a positive transformation.

Increased awareness about CR has had a strong impact on the learning process for students. Students and teachers have observed how students are trying much harder in school as they become more aware of their rights.

There has been a significant change in the attitudes that teachers and students have toward each other. Relations between students and teachers are much more harmonious with the inclusion of CR practices into the school curriculum. Teachers and students now work together in various activities and teachers have moved away from speaking harshly to their students.

New CR Policy

The introduction of the Five Topics of the *CR Application in Schools* training manual has had a positive

impact on the school environment as it's now part of the school curriculum. And MoEYS has officially incorporated the Five Topics into the TTC's curriculums.

The Five Topics of the training manual are: 1) CR; 2) CP; 3) IE; 4) PDS; and 5) TSEC Prevention.

Cultivating a new generation of teachers

The inclusion of CR into the TTCs' curriculums is effectively preparing pre-service teachers for a new generation of child-friendly teaching.

The CRF's CR initiatives have been effective in providing pre-service teachers with a solid understanding of CR-related topics. A training program on CR-related concepts aimed at encouraging a child-friendly learning environment has been put in place.

Reducing COP and TSEC

Much progress has been made in reducing COP and TSEC in schools.

COP has been dramatically reduced in schools as teachers embrace the practice of using more positive forms of discipline.

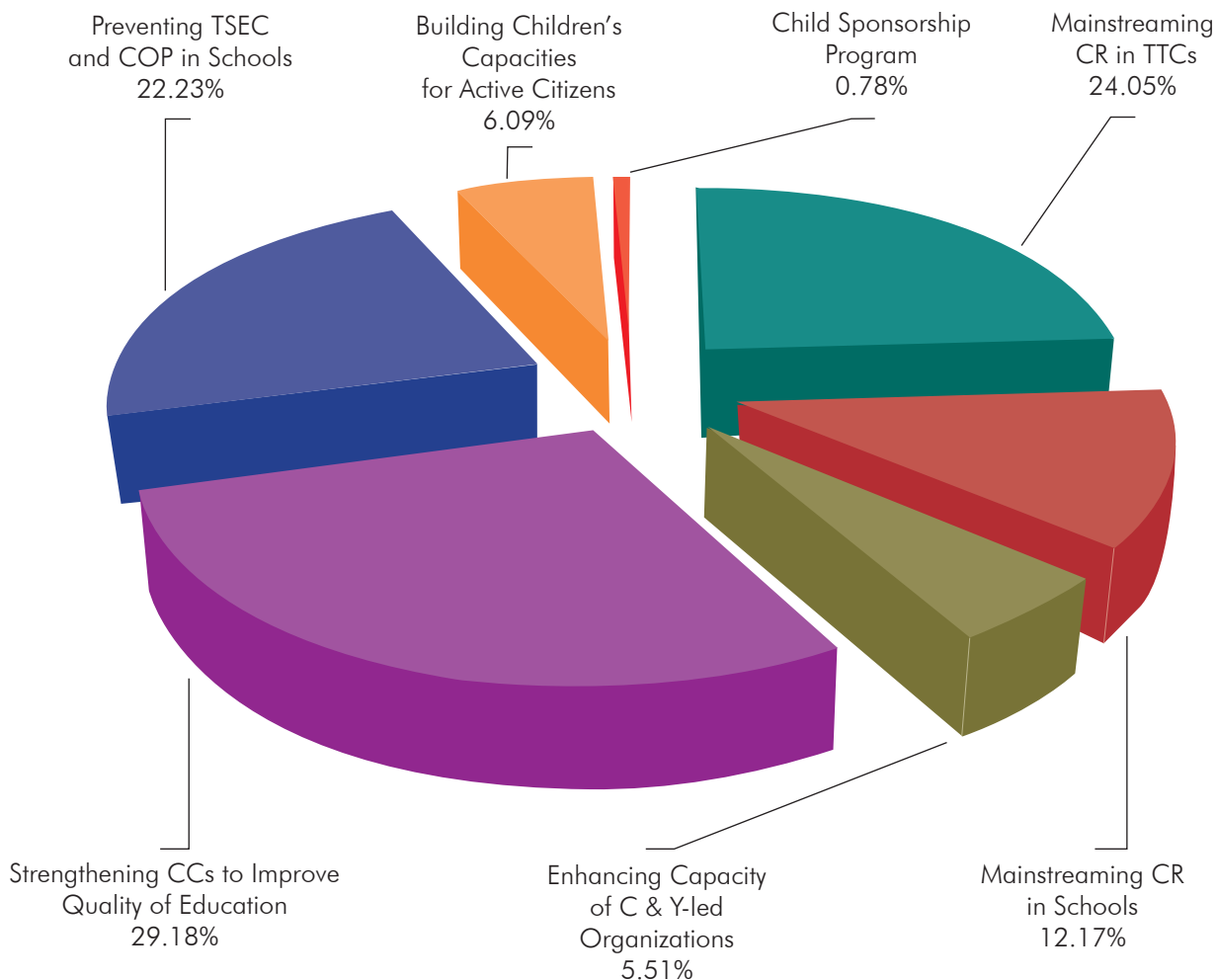
For instance, at Khnar Primary School in Banteay Srey District in Siem Reap Province, it's estimated that about 90 percent of teachers at that school refrain from using COP.

As well, pre-service teachers are practicing positive forms of discipline when they train as in schools.

Much success has been made in increasing awareness about TSEC. CC members have reported that students are well aware of TSEC. Students have been educated about tactics used by human traffickers and how to identify abusers and protect themselves from abuses and exploitation.

Financial Highlights 2009

Total Expenditure



Donations by Sources 2009

Donor Agencies

Donor Agencies	Amount	Percentage
ANESVAD Foundation	\$356,436.54	45.85%
Plan International Cambodia	\$318,651.03	40.99%
International Center for Family and Children in Cambodia Organization	\$40,860.73	5.25%
Stichting Kinderpostzegels Nederland	\$32,936.03	4.24%
Norway House	\$21,608.37	2.78%
CRF Fund	\$6,792.11	0.89%
Total	\$777,284.81	100%

WHO WE ARE: Child Rights Foundation is a child-focused, not-for-profit, apolitical and non-religious Cambodian NGO that is working towards the full implementation of the UN Convention on the Rights of the Child.

WHAT WE DO: Since 2001, CRF has worked with the Government to launch child rights curriculum and programs in schools, empowered children and youth to promote their rights, and educated teachers, students, Government authorities and communities about child rights.

WHY WE DO IT: We are committed to long-term change in the way Cambodian children are viewed, cared for, and treated by encouraging everyone to take personal and collective responsibility for making the lives of children safe, positive and wholesome.

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☐ \$5

☐ \$50

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☐ \$5,000

☐ Other amount.....

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#3RV, Kramuon Sar, Phnom Penh

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Fax: 855-23-426108

Swift Code: FTCKHPP

A/C No: 010.30.400.007926.8



Our Children Our Future



Annual Report 2009

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CRF was established on November 20, 2000 and registered with the Royal Government of Cambodia on March 6, 2001 in accordance with the Constitution of Cambodia