



A PROJECT STATUS REPORT

Conflict prevention and Resolution through Education
Education for Peace and Development Project
Koh Sla, Chhouk, Kampot

A brief updated Progress Report
January 2004 to August 2005

UNESCO IN PHNOM PENH

CONFLICT PREVENTION THROUGH EDUCATION -
EDUCATION FOR PEACE & DEVELOPMENT PROJECT

FUNDED BY: BELGIAN GOVERNMENT

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*Conflict Prevention through Education,
Education for Peace and Development project
2004-05
By UNESCO in Cambodia*

EXECUTIVE SUMMARY:

Conflict Prevention through Education, Education for Peace and Development project is in operation in Koh Sla region which covers two communes, 18 villages with nearly 15,000 population. This is the area known as former Khmer Rouge area. It is one of the most deprived communities in Cambodia, the settlement is relatively new and the population struggles with many problems. Koh Sla is one of the last and largest former Khmer Rouge strongholds, it was only in late 1997 that this region was surrendered to the government. Following this, the UNESCO Cambodia Office selected Koh Sla, a neglected community, as a project site to implement programs in conflict prevention, peace and development.

Conflict Prevention through Education, Education for Peace and Development, in the Koh Sla region, Chhouk district, Kampong province, Cambodia has been in operation since January 2004. This report details all activities planned and implemented by the project. There were several additional activities carried out which have also been described. Nearly 10,000 people have been direct beneficiaries from this project without considering the beneficiaries of CLC [all the villagers], capacity building activities [trained local facilitators and supervisors] and other indirect beneficiaries.

This report covers the period of January 2004 to August 2005. Now, a question comes to mind; how different would their lives be in the absence of this project? What would those over 5,075 children and adults be doing now if there were no non-formal [NFE] primary schools [for 913 students], Literacy level I [for 2,700 participants], Literacy level II [for 839 participants] and early childhood care and education [ECCE] [622 young children under 5 years] classes? What would those 96 young women, who have been in training in weaving and other skills, be doing now?

This project has made considerable achievements in a very short time with limited human resources. To summarise some of these achievements:

- Women in the area seem more empowered. This is clearly visible by their participation in meetings.
- Almost all children are learning in NFE primary schools. These children had never been to school before, due to the distance from home to school and lack of transportation facilities.
- Four NFE Primary schools are becoming formal Government schools from Oct. 2005, where 333 [157 girls] children will enrol in the school from Oct. 2005.
- UNESCO and partner's plans have been incorporated into Commune plans. This will support the sustainability of the project achievements.
- The Provincial Education Office plans to continue literacy activities after UNESCO phases out its activities.
- The Provincial Training Centre will continue cow, pig and chicken banks and Self Help Group/micro-credit activities.
- Democratic norms, values and principles can be observed to be used in practice as a result of several trainings. This can be seen during meetings organised by the Commune authorities. Relatively open and healthy discussions in meetings in an open environment has been an encouraging development in the area compared to past practices.
- It is an evident that children have learnt more polite and respectful behaviour through the ECCE classes according to ECCE Facilitators and some mothers.
- It is told that cases of disagreement and domestic violence within families has decreased. The number of burglary and rape cases has also decreased according to

- Village and Commune authorities reporting in review meetings. One of the contributing factors is our Culture of Peace and Living Values training.
- *My contribution to my own village*, a post literacy reading book written by villagers has been published and is available in mobile libraries. A book about traditional herbal medicine used in Koh Sla is being prepared and will be published by UNESCO.
 - UNESCO is in partnership with WFP, who are now implementing a Food for Education project in Koh Sla.

Several educational activities for sustainable development covering the areas of **society, environment and economy** have been implemented in Koh Sla region. Activities including Literacy Level I [some of which are mobile classes at the rice field, some of them have changed their time of the class from day to night], Literacy level II, ECCE, Community Learning Centres, Vocational Training [such as seri-culture, traditional music, weaving, cow, pig and chicken banks, self-help group activities with micro-credit, vegetable gardens and fruits nurseries] are running. Mobile Libraries in the villages, culture of peace and living values training for all facilitators, children and authorities [which contributes for sustainable development through building peace in the society to live in peace and harmony], and several capacity building activities for beneficiaries and partners were carried out by the project.

In addition to the above activities, there are some activities implemented by the project team which were not part of the original project plans, such as NFE Primary school 23 classes for 913 out of school children [for 6 - 12 yrs age children], six bridges were renovated, one water point was constructed with the support of the Nepalese Women's Association and four more water points are under construction with the support of EFA funding from UNESCO.

Food for Education activity is running and Rice Bank agreement is signed with WFP in partnership with the Provincial Training Centre [PTC]; the UNESCO project coordinator has been acting as the facilitator.

Although people are extremely poor, nevertheless, local participation in the project is very impressive especially considering NFE primary school for children [6-12 yrs] where parents have built seven temporary school buildings and they are sending their children to NFE schools as a result of educational activities in the area; parents are also learning from their children about living, culture of peace and good family values. People have been participating in decision making in each activity, and also in kind contributions to the value of USD 750 for each of the Community Learning Centres. People also have built toilets and bath room for women on the request of Project Coordinator.

Several efforts have been made towards the sustainability of the project. Educational activities and income generation activities will continue operation in Koh Sla managed by the government partners and local authorities, namely the Provincial Education Office and the Provincial Training Centre with the support of Commune Councils.

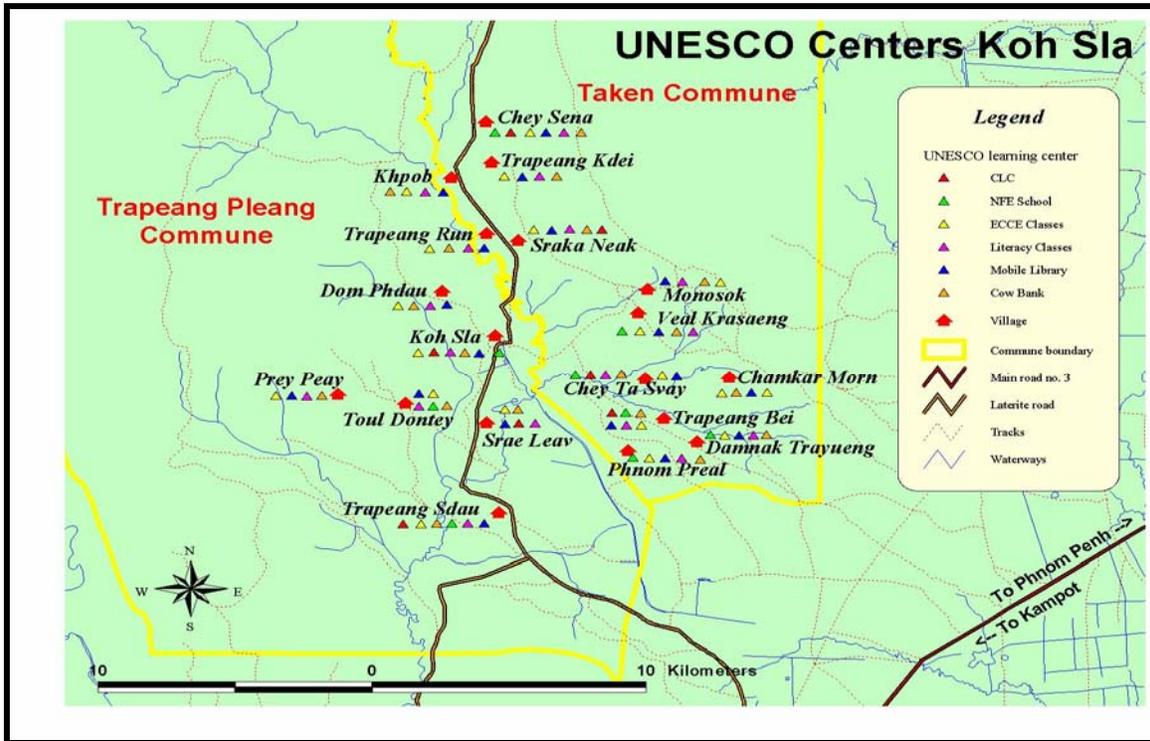
One of the major focuses of the project has been to build capacity of the project partners and beneficiaries. This project has provided training to the education personnel and community facilitators on various topics aimed at strengthening their capacity to effectively reach the objectives of the project.

This is a very complex project with several community development activities concentrated in two communes in partnerships with several actors both NGOs and Government at all levels. This comprehensive project has already, to some extent, been able to improve the quality of life of the population. Despite some challenges, observing some of the impacts this project has made and witnessing the enthusiasm of people to participate in the project provides great energy and motivation.

It is evident that the contribution from the donor is well spent. Sincere thanks to the donor for their kind generosity.

At this stage, preparations for the termination of the project, at the end of this year, are being made. Final evaluation is scheduled for October.

Project area:
The villages that we are operational:



In search of forgotten communities in Cambodia:



The legacy of more than three decades of sad history still haunts many Cambodians, including the former Khmer Rouge population. The impact of this tumultuous time of turmoil and civil war continues to affect the lives of the Cambodian people. The project area, Koh Sla, is an area in which the former Khmer Rouge

population resides. It is one of the most deprived communities in Cambodia, the settlement is relatively new and the population struggles with many problems. Koh Sla is one of the last and largest former Khmer Rouge strongholds, it was only in late 1997 that this region was surrendered to the government. Following this, the UNESCO Cambodia Office selected Koh Sla, a neglected community, as a project site to implement programs in conflict prevention, peace and development.

Reaching the forgotten Communities: In order to address the urgent needs in Koh Sla, UNESCO, with funding from the Belgium Government, has been implementing a project called "Conflict Prevention and Resolution through Education - Education for Peace and development" Project in Koh Sla region reaching the forgotten communities. The project has been providing educational opportunities, vocational skills training and improvements to villager's living conditions to prevent family and community conflicts and support a culture of peace and living values among the population.

The "Conflict Prevention and Resolution through Education - Education for Peace and development" project in Koh Sla region covers 18 villages within two communes, Trapeng Phleng and Taken. The majority of the people are former Khmer Rouge. The area is vast and forested with sparsely scattered settlements. Until recently, Koh Sla has been neglected without influence or contact with outside agencies.

The area is now recognized as a prime location for land speculation, as wealthier Cambodians are attracted by opportunities to buy cheap land and exploit the forests for timber. In recent years, illegal logging has been increasing in the Koh Sla region. There are many other problems challenging this region including disease, lack of clean water, human security, and the psychological trauma from the Khmer Rouge days. These problems are compounded by the continuing neglect by the Cambodian Government as many officials refuse to travel to the area. According to the Provincial Deputy Governor III - HE Mr. Chhet Sakhong, many staff members have resigned when they were asked to work in the Koh Sla region. During one of our training workshops, many problems faced by the population were identified.

Project Implementation: All activities as per the project proposal have been implemented, in addition to this, several activities have been added during the project term. A feature of the project has been to encourage a diverse range of community participation in all activities even though the people are very poor.

The quality of activities is dependant on the availability of manpower in the area, the capacity of all partners and the capabilities of the UNESCO project team. The project has sought to use the resources available in the villages and partner organisations, in the best possible way.

Due to poverty, death from starvation has occurred in Koh Sla. The World Food Program was contacted to provide food support for participants in our literacy skills, early childhood care and education [ECCE], traditional music and vocational training programs. Nearly 335 metric tons of rice, oil, salt and fish is provided for 6 months by WFP from July 2005. Communes and local authorities have taken the responsibility to distribute the food; even though the Provincial Department of Education is responsible for food distribution in the project area. UNESCO is monitoring the distribution process.

In order to achieve 100% literate communes, a project proposal was written requesting EFA funds from UNESCO this included provision for constructing clean drinking water facilities. As a result, there are an additional 52 literacy level 1 classes in operation and 4 water points will be built in July-September 2005. Nineteen ECCE classes are running concurrently.

One of the achievements in 2004 was the incorporation of 2005 project plans into the commune plans. Commune authorities are therefore responsible for implementing these plans with our assistance. This responsibility is reflected in their commitment to the project. Some of the vocational training participants have begun earning. Links with other agencies such as SVA and WFP have been established as they have expressed interest to work in Koh Sla; similarly VSO, GTZ/ded who have been involved on way or the other have shown interest to support and continue the activities after UNESCO terminates. One of the major achievements of the project is the improved capacity of the people, made possible by the trusting relationship between the people, authorities and UNESCO.

In addition to administration such as preparing contracts, coordination with partners, monitoring activities, writing project proposal, monthly finance requests, finance reports, progress reports, participation in meetings, several activities have been implemented which are detailed below. The project office was also moved within the Provincial Office of Education [PoE] to facilitate the handover process and increase the prospects of project sustainability.

The Partners: The project has been working directly and indirectly with several partners. Provincial Training Centre, PTC, Organisation for Peace and Development, OPDC, Community Learning Centre Contractor, CLCC, Water project contractor, District Office of Education, DoE, Provincial Office of Education, PoE, Traditional music Trainer, Commune Council members and village authorities are involved in a range of activities. Engineering Institute of Cambodia, EIC, was also a partner during 2004 to monitor the CLC buildings. There are number of other informal partners that the project is working with such as:

- VSO – support for NFE primary school training
- SVA – building NFE concrete primary schools
- GTZ/ded – training in agriculture, and technical advice on the drinking water project.
- Radio Kampot [private company] – on our request have discussed our activities on air free of charge.
- Room-to-Read; Health Education Material Development Centre – support for mobile libraries.
- Open reading room
- Radio Free Asia
- KTV

UNESCO Project - Administrative tasks: Some of the new contracts were signed with partners and others are in preparation. The Community Learning Centre (CLC), construction contract and a contract for drinking water facilities have already been signed. Two other contracts on Early Childhood Care and Education [ECCE] and Literacy level are being prepared.

UNESCO Project Personnel: The Project Supervisor has moved to the Culture Unit and no longer has responsibility for the project. The Project Coordinator,

has moved to Phnom Penh with continuing responsibility for Koh Sla and additional responsibilities to work with the Non-Formal Education Department of the Cambodia Ministry of Education, Youth and Sports and the Early Childhood Care and Education Department (ECCD), Ministry of Education, Youth and Sports. The Project Coordinator will visit Koh Sla frequently to support, supervise and monitor the project. For the coming six months, there will be only one project staff member located in Kampot.

Some achievements

Before detailing some of the project's achievements, it is worth considering what could have happened to the beneficiaries if the project was not there:

- What would the more than 5,075 children be doing now if there were no NFE primary schools [913 students], Literacy I [2,700 students], Literacy II [839 students] and ECCE [622 students] classes?
- The young women who have been training in weaving and other skills, what would they be doing now?
- There are approximately 10,000 direct beneficiaries in this project without considering the beneficiaries of CLC [all the villagers], capacity building activities for facilitators and supervisors and indirect beneficiaries. How different their lives would be in the absence of this project?

Education for sustainable development activities which includes all three pillars of sustainable development, society, environment and economy, have been implemented.

Some of the achievements are:

1. Literate women now have more information. Considering, information is power; women in this region are now more empowered. This can be observed through their participation in project meetings.
2. Three NFE Primary schools are becoming formal Government schools from Oct. 2005. 333 children of which 157 are girls from the three NFE Primary schools; they will be able to enrol in the formal school from Oct. 2005.
3. UNESCO and partner's plans are now incorporated into the Commune plans. This will support better towards sustainability of the project activities.
4. Democratic norms, values and principles learnt during several training sessions can be seen to be used in practice such as during the meetings organised by Commune authorities. Relatively open and healthy discussions during meetings has, encouragingly, begun in the commune.
5. Several skills have been learnt and are in practice such as reading, teaching, silk-worm raising, silk thread production, construction, self-help groups and maintenance and promotion of a culture of peace.
6. Children have learnt to be polite and respectful through the ECCE classes according to ECCE Facilitators and mothers.
7. Since Literacy classes started, the number of disagreements and cases of domestic violence within families has decreased. Further, the number of incidents of burglary and rape have decreased, as expressed in review meetings by Village and Commune authorities.
8. Most children are now learning in NFE schools. These students had never been to school due to their isolation and lack of transport facilities.

9. Cooperation and community participation in the project seems better understood. Greater co-operation among community members, schools and pagodas has been noted when compared to the beginning of the project.

Concrete Achievements

10. Nearly 4,150 people are now direct beneficiaries of literacy, ECCE and vocational training in weaving and traditional music. Since the project began, nearly 200 people have been involved as facilitators. In addition, there are other beneficiaries in the Cow Bank [38 families], Pig Bank [90 families], Chicken Bank [131 families], Self-Help Groups [46 families], Sericulture [60], Construction training [18], NFE Primary schools [1036 children and 23 teachers], culture of peace and living values [1,100], CLC [hopefully all villagers], Mobile libraries users [1,170], Drinking water facilities [62 families to date], EFA [600 people] and Kitchen garden and Agriculture related activities [18 villagers at the beginning].
11. Via literacy classes about 1,350 people became literate in 2004. There will be approximately 2,700 beneficiaries of literacy classes during 2005.
12. We are frequently told that Women's rights are now more respected within families.
13. About 622 children under 5 years of age and 200 parents/caregivers have had the opportunity to go to ECCE classes in 2004. In addition there are about 475 children under 5 years old who are participating in 19 ECCE classes.
14. 913 school children [6 to 12 years of age] are continuing learning in 23 classes in NFE schools.
15. 60 people, mostly women, have trained in silk production and have begun producing silk thread.
16. 36 young women are being trained in weaving.
17. Village and commune supervisors, ECCE facilitators and NFE teachers were trained on conflict resolution, living values, law and gender. The Commune Chief has recognised that conflict resolutions are now managed by local authorities without any problem.
18. All 8 district's Deputy Directors of Kampot Province have trained in project management and NFE concepts.
19. People learnt to do simple baseline surveys and have collected data from all of the 18 villages.
20. Seven CLC committees have formed, including Village Chiefs, representatives of Commune authorities, Pagodas, women and school staff. They were trained on CLC management. Four CLCs have been built and three more CLCs are currently under construction.
21. 18 Village Advisory Committees [VACs] have formed and have trained in project management, community development and health.

22. 18 mobile libraries and two fixed libraries have been set up in CLCs.
23. Learning and teaching materials on living values education have been developed by OPDC.
24. About 223 local people [about 130 literacy facilitators, 37 ECCE Facilitators, 18 village chiefs/supervisors, 7 NFE staff including 8 Commune, 23 NFE primary school teachers for out of school children and all eight districts NFE staff have been trained, and been provided a responsible job in the project.
25. *My contribution to my own village* was written by villagers and printed. Copies are included in the mobile libraries.
26. A collection of traditional herbal medicines that have been used in the Koh Sla region has been written and will be made into a booklet to be published by UNESCO.
27. WFP in partnership with UNESCO is implementing the *Food for Education* project in Koh Sla.
28. A variety of other training opportunities were provided in Koh Sla. Please see the capacity building section for details.

Activities Report: The following is a summary of the activities being implemented:

Reaching the neglected by providing access to education:

This project has been able to reach those previously forgotten and neglected and provided access to basic education through literacy activities.

1. Literacy level I - to contribute to sustainable development.



54 classes ran during 2004. About 1,350 adults participated in the literacy classes. There are 49 new classes currently running with a total of around 1,300 participants. 108 additional classes are planned to begin during 2005, to provide 2,700 illiterate participants, from 18 villages, access to education. We have observed the following results

- More people have started reading and learning about health, agriculture and other topics
- Adult learners [most of them women] have improved status in the society
- Participants have better influence in the decision making at home



Mobile Literacy Classes in the rice field

- Literate parents have begun sending their children to NFE primary schools
- Some of the neo-literates are using mobile libraries

2. Literacy Level II: to contribute to sustainable development.

As a continuation of learning activities for literacy participants, 35 literacy level II classes have begun. It is our hope that 36 classes in total will be established. There are about 839 participants in the classes.



3. ECCE Classes:



36 ECCE classes for both children and parents were run during 2004. Due to budget limitations, only 19 classes for children are running in 2005 with 622 children participating. This is more than the estimated 475 participants. This activity was not initially included in the project plan. Some of the comments from



participants in this activity are following:

- Children have greater respect and are more polite at home and in the community
- They have learnt to play, and understand drawings of different animals and colours
- Some parents have learnt how to better take care of children

4. Mobile Libraries: After training on the management of mobile libraries for

all village supervisors, 72 tin boxes were distributed within the 18 villages of the two communes. There are also two fixed libraries in two CLCs. Some children seem interested in reading. Some adults have been using libraries in their limited free time. Village supervisors have reported that 1,974 books have been distributed amongst the libraries 1,170 people used the libraries before early May 2005. The practice of reading is increasing.

5. Community Learning Centre, CLC:

Contributes for sustainable development 2 CLCs were built in 2004, 3 more CLCs are completed, one is being built and one more CLCs will be built soon within the year. All seven CLC management committee members [65 persons in total] were trained on CLC management over 2 workshops. The following are their responses to the impact of CLC activities:

1. Improved ability to cooperate when working in groups
2. Wider participation of people
3. Learning of management skills
4. Learning to plan
5. Learning to communicate and better motivate people in the village
6. Better confidence to speak our minds in meetings
7. Learning by doing



New Community Learning Centre in Chey Sena Village

CLCs are mainly used to run literacy classes, ECCE classes, training sessions and meetings. They have also been used to house libraries. One of the CLCs is currently being used to store rice. In the future this is planned to be used as an exhibition space and retail centre for local products.

Building peace in the society:

6. Culture of Peace and living values activities: - In addition to people directly involved in the project implementation, some other authorities have been trained by OPDC including the police, military, village chiefs and commune members in order to build sustainable peace in the society. During the training, it was reported that the number of

incidents of domestic violence were decreasing. More than 1000 adults and about 1,036 children among NFE Primary schools have been trained. All other activities such as all educational activities, Self Help Group, income generation, vocational skill training are contributing towards building sustainable peaceful society living in harmony in Koh Sla region. This is to contribute for long term sustainable development for Koh Sla region.

Reaching the poorest of the poor: Economic development by enhancing skills, productivity and income among villagers:

7. VOCATIONAL TRAINING AND INCOME GENERATION

ACTIVITIES: Building the community economy for sustainable development.



Various skills training workshops were provided and there is now access to micro-credit for all poor people in the community. Some groups have begun earning their living. This kind of skill training and their income will certainly contribute to sustainable development.

7.1. Traditional Music training:

Two groups in Taken commune have completed training in traditional music, a further two more groups in Trapeng Phleng Commune are currently

receiving training. Over seven million riel has already been made by the performers. One blind and one deaf person are included in the group.

7.2. Self-Help Group [SHG] and income generation activities:

Working together in cooperation with others to increase their income will contribute to sustainable development. After training on SHG concepts, 23 SHGs have formed and established small businesses as following:

- ❖ One group has established a medical centre selling medicine
- ❖ Three groups are producing and selling vegetables, water melon and baby corn.
- ❖ Eleven groups have opened small grocery shops
- ❖ One group is producing wooden handicrafts
- ❖ One group has started sewing
- ❖ Three groups are raising pigs
- ❖ Three groups are producing and selling cake, deserts and rice soup

7.3. Weaving training: 36 young women are currently learning the skills to weave. They have already begun producing and selling Kromas.



7.4. Cow Bank:



First time, the project provided only 36 cows, later from the repayment collected amount, the project has provided 4 more cows. Altogether, 40 cows were provided under the Cow Bank scheme during 2004 and this year, six calves [one of them is a baby buffalo] have been added to the bank. At present the total number in the bank is 46. This scheme will run at least for 3 more years until Dec. 2008.

Repayment to the cow bank is encouraging. Only one out of 40 has not paid some instalments.

7.5. Pig bank: 57 piglets have been bought and 49 are already distributed in 16 villages and eight will be distributed. The beneficiaries have received technical training. It is planned to distribute 90 piglets to 90 farmers who have received training about the pig bank and pig raising.

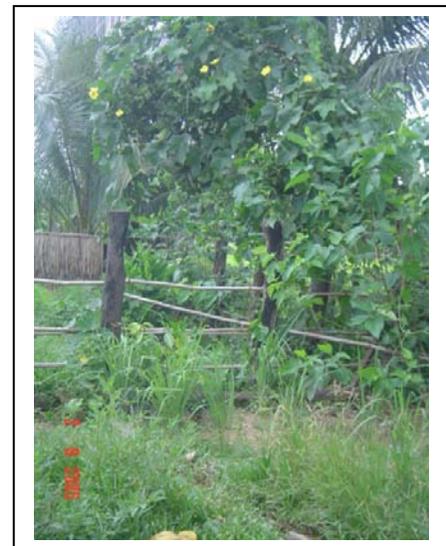
7.6. Chicken bank: 113 people are trained in Chicken bank and chicken raising methods. They are in the process of receiving chicks. This scheme is meant for poorest of the poor people. They are selected accordingly.

7.7. Sericulture: 60 young people were trained in silk worm raising. No one is currently working in the area due to the lack of mulberry trees; some silk has been produced in the past. Mulberry trees are now being planted and will be ready for next years cycle.



7.8. Construction training: 18 people were trained in construction during 2004. Some of them now have jobs and have started earning their living.

7.9. Agricultural activities: 18 families established kitchen gardens in July.



7.10. Nursery and Forestry activities: The CLC in Koh Sla has grown some mango seedlings in their nursery. Some mango and mulberry trees have been planted around the CLC in Trapeng Sadau. This will help to have ecological environmental development in Koh Sla region which contributes to sustainable development..



Nursery by CLC mgmt. Committee in Koh Sla

8. Capacity building activities: In addition to technical and subject related training of beneficiaries and facilitators, capacity building activities in Community Development, CLC Management, project management, health, monitoring, supervision and evaluation were organised by

the project team. UNESCO staff and partners were also trained in Community Development, monitoring and evaluation and NFE. Several training activities were organised for the beneficiaries on Culture of peace, weaving, SHG concepts, Cow Bank, Pig Bank, and Chicken Bank in order to build society, develop their economy and for better environment to promote sustainable development.



9. Advocacy through MASS MEDIA: Radio Free Asia, TVK, and Radio Kampot have discussed UNESCO activities several times on their programs.



UNESCO Representative in Cambodia is interviewed in Koh Sla by French TV Channel 5 (TVK)

Sharing and learning from the experience:

In addition to capacity building/ training activities, the following activities have been conducted to learn by sharing and responding to the realities of life in Koh Sla.



10. Village Meetings: In order to build awareness, six village meetings [each meeting included people from three villages] were organised and all villagers were able to

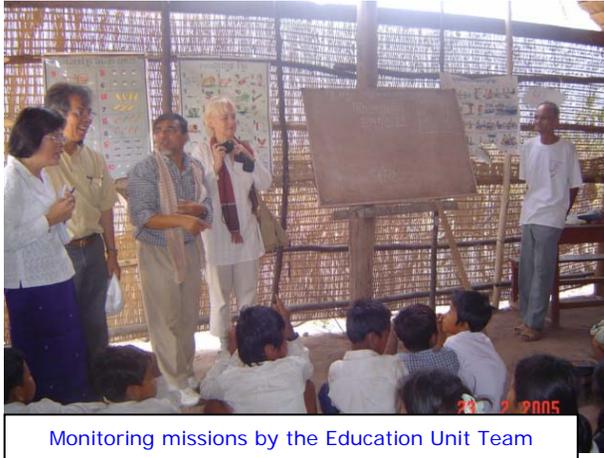
participate and interact with their leaders, supervisors, partners and UNESCO staff. Such meetings have now been organised twice. As many as 300 people were gathered in one meeting.



11. Monthly coordination and review meetings: Monthly coordination meetings with all partners and monthly review meetings for all facilitators have been conducted and have proved very useful for the project. Project partners present their progress and plans during the coordination meeting.



12. Visitors and monitoring missions:



Monitoring missions by the Education Unit Team

Several visitors and monitoring missions went to the project area. In addition to UNESCO Phnom Penh regular monitoring activities by the head of Education unit, project Supervisor and UNESCO Director, Under Secretary of State, Ministry of Education, UNESCO Paris, UNESCO Bangkok, OHCHR Bangkok, VSO, SVA, WFP, GTZ/ded and the monitoring mission of JBJ also visited the area

13. Several Committees formation:

Village Advisory Committee, Cow Bank Committee, CLC Management Committee, Traditional Music Committee, Rice Bank Committees are formed to perform their tasks in their respective villages.

Additional activities: All activities are focused to geared towards building



peaceful society, developing their skills, and promoting for better environment to contribute towards sustainable development. The following are the additional activities other than planned in the project proposal. While implementing the project, it was felt that situation demanded to address those problems which will have long term developmental impact.

Reaching the hidden children: realising their rights to education

Due to the lack of schools and transport facilities the village's children previously had no access to education. Their rights to education were ignored. This project has attempted to locate school aged children and provide access to basic education.

14. NFE Primary School:- As per the survey data, about 1,200 children of 6-12 years of age previously had no opportunities to attend school. To address this situation, the project coordinator wrote a proposal to establish Non-formal education [NFE] Primary schools and applied to Education for All [EFA] funds available within the UNESCO office, Cambodia. The proposal was approved. 23 NFE Primary classes are now running with 1,036 children attending classes.



Three out of seven NFE primary schools, built by local villagers, will be turned into formal government schools from October 2005. Two of the NFE Primary schools are concrete buildings built by SVA, a Japanese NGO. Following our request they will build at least one more school building in Trapeng Sadau in 2006. The improved access to education for the children in Koh Sla is solely attributable to our initiatives and partnerships with other agencies. What would those children be doing now if UNESCO did not initiate NFE Primary school activities? Some of the teachers at these schools have made the following comments:

- Many children now know how to read and write
- They have learnt about living values and the culture of peace
- 333 children will go to go to grade two in a formal schools.

15. EFA:



About 600 people participated in the EFA procession in April 2004. More people are now aware of the concepts, so they are participating in literacy improvement programs and sending their children to school.

Access to clean water

One of the urgent problems the locals identified was the lack of clean drinking water in several villages. Many people continue to drink water from ponds and rain water collection due to a lack of water points and/or awareness about the importance of clean water to their health. An application for funds was made to the UNESCO Office, Cambodia, to provide access to clean water, the project has now been completed.

16. Drinking water: funded by the Nepalese Women Association and additional water points funded by EFA, UNESCO



- One water point located in Monosok village is supplying the surrounding three villages Around 62 families now have access to clean, safe drinking water. It is believed instances of abdomen related problems have declined in the area as a result of the improved facilities.
- Further requests for water points have been received. Four water points are now being built by the EFA UNESCO, Cambodia.

17. Bridges: Six bridges were renovated during 2004 responding to requests by the local authorities and villagers to improve such infrastructure. The project was implemented with local project team participation. As a result:

- People are able to travel easily during both the dry and rainy seasons

- Access to the CLCs has been improved
- UNESCO and other agencies' staff are using these bridges

By the people for the people

In addition to community participation in a range of activities, participants were also encouraged to write stories about the realities of their lives. As a result the following activities were completed.

18. Documents: a. A Coomunity Book is printed: We have published the book, *My contribution to my own village*. This book includes case studies and reading materials written by the beneficiaries themselves and are being used in mobile libraries for neo-literates. **b. Community Development book for staff and partners** is printed, **c. monitoring and evaluation book** and **project management book** is printed in English and Khmer and **d. Traditional herbal medicine book** is printed in addition to several other training, six months annual reports, proposals and plans.



19. Traditional Herbal Medicine book to be printed:

A book on Traditional Herbal Medicine in the Koh Sla region is printed.

Contribution to Capacity building Process: These all documents were produced to build capacity of people and partners. In this short time duration of the project, project coordinator and staff were really busy to finish several integrated activities as planned and several additional activities to benefit to all people in Koh Sla region.



Rights to Food

Due to poverty, people are struggling with the problem of lack of food. At least one instance of death due to lack of food has been reported to the project team. In order to survive, and participate in literacy classes to learn how to read, write and calculate, food for education program has been implemented. Considering the difficulties of people's lives in Koh Sla, a project proposal was sent to the World Food Program [WFP] to supply food for education and vocational skill training. The proposal was approved by UNESCO and accepted by WFP.

20. Food for Education: After a long process of discussions and negotiations the WFP has supplied to the Department of Education, Kampot Province 335 metric ton of rice, salt, oil and fish. Nearly 4,150 people participating in the literacy level I and II, ECCE and vocational training programs will also benefit from this food support. Poverty has prevented

people from participating in the classes as they needed to collect food from the forest or work for others. In order to achieve 100% literate people in the literacy classes, we have been providing food support to all participants.

Rice distribution was done successfully: Commune Chief is calling names from the record.



21. Rice Banks in partnership with WFP: Discussions between WFP and UNESCO staff was ongoing for a long time to establish rice banks in 18 villages. Agreement has been signed and the rice bank will be started from September 2005. UNESCO Project Coordinator has acted as the facilitator between Commune Council, WFP and PTC.

22. Toilet and bath rooms for women:



Project Coordinator requested all people during his monitoring missions and many people have built toilets and simple bath rooms for women.

Towards Sustainability:

This project contributes towards sustainable development. Activities implemented are linked to social, economic and environment development. Capacity building activities have also contributed to enhance people's skills to continue several activities and multiply the positive impact the project have had. The following discussions will reflect much more specifically.

UNESCO Project Plans have become Commune plans: Project plans for 2005 have been incorporated into Commune plans during the integration workshop in Chhouk district, November 2004. The Government has therefore taken ownership of the UNESCO project office plans, which will benefit the continuation of these activities after Unesco completes their activities in the area.

Educational Activities will continue: Provincial Education office [PoE] will continue minimum 10 literacy classes in future. Three NFE Primary Schools will be taken over by the government from October 2005.

Self sufficiency: Traditional music, Weaving and some of the Construction Trainees have already commenced and begun earning in their fields. These activities will continue to contribute to their lively hood.

Income generation through animal banks and small business will continue: Self-Help Group small businesses and animal banks [cow and pig] will continue with the help of PTC over the next two years. Hopefully Commune authorities, local authorities and VAC [Village Advisory Committee] members will be able to continue these activities in the future considering no further outside support will be required.

CLCs will continue with the support of VAC and CLC Management committee: As they are trained to manage the CLCs they will be able to use the CLC in a variety of ways. In the near future weaving trainees will display and sell their products from the CLCs.

Capacity building of Govt. staff and partners continues: Regarding the project sustainability and handing over of the project to the government in a responsible way, capacity building has been an essential component of the project. As per the project proposal, capacity building activities have been implemented by the project team. Not only for the project partners but also for all eight district deputy directors, and NFE staff, supervisors of the project were trained on NFE concepts, project management, monitoring & evaluation, support and supervision. In addition, a 65 pages handout was published in Khmer and provided to all participants during training. Non-formal Education concepts and practices were also included in the training and handouts. In addition to ECCE Facilitators, all district supervisors, commune supervisors were also trained in ECCE concepts and practices. On the job training regarding project monitoring, analysis of impact and achievements was also conducted. PTC staff have participated in various training and study visits throughout the year. Commune, district and provincial authorities visited Siem Reap Sericulture practices and CLCs located in Pagodas.

Commune Authorities seem Committed: As the project has worked closely with the local authorities and all commune supervisors have been trained in the necessary areas, they are eager to take over management of the income generation projects, mobile libraries and CLC activities. All Village Chiefs, Village Advisory Committee members [VAC], Commune Supervisors and Commune authorities collaborated to develop Cow Bank processes, policies, rules and regulations. The land for CLCs was provided by the Commune Authorities. They have elected the CLC management Committee and they themselves have come up with all the detailed roles and responsibilities for the CLC. Despite the challenges faced in every day life by the villagers they have expressed their interest to take over the CLC and income generation activities.

Some of the activities run by PTC will Continue: PTC is one of our partners based in Kampot. As they also have other donors, PTC has agreed to monitor and follow up the Cow Bank, SHG, weaving and silk production activities for four years until 2008. *Hopefully UNESCO can provide some funds to PTC for 2006 for food and travel to Koh Sla. PTC will continue to support the silk production, SHG, Cow Bank, Weaving, Self-Help Group income generation activities for at least 2 more years.*

Proposal to provide minimal support to CLCs by UNESCO Phnom Penh: Learning from the cases documented in *Community Learning Centre in Cambodia 2001*, and the wishes of the committee members, it is recommended to provide low profile support to CLC management committees to run activities in the villages for two more years until December 2007. The Committee members can implement activities such as horticulture, nursery, organise/coordinate health training; production and sale of local products, and liaise with other agencies. This will provide an excellent opportunity to build their capacity and continue to build confidence. Eventually they will be able to develop CBOs/NGOs for the development of

their own village. PTC, DoE and PoE can provide good support. This should not be an economic burden to UNESCO. It can be minimal support, ideas, books and other types of training. In addition to this, some funds will be collected from the income of traditional music groups and the sale of local products in each CLC.

Silk market: If there is good silk production in the future depending on the availability of mulberry trees, the project team and PTC have contacted La Vie En Soie a French organisation who will buy all the production from the Koh Sla region. The organisation founder has already visited Trapeng Rouene village, Koh Sla. Recently, national silk centre in Siem Reap has promised to buy all the silk produced in Koh Sla.

Project office relocated into the Provincial Department of Education: We have relocated the UNESCO project office into the Provincial Education Office, Kampot, since early March 2005 in order to have a closer relationship with the them and improve cooperation. The provincial authorities will now be better placed to take over management of the project.

Proposal - Distance monitoring and support from UNESCO Phnom Penh office: After handing over the project to the partners it is proposed to have distance monitoring and support from the Phnom Penh Office, two days per month. As UNESCO has experience in this area it is inexpensive and does not use many resources; but will help the project to continue its activities.

VSO together with DoE/PoE seems interested to support continuation of some activities: As VSO is operational in the field of Education in the same region and they are working with DoE and PoE Kampot, it is natural that they would like to see the continuation of the Literacy programs, mobile libraries, ECCE, and NFE Primary School activities where needed. It is likely that WFP may continue to provide rice support to teachers/Facilitators to continue activities and DoE/PoE with VSO support can monitor those activities as part of their regular work.

Major issues to be highlighted and lessons learnt:

1. *Education for All - All for Education:* This project has attempted to provide access to education for all. The curriculum, teacher selection criteria and training methods needed to be flexible as we had to adapt to the local context.
2. *Peaceful conflict prevention and resolution:* This project has been working with all people and partners very carefully and closely engendering peaceful values in the participants. People seem more respectful, and a peaceful situation has prevailed in their society compared to the past. This project has helped to reduce and prevent conflicts in the region. We have heard that the number of cases of anti-social behavior has decreased. Conflicts and disputes are now handled in a peaceful manner by the local authorities. People are more aware of their rights and responsibilities according to the law. Lack of education and information are some of the contributing factors to past conflicts. The project activities such as literacy programs, ECCE, NFE for out of school children, culture of peace and living values have been very useful in this context. Poverty has been the another reason for conflict. The project has contributed positively to income generation prospects in the near future. It is expected that income generation activities will contribute considerably to prevent conflicts by reducing poverty among community members.
3. *Micro-credit and skill training to build peace:* In order to build peace and to educate people in the area, this project established micro-credit schemes to raise the income of poor families. Self Help Groups have started small businesses, traditional music, construction and weaving trainees have all started to earn money. Animal bank beneficiaries will also begin to make money in the near future.
4. *Project Duration and Impact:* Establishing a new project to make an impact, building people's trust, capacity building, empowering women and the vulnerable, and demanding active participation of people to bring about change at the grass-root level requires a much longer commitment than just one year! It is felt that the project has too short a timeframe and it is unrealistic to expect all activities be implemented and make an impact

within one year. Despite this, the project has made a difference to the lives of the population as explained in the achievement section above, and funds from donor helped a lot to make significant difference in the lives of people. It would be reasonable to expect additional support from other sources to continue its effect and impact.

5. Number of activities and the duration of the project: It has proven difficult for the people to absorb all that is necessary in a short timeframe. As they are very poor, they can not commit much time and their awareness level is relatively low which impacts their ability to digest and absorb the training material. Despite this, there has been encouraging participation from the people though they are very poor and are challenged daily to access enough food for themselves and their families.
6. Lesson learned: If we are to implement similar projects we should include out of school activities for children as they are very important in the development context. We have added NFE primary school activities for out of school children in this project.
7. Staffing - Insufficient and inadequate: There are only two staff in the field, one expatriate and one national. This is considered inadequate staffing for the project. The project lacked a national specialist in the field, for any of the subjects in order to plan, implement and monitor partners' work. There was also no provision for a translator to be employed. The project coordinator has now moved to Phnom Penh with additional responsibilities.
8. Partners: The NFE Department in Kampot [one of the government partners] has been too busy with several other partners and capacity at the province and district levels is relatively low. As a result, they are not been able to provide adequate support to the local people and the project. This is a real but long term problem and demands long term solutions.
9. Poverty level: The community is very poor and there are high expectations from them. Some community members are of the opinion that they should be given all the facilities free of cost and without their participation in the project.
10. Context: It proved difficult to find literate people to be literacy facilitators. Some villages had to request literate people from other villages to act as Facilitators. When one considers the project achievements, the people's level of thinking, poverty and literacy level should be taken into consideration!

Recommendations

- o Educational activities need more time: Although this project was recognised under the emergency category, no one would disagree that the expected outcomes and activities planned for education and development required a much greater time commitment of at least 3-5 years. The duration of one or two years is too short. Originally the proposal was only for one year. This project, therefore, has to continue in order to achieve expectations. Nevertheless the donor's funds were best utilised and made remarkable achievements in this area for poor people. The Belgian Government's generous support is highly appreciated by the people.
- o Culture of peace and living values applied in the field: A culture of peace is important to be included from the beginning of the project. The culture of peace should focus on the children and in turn be evident in the 1000 families indirectly involved via their children. It is therefore recommended to extend this approach to regional schools in the future.
- o UNESCO should learn from this experience and apply lessons learnt in other areas/countries in similar situations: This project should influence future UNESCO projects, especially in post conflict countries. The project team should also have been exposed to similar projects from other countries before undertaking the work.

- **Documentation is important:** The entire process, outcomes and lessons learnt should be documented by the third party [external person or agency]. It is hoped JBJ will be able to do this.
- **Continued support from UNESCO will mean a lot for the community's long term development:** It is hoped UNESCO will continue to support this project in some way after December 2005.

Beneficiaries' column: What do they say?

Some of the results of the project capacity building activities are some how reflected in the answers from the following people. Some questionnaires were sent randomly to project participants. Their answers are recorded, compiled and translated in English. A Khmer version is available upon request.

1. Answer from Literacy Facilitators:

1. We feel very excited and very proud that we have had the chance to join and worked with the UNESCO project in Koh Sla.
2. We learnt from the UNESCO project in areas such as
 - The role of adult literacy facilitators
 - Surveying [how to collect data in a village]
 - Health education [note: only some of the Facilitators participated]
 - Differences between formal and non-formal Education, differences between teacher, facilitator and trainer,
 - Cow, pig and chicken banks [Note: only very few of the Facilitators participated]
 - Mobile libraries - they are supporting the libraries
 - Culture of peace
3. We use that skill for daily life such as
 - facilitating literacy classes
4. Benefit
 - Know how to facilitate
 - Enhance knowledge
 - More thinking of right/good and bad things
 - Prevent conflict and domestic violence in family
 - Understanding of Living values
 - Especially, the value of education
5. For the future children and society, I hope that, my village will be developed and people will cooperate very well with each other.
6. Changes in the village compared to before:
 - Attitude
 - More responsibility
 - Reduction of domestic violence
 - Good cooperation
 - Literacy class
 - NFE children class
 - ECCE class
 - VLA
 - CLC
 - Mobile library
 - Weaving ...etc.

2. Literacy Participant:

1. I feel very happy that I can join the UNESCO project, because I never knew how to read and write, but after I joined the UNESCO project I can read and write because of the literacy class.
2. I learnt literacy from the UNESCO project
3. I use for daily life; reading, calculating, practice hygiene in family health
4. Benefit that I got from the project is: made me know how to read and write, calculate, know about malaria, diarrhea prevention, domestic violence prevention in the family.
5. For the future for me, children and society: the society and community will be improved because we became literate, people are very good, they are cooperating now, so the domestic violence will not happen in the family and community.
6. Changes in myself and in the village compared to before:
 - Know how to read, write and calculate
 - Know how to prevent diseases
 - People are more cooperative to each other
 - Reduced domestic violence
 - Good behavior of children
 - Women can make decision in family
 - Parents sent their children to school

3. Cow bank beneficiary:

1. I am very happy that I have been selected as a cow bank beneficiary in the UNESCO project
2. I learnt:
 - Cow's food
 - Cow disease prevention
 - Type of cow
 - How to take care of a cow
 - How to provide vaccination to cow
3. I use that skill for daily life like:
 - Taking care of cow
 - Feed the cow according to the lesson that I learnt
 - Prevent diseases
4. Benefit from cow:
 - Use for farming
 - And I use the cow with cart to transport things like wood, water
5. For the future: my family will be better off, because we have a cow, we can use the cow for farming work.
6. Changes seen in the village: Related to the cow activity, I have seen that, before my family can produce a little of rice farm but after I received cow my family can extend our rice farm to produce more rice

4. ECCE Facilitator

1. I am very proud that I became a ECCE facilitator
2. I learnt:
 - Method to run the ECCE class
 - Culture of peace
 - Gender

- Living value
 - Method to develop material for children
 - Health
3. I use the skill for daily life:
 - Run the ECCE class
 - Make children enjoy while they are learning
 - Share the culture of peace and living value to children
 - Educate children to read and write
 - Educate children to understand picture and folk story
 4. Benefit from this skill:
 - Knowledge to facilitate ECCE class
 - Skill of material developing for children
 - Knowledge of culture of peace and living values
 5. For the future: I hope that this activity will make children understanding of education before going to formal school
 6. Changes seen among children:
 - Good behavior
 - Attitude
 - Politeness
 - Respect to parents and old people
 - Know how to draw picture

5. CLC Committee Members

1. We are the CLC committee members, we feel very proud to become the beneficiaries of UNESCO project, because UNESCO built capacity and support of our committee members.
2. We learnt:
 - CLC management
 - Maintenance of CLC
 - CLC library management
 - Role of CLC committee
 - CLC development activities plan preparation
 - The ways and methods of possible use of CLC
3. We use CLC as:
 - ECCE and literacy classes
 - Meeting and discussion place
 - Training place
 - Net working
 - Reading place
 - Information dissemination place
4. Benefit from CLC:
 - Committee knows the role or structure of CLC management committee
 - The place for meeting, training, discussing, sharing ideas, networking
5. For the future: the region will become a human resource place
6. Changes seen:
 - CLC building
 - CLC library

6. Traditional music trainee

I feel very excited that I have been selected as a traditional music trainee in Taken commune which is supported by UNESCO

1. I learnt:
 - Traditional music play and performances at different ceremonies
2. I use the skill to earn money when I and my group perform in the wedding ceremony
3. Benefit got from the skill:
 - got income for family
 - Improvement of my capacity compare to before
4. For future: I and my group will continue to train to the new adult group in Taken commune
5. Changes seen: if I compare to before, I found that myself improved a lot, because I know very well the method how to play musical instruments and can get more income compare to before.

7. Beneficiaries of bridge [answer of villagers in Monosok and Chey Tasvay villages]

1. We feel happy that UNESCO renovated bridges, because of this renovated bridge we can save our time to travel to other places. Before the renovation we spent much time to cross the river sometimes, in rainy season we had to swim.
2. We thanks to UNESCO for this support.

8. Mobile library user

1. I feel very happy that UNESCO provided mobile library with a lot of books which are related to our daily lives, folk stories in our own village.
2. I read the folk story when I finish literacy class time or during night for my children.
3. Benefit: The mobile library makes me understand the issue of health, forest, story and especially when I read I can improve my reading skill.
4. Changes seen: before I never seen any agencies providing library, books to read but now I saw UNESCO provides mobile library in my own village.

9. Construction Trainees:

1. We are very happy that we were selected to attend in the construction course by UNESCO.
2. We learnt skills on how to have right mixture and construct wall which was conducted under the support from UNESCO.
3. We got income for our families by using those skills we learnt to do the construction buildings or houses for the people in our communes.
4. We got two interests: one is the income for the family; two, it makes us learn more skills.
5. As we have these skills, we will pass it on to the next generation; so the Koh Sla area will be changed and developed.

10. Seri-Culture - Silk Worm raising:

6. We are very happy that we can participate and receive income/results from the UNESCO project, so far there was no organization provided training/providing methods to us like this.
7. We learnt on how to raise silk worm, silk production and mulberry plantation.

8. This kind of subject is a bit difficult for making income as there is lack of mulberry tree leaf for the silk worm.
9. The interest from this course is that we know how to raise the silk worms, silk production.
10. I think, in the future for me, for the children and society, there will be development in all fields so as silk worm raising and silk production as well.

11. Facilitators/Teachers of NFE Primary NFE School [6-12 years old children]:

11. We are proud that we participate in the UNESCO project as the facilitators for the Non Formal Education classes for the children from 6-12 years olds.
12. We are trained on management, the process for the running NFE classes, living values, gender and culture of peace.
13. We have used all of these skills to practice in the classes. Whereas the living values and culture of peace we have taught to the students and now a large numbers of students practice these things with their families at homes.
14. It is a perfect thing that we got knowledge on human resource development from the training courses-it can't compare to other things.
15. For future, our villages will be developed as the children who did not have chance to go to school before but now they are learning - they will become literate and learn living values, culture of peace. As a result, the society will be developed.

12. Village Chiefs:

16. We are very happy to participate in the UNESCO Project.
17. We have learnt many things: Mobile Libraries Management, Cow Bank, Pig Bank, the Community Learning Centers [CLC] Management, and Veterinary skills, Community Development, Plan for the Village Development, Living Values and Culture of Peace.
18. We use these skills in our daily tasks/jobs: facilitate to resolve the conflict in the village, educate the living values to the people and families.
19. The interest that we got from the project is the improvement on our knowledge; know the veterinary skills, managing the mobile libraries, CLC, especially understand about the living values and the culture of peace.
20. For the future: for me, the children and the society will have better future as Koh Sla area will be developed as the organization is developing the resource people in the Koh Sla area.

13. Weaving participants:

21. We are very happy that we become the income earner from the UNESCO Project.
22. We learnt cotton weaving.
23. I use this skill every day to weave the Kromas/scarf and clothes in Trapaing Rounne village Center.
24. The interest that I got from the project is weaving skill.
25. For the future, I will use this for my livelihood in future when I learn enough skills.