ANNUAL REPORT
(Jan-Jun 2025)

CFS, we are committing to fulfilling needs of rural children and their families

Project Implemented by CFS
(Pailin province- North-western of Cambodia)

Project Supported by
Tdh-G and CFS-A

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Written by

Dr. Eng Samnang,
Jul, 2025

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

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

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

Status of Target Groups Reached:

For the whole project duration		**Number**		**(f) %**		**(m)%**		**(d) %**	
		Planned	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**
Target group children/ youth	Age 0-5	0	0	0	0	0	0	N/A	N/A
	Age 6-12	3,742	622	48	52.7	52	47.3	N/A	N/A
	Age 13-17	1,392	690	48	55.65	52	44.35	N/A	N/A
	Age 18-25	0	813	0	68	0	32	N/A	N/A
				Planned		**Actual**			
Indirect beneficiaries		Children		5,134 (F: 48%)		1312 (F:54%)			
		Peer		24 (F: 50%)		24 (F: 58%) This number resulted in 2024			
Other target groups		Family/household		247 families		87 families			
		Teacher		163		33 (F: 39%)			
		Village leader		61		12 (F: 25%)			
		WCCC & CCWC		16		65 (F: 73%)			

1. Key activities	
Planned activity (Refer to approved proposal)	**Implementation** Implemented as planned? If yes, describe briefly. If not, please describe reasons.
Activity (O1A1): Collaborate with district education offices and primary and secondary schools to establish children & youth peer educators	***Summary description of activities conducted:*** This activity was done since early project implementation (Dec 2023). There are 65 total teachers reached (28 are females). Among these 51 teachers are from primary school (29 males, 22 females), 4 teachers from two secondary schools (2 females and 2 males), and 10 teachers from district education office: 4 teachers (2 males and 2

Planned Year 2023: 02 meetings Year 2024: 00 meetings Year 2025: 00 meetings Total: 02 meetings with a total of 46 school principals, teachers and education officers (23 each time)	females) from Pailin municipality and 6 teachers from Salakrao district (4 males and 2 females). This activity was aimed at to identify potential children- youths, train them to establish an educator group. As a result of this collaboration, 24 children and youths (F: 14) were selected. These 24 children and youths will be trained to become peer educators. • Who were the participants? - Where are they from? The participants to the collaboration meetings are mainly school principals, school teachers and district education officers whose roles are to oversight the school operations. All of them are from the 6 communes in the project location. - Why and how were they selected? The school principals and district education officers were selected automatically while school teachers were selected based on their roles as disciplinary responsible or teachers in charge. They were informed of the project objective and participated in identification of potential children and youths in their respective schools. Having them aboard increased engagement of children and youth educators in the awareness efforts to other children in schools. • What was the general objective of the activity? The overall objective of this activity is to inform and encourage school teacher for allowing their children and school children themselves to participate with CFS project and further train/coach them to be children and youth peer educators. • What topics? Key topics are about child rights, harmful effects/ consequences of corporal punishment against children, positive discipline in school and positive parenting. • What methodologies? In-person meeting and discussion to seek approval from teachers, parents and children and youth themselves were organized before the recruitment and establishment of child and youth peer educator. The following steps were followed: Firstly, introduction about the objective of CFS project, and key topics—violence against children (VAC), positive discipline and positive parenting— were informed and disseminated. Secondly, collaborating with school principal was convened to identify children and youth who are able to participate with CFS project activity. Thirdly, giving orientation and working with children and youth who volunteer to be peer educators. Lastly, the project staff visit family of volunteer children and seek their parental consent for their children's participation.

	• What are the significant results from activity? The participants—principals, teachers and education officers gained insightful awareness and knowledge of the project. Additionally, participants actively engaged with the identification and recruitment of children and youth peer educators. Subsequently, 24 children and youths (F: 14) were selected to participate in peer educator groups. ***Status of Implementation:*** All 24 planned children and youth peer educators were recruited and organized into peer educator groups.
Activity (O1A2): Organize ToT for children and youth educators on corporal punishment prevention by using manual on positive parenting level 1 and 2 Planned: Year 2023: 0 training Year 2024: 1 training with 24 participants (children and youths) Year 2025: 0 training Total: 1 training conducted with 24 attendance of children and youths.	***Summary description of activities conducted:*** As plan, this activity is conducted only one time. It already reported since 2024. A TOT training was conducted by Cambodia Family Support (CFS) in collaboration with provincial women affairs department. Dr Eng Samnang, Director of CFS who had long-experienced in training was a co-trainer associated with other co-trainers from CFS project and from Pailin provincial women affairs. There were 24 children and including youths (14 girls) from 6 communes, 4 from each commune in the project target attended this training. • Who were the participants? - Where are they from? They are from local school in 6 communes; 4 children/youth are from each commune in the target implementation (preferably 2 males and 2 females). - Why and how were they selected? They were selected for TOT training and coaching to become child/youth educators. First, the project staff contacted teacher to identify potential children who are active and can speak out and are willing to share their knowledge to their friends after receiving training. Second, we approached children and youths directly to seek his consent and voluntary participation with CFS project. Last, the project staff communicated with those identified children's parents or care takers for their parental consent and approval. • What was the general objective of the activity? The general objective of this activity is to strengthen the capacity of selected children and youths to be peer educators who can lead awareness raising activities for other children, both in their local schools and their communities. • What topics? The topics were about the importance of positive discipline and harmful effects/ consequences of corporal punishment against children. Additional topics were about how to lead and organize awareness raising activities and the effective training facilitation skills.

	• What methodologies? Lecturing about the objective and scope of CFS project was used. Additionally, the presentation on topic of violence against Children (VAC) with specific of focus on corporal punishment and positive discipline and positive parenting was presented. Telling story and role play are used to emphasize the topic of violence, physical and verbal violence were interaction in group discussion. Furthermore, role play of the consequences of violence against children was used as methodology in this training. Role-play on how to host or conduct led- awareness raising at school and at community were used as model for them to further use in school and community. • What are the significant results from activity? As result, there are 24 children including youths are selected and completely trained to be peer educators. Among these, there were 10 males and 14 females who from the target implementation are capable to further their knowledge as CFS peer educator. ***Status of Implementation:*** The project plan target was completely and successfully achieved: 24 children and youth were selected, and trained to be child/youth peer educator. **What level of children increase knowledge?** Children-youth had demonstrated improve knowledge, based on the result of pre- and post-test of this TOT training. The increase of knowledge from very low understanding on violence against children especially/corporal punishment in pre-test to fairly good in post-test result, general observation. The result of the training was evaluated by pre and post-test evaluation which was developed with 11 questions. The score was classified into different level of measurement of poor, fairly good and very good. The result was: - Poor result: for participants who replied correctly less than 30% of the total 11 questions. - Fairly good result: for participants who replied correctly between 31% to 60% of the total 11 of questions. - Very good result: for participants who replied correctly over 61% of the total 11 questions. The results of pre and post-test evaluation had shown that: • Pretest: - 78% are poor - 18% are fairly good - 4% are very good, Surprisingly, this result has greatly changed • Post test:

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- 12% are poor
- 74% are fairly good
- 14% are very good,

The level of knowledge among participants were increased. As evaluation result, poorly understand was reduced from 78% in pretest to 12% in post-test. Fairly understand was improved from 18% in pretest to 74% and very good was increased from 4% in pretest to 14% in post-test.

What is percentage of children/youths gaining confidence?
Although during the training there was not having a specific evaluation of gaining confidence but at the end of the training approximately 60% of participants replied verbally that they have more confidence for further knowledge to other through led awareness raising and collaboration working with CWCC, village leaders and their teachers.
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Activity (O1A3):
Conduct children and youth-led school awareness raising for primary and secondary school children on prevention of corporal punishment

Planned:
Year 2023: 00 awareness
Year 2024: 60 awareness with 2567 participants (children and youths)
Year 2025: 60 awareness with 2567 participants

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

30 out of 35 schools in the target project implementation had organized child-youth led awareness raising activities.

Totally, 26 child-youth led awareness sessions were conducted in the period of reporting. The participation of school children attended awareness sessions are varied from one school to the others based on their free time and number of school children. Some school only one session was conducted but some other schools are two to three sessions were conducted.

In general, there were 45 to 55 children are attended in each session. As result, there were 1399 children (764 girls) attended School led awareness sessions.

<table>
<tr><td colspan="4">Number of school children attended</td></tr>
<tr><td>School</td><td>F</td><td>M</td><td>Total</td></tr>
<tr><td>Salakrao</td><td>404</td><td>299</td><td>703</td></tr>
<tr><td>Pailin</td><td>360</td><td>336</td><td>696</td></tr>
<tr><td>Total</td><td>764</td><td>635</td><td>1399</td></tr>
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• Who were the participants?
- Where are they from?
They from local primary and secondary schools in project targeted.

- Why and how were they selected? Why? How?
Our main objectives of conducting this awareness are firstly to improve understanding among local school children on consequences of all forms of violence against children which is focusing mainly on corporal punishment and secondly to raise awareness to children on how to seek help if they needed.
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	The school-teachers in targets were informed in advance. Teachers are generally helped our child-youth peer educators or responsible to gathering their school children in their individual schools to attend the awareness session. • **What was the general objective of the activity?** The main objective of this activity is to raise awareness among rural local school children of all forms of violence against children which is mainly focused on corporal punishment and positive discipline. • **What topics?** There are few topics covered in these awareness raising sessions: - What corporal punishment is - What/Why corporal punishment? And what is positive disciplinary mean? - Risk and danger of corporal punishment - Where and how children could approach for help - Various forms of violence against children such physical, mental, sexual, economical and neglected were introduced. - Importance of schooling, domestic sanitation and hygiene were also introduced for some schools. • What methodologies? A number of methodologies were used during these sessions: - Focused group discussion with specific topic - Question and group answer - Telling story and practical example - Group refection (question and answer) • What are the significant results from activity? - Children and teacher actively participated in the awareness sessions which led by children/youth educators. - Significantly, post session evaluation through verbal survey found that most participants who participated in this activity realized that corporal punishment and positive disciplinary is a new idea for better children growth physically and mentally. ***Status of Implementation:*** 26 sessions out of 60 sessions that we planned for 2025 were organized. It is means that there are 26 sessions of led awareness raising were conducted by Child-Youth peers for Jan-Jun 2025. Additionally, 1399 (764 females) reached in the reporting period out of 5,134 planned targets throughout the project cycle.
Activity (O1A4): Conduct children and youth's quarterly reflection meetings with school principals and teachers to discuss about corporal punishment progresses, challenges and next actions	***Summary description of activities conducted:*** 30 schools out of 35 schools in plan had their child-peer organizing meetings with participation of 2 children: a girl and a boy preferably, attending the meetings with their local teachers. • Who were the participants? - Where are they from? The participants were teachers and peer educators in the respective schools. But some schools were not having child and youth peer; therefore, child and youth peer who study at a nearby or having school nearby attended the meeting.

Planned: - Year 2023: 00 quarterly meeting conducted with 00 school - Year 2024: 35 quarterly meeting conducted with 35 schools - Year 2025: 70 quarterly meeting conducted with 35 schools Total: 105 quarterly meeting conducted with 35 schools with attendance of 35 school principals and 233 school teachers.	• Why and how were they selected? Why? They are peer educators who were grouped with approval from school principals, teachers and volunteer themselves for participation with their teachers to raise up their concerned about violence against children locally. How? Peer children including youth educators who are in local schools and previously trained to be child-youth educator by CFS are suggested to participate in this meeting. • What was the general objective of the activity? Key topics of the meeting were: (1) discussion on the progress of corporal punishment implementation in their local schools and (2) how to improve forwarding actions if any problems faced previously. • What topics? The main topics of this activity is observing and checking the improvement, discussion on the situation of harmful practices and corporal punishment, positive parenting and positive discipline which was introduced/trained to school children. • What methodologies? Different methodologies were used during the meeting to ensure productive meeting results. Generally, verbally report, open discussion, questioned and brainstormed are used to update and verify improvement of practices on VAC. • What are the significant results from activity? Most of participants in the meeting agreed that they had gradually changed their practice about corporal punishment and positive disciplinary. Practices of positive disciplinary will positively impact on child development, mostly they said during meeting. **Status of Implementation:** Out of the planned 35 activities of quarterly meeting annually in the 35 target schools, each school planned to organize a meeting in every 3 months. From Jan-Jun 2025, there are 30 schools organized the meetings with attended of 2 children/youths network members per meeting to discuss the aforementioned topics. Violence against children with focused on no corporal punishment are talked and discussed.
Activity (O2A1): Organize ToT for Commune Council for Women and Children (CCWC) on corporal punishment prevention	***Summary description of activities conducted:*** Actually, The TOT for Commune Council for Women and Children would be done in 2024, however, this activity was informed and proposed to Tdh-G Country-Coordinator to deleted due to two mains reasons: First reason is ToT was planned to conduct in May 2024, but head of WCCC suggested to postpone until new members of

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<td>by collaborating with Office of Women Affairs and using manual on positive parenting level 1&2

Planned:
- Year 2023: 00 training session with 00 participants
- Year 2024: 1 training session with 17 participants
- Year 2025: 1 training session with 29 participants

Total: 2 training sessions conducted with 46 attendance of CCWC members.</td>
<td>WCCC and CWCC are renew nominated by the Ministry of Interior after national election in June 2024. She added that WCCC and CWCC members might have some changed after national commune council election. Second reason was that we were waiting to hear from them but it was reported that in August 2024, most of the new WCCC and CCWC members who had already nominated were trained on positive parenting skill level 1 and 2 by Ministry of Women Affairs (MoWA), in collaboration with Ministry of Social Affairs Veteran and Youth Rehabilitation (MoSVY).

Given this reason, in Sept 2024, the director of CFS proposed to TDH-Germany country coordinator to shift this budget line for the following reasons:

1. CFS will continue to provide coaching and supporting to WCCC regarding the positive parenting in the regular monthly meeting which CFS regularly attending.

2. CFS needs some budget for staff capacity building on the topic of positive parenting skill. The staff need capacity strengthening and was enrolled to a training by EVAC project on positive discipline and positive parenting.

3. The strengthening of the capacity enhance better coordination and coaching support to WCCC, CCWC and school teachers.

Status of Implementation:
The planned TOT was not conducted because the planned target participants received exactly the same training by government ministries, according head of WCCC reported.The budget line of the activity was requested to support the capacity strengthening of project staff to provide regular support and coaching to WCCC and CCWC during the project implementation.</td>
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<td>Activity (O2A2):
In collaboration with CCWC, conduct community awareness sessions for community members, particularly parents and care givers on positive parenting and negative consequences of corporal punishment

Planned:
- Year 2023: 00 community awareness with 00 participants
- Year 2024: 24 community</td>
<td>Summary description of activities conducted:

24 communities led awareness sessions were conducted in 6 villages during this reporting period. This activity conducted by Child-Youth Peers in collaboration with WCCC and CCWC. There are 1,116 (739 women) parents and caregivers participated.
<table>
<tr><td colspan="4">Number of parents attended</td></tr>
<tr><td>Communities</td><td>F</td><td>M</td><td>Total</td></tr>
<tr><td>Salakrao</td><td>357</td><td>162</td><td>519</td></tr>
<tr><td>Pailin</td><td>382</td><td>215</td><td>597</td></tr>
<tr><td>Total</td><td>739</td><td>377</td><td>1116</td></tr>
</table>

• Who were the participants?
The participant are mostly community parents (villagers).
- Where are they from:
They were from local community members who are parents and care givers.</td>
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awareness with 1680 participants - Year 2025: 24 community awareness with 1680 participants Total: 48 community awareness sessions conducted with 3360 attendance of community members (parents and caregivers).	- Why and how were they selected? Why? The project aims to improve local practices on violence against children by strengthen their awareness on negative consequences of all forms of violence against children, especially focusing on corporal punishment and positive parenting. How? The project staff in collaborated with village leaders identified and informed community members and invited them to attend the awareness sessions. These community members were identified and selected based on their harmful practices of parenting. • What was the general objective of the activity? The general objective of this activity is to disseminate information and discuss with them (parents) about practices of corporal punishment and positive discipline/parenting. The sessions also discussed with them, seeking their usual understand, cause of using violence about current practice, and seeking them on how to change their harmful practices. • What topics? This activity provided them with topics: • Discussion to raise their awareness and understanding of harmful effects of practicing corporal punishment. • Violence against children: what is corporal punishment; why violence against children is matter for child's growth. Inform them about positive parenting/discipline is a modern society for positive child development. • What methodologies? The sessions adopted a number of methodologies including: group discussion, verbally information, dissemination and practical experience sharing. • What are the significant results from activity? Based on verbal assessment before and after awareness session (due to larger group of attendance and inability to read and write of some participants), generally more than 75% of participants increased awareness on the aforementioned topics and strongly agreed that corporal punishment shall not be practiced, instead positive parenting must be practiced. Some parents (approximately 60%) of attendant accepted that positive parenting skill is new thought that will contribute to fruitful children's growth in the future. **Status of Implementation:** Out of 24 activities/sessions planned for Jan-Dec 2025, there are 24 activities/session were already conducted with attendees 1,116 community members (parents and care givers); out of the total number reached, there are 739 women.

Activity (O2A3): Support children and youth peer educators to participate in quarterly meeting with commune council for women and children (CCWC) Planned: - Year 2023: 00 community awareness with 00 participants - Year 2024: 12 meetings conducted with 24 participants of children/youth - Year 2025: 12 meetings conducted with 24 participations of children/youth Total: 24 meetings conducted with a total of 48 attendance of children and youths.	**Summary description of activities conducted:** 6 out of 12 meetings were done. It is to report that one meeting per commune respectively. Currently there are 6 communes are in target. In each of meetings, there are 2 Child-Youth peer educators attended the meeting with CCWC (depending on Child-Youth available schedule). • Who were the participants? - Where are they from? Child-youth who live in the commune or live nearby or represent other children are mostly suggested to participate with CCWC and relevant local authorities are attended this meeting. • Why and how were they selected? **Why are they selected?** As set as in their terms of reference (ToR), from 2 to 4 represent of children-youth in their group participated with CCWC to raise their concern about all forms of violence against children with focusing on corporal punishment. **How are they selected?** CFS Child-Youth peer who reside close to community hall or live nearby/ or some places they change as volunteer according to mutual agreement with CFS staff are suggested to attend this meeting. • What was the general objective of the activity? The general objective of this meeting is to discuss and see the progress of corporal punishment implementation in their commune. Also, the meetings wish to improve children related corporal punishment if any. Furthermore, CFS would like to persuade adult to gradually accept children's voice through these children participate in this meeting. • What topics? The main topics of this activity is observing and reporting the situation of improvement especially the situation of harmful practices of corporal punishment, positive parenting/discipline which were introduced/trained to local community members. • What methodologies? The meetings adopted group discussion and plenary discussion, verbally interacted, interview with local authorities and leaders in order to verify improvement was generally used. • What are the significant results from activity? Although we do not have specific to measure changes, but most of CCWC reported during meeting that community members (parents and care givers) had gradually changed their practices about corporal punishment because they started to aware the importance of positive disciplinary and positive parenting. Practice of positive discipline and positive parenting will positively impact on future of their child development.

	The significant report is that, child representative who attended the meeting with CCWC raised their concerned not only for corporal punishment but also for all forms of violence against children and children's rights as general. They routinely proposed to CCWC and to local authorities for taken more consideration respect and implement CRC, CFS staff reported. What did the CCWC and local leaders respond? As raised by children representative during the meeting, children issues in especially children's rights respected to violence against children, corporal punishment, are usually putting into meeting agenda for further monitoring, improving and more considering. It is noted that previously, CCWC had never putting the issues of corporal punishment into meeting agenda. Children's issues had never raised by children but now it is changed, children had their chance to participate with adult meeting. Child problems raised during meeting had gradually solved individually by CCWC via home visit. **Status of Implementation:** From Jan to Jun 2025, there are 6 out of 12 planned meetings were held with actively participation of children and youth peer educators, 2 persons preferably attend for each meeting. The meeting was generally participated by CFS project staff as observer and helper.
Activity (O2A4): Field visits by the project implementers Planned: - Year 2023: 00 field visits conducted - Year 2024: 12 field visits conducted - Year 2025: 12 field visits conducted Total: 24 field visits conducted by project implementers to monitor progress of the project.	**Summary description of activities conducted:** Within this reporting period, CFS project implementers conducted 18 field visits to communes and schools (12 times to 6 communes and 6 times to 6 schools) in the project locations. In each of the schools visited by the project implementers, there are 2 or 4 Child-Youth peer educators are participated. • What was the general objective of the activity? The general objective of this field visit by project implementers is to provide technical supports to peer educators and monitor the progress of the project implementation of all forms violence against children, focused on improvement of corporal punishment. • What topics? There are 4 main topics are generally provided: 1. Understanding the situation and harmful practice of corporal punishment to local children 2. Improving them on general concept of violence against children 3. Helping them if any difficulty or any challenges as children and youth peer educator's performance. 4. Spent sometimes to refresh Child-Youth Peer educators and as well as local community/villagers-leaders on how to improve good parenting practices. • What methodologies?

	- Conducting field visit from school to school and from commune to commune/villages to villages where children/peers or youth are based implementation. - Open discussion or group discussion to improve the performance of child and youth peer educators - Sharing best practice of good parenting skills. • What are the significant results from activity? The participants (children and youth peer educators) improved their knowledge and were refreshed with information of corporal punishment. Although until now, we do not have a specific tool for documentation to show an improvement of field visits but general observation of each visit has been shown that peer educators came up with their commitment on how to support each other to conduct led awareness raising on violence against children and monitor the situation in their local schools and local communities. **Status of Implementation:** Up to this reporting period, out of the planned 35 schools and 6 commune activities, there are 30 schools and 6 communes were visited by project implementers. Each of the visit, there were 2 to 4 child-youth peer educators of CFS project participated.

2. Outputs (services) and use of outputs in the respective year	
Planned output (Refer to approved proposal)	**Realized outputs/ use of outputs** What planned outputs have been realized? Which one not? Why not? Have the beneficiaries or primary stakeholders made use of the project output? Please describe briefly.
1. 5,134 school children (48% girls) from 35 primary and secondary schools (11 in Pailin and 24 in Salakrao) are provided with information about corporal punishment and positive discipline/parenting.	**Progress made in achieving Outputs:** <u>Quantitative Result</u>: Out of planned-target 5,134 children for project cycle, there are 5290 children (2,745 girls, and 2,545 boys and 0 diverse) has successfully reached by the project. This number is accumulated from Dec 2023 to Jun 2025, See table below:

Number reached:	Sex		Diverse	Total
	F	M		
Dec-23	0	0	0	0
Jan-Dec 2024	1981	1910	0	3891
Jan-Jun 2025	764	635	0	1399
Total	2745	2545	0	5290

(Accumulative number report Dec-2023-2025)

Particular report for period from Jan-Jun 2025, there are 1399 schoolchildren are reached. Among these 764 are females with 0 diverse.

	Qualitative Results: - What are changes related knowledge and skills? It's difficult to measure change in their behaviour, but based on the post awareness evaluation it was found that children had verbally improved awareness on the topics of violence against children especially harmful practices of corporal punishment. - How did the participants apply or use the knowledge or skills from project activities? Only knowledge is able to be measured for the time being. The pre and post questions are used to measure change their knowledge among participants. From Jan 2025, CFS develops questionnaires which is integrating into report format and using to measure knowledge before and after led awareness session. As result, out of 1399 (764 girls and 635 boys) who attended child-youth led awareness sessions, reported that 936 (504 girls) or approximately 66%, including 432 boys, or approximately 68% have changed in their knowledge. The change was measured against their correct answers with immediate post training evaluation. **Is there a need to change the planned output?** This output has gradually progressed in the reporting period. It's assessed that there is no need to be changed.
2. 24 (50% girls) children peer educators (4 from each of 6 selected communes in the two districts) are trained to collaboratively work with teachers, WCCC and CCWC in conducting awareness-raising activities on corporal punishment and positive discipline/parenting in schools and communities	**Progress made in achieving Outputs:** Quantitative Result: This output reached since early 2024. Out of planned target 24 children and youth peer educators (50% girls), 24 (14 female, 10 male, 0 diverse) were successfully reached since early 2024. These child-youth peer educators were from 6 communes or 4 child peer educators per commune. These child-youth peer educators were officially selected, acknowledged by both school principals and teachers, and they were trained as child-youth peer educators to collaboratively work with teachers, WCCC and CCWC members for led awareness activities on all forms of violence against children with specific focused on corporal punishment and positive discipline in schools and homes. Qualitative Results: - What are changes related knowledge and skills? Among the 24 children and youth peer educators who received training (10 males and 14 females), within this reporting period almost 100% (14 females and 10 males) has gradually increased their knowledge from incorrect response before training, knowing nothing about negative impact of corporal punishment and positive discipline impact to better understanding. The increased knowledge was

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- How did the participants apply or use the knowledge or skills from project activities?
Out of the 24 trained child peer educators, all or 100% of them has used their acquired knowledge and skills to conduct further awareness activities to school children.

Is there a need to change the planned output?
This output has gradually progressed in this year. It’s assessed that there is no change needed.</td></tr>
<tr><td>3. 224 child protection actors, i.e. 61 village leaders, 163 teachers from 35 schools, 16 CCWC members (all females) from six communes and 4 head of WCCC (all females) from 2 districts of Pailn province are trained on corporal punishment and positive discipline/parenting, with special focus on how to integrate prevention and response to corporal punishment cases/concerns in their existing child protection mechanisms in their respective communities</td><td>Progress made in achieving Outputs:

<u>Quantitative Result</u>:
From January to Jun 2025, there are 110 (64 females, and 46 males) child projection actors have been reached. Among these, there are 6 villages (2 protection actors in each village preferably head of village and deputy of village), so that there were 12 projection actors in 6 villages (3 females, 9 males), 33 teachers in 6 primary schools (13 females, 20 males), and 65 WCCCs (48 females and 17males). See report table below:

Jan-Jun 2025
<table>
<tr><th>Protection Actors</th><th>Salakrao</th><th>Palin</th><th>Total</th><th>M</th><th>F</th><th>Total</th></tr>
<tr><td>Villages</td><td>6</td><td>0</td><td>6</td><td>9</td><td>3</td><td>12</td></tr>
<tr><td>Primary schools</td><td>6</td><td>0</td><td>6</td><td>20</td><td>13</td><td>33</td></tr>
<tr><td>WCCC Salakrao</td><td></td><td></td><td></td><td>8</td><td>21</td><td>29</td></tr>
<tr><td>WCCC Pailin</td><td></td><td></td><td></td><td>4</td><td>17</td><td>21</td></tr>
<tr><td>P-WCCC Provincial</td><td></td><td></td><td></td><td>5</td><td>10</td><td>15</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>46</td><td>64</td><td>110</td></tr>
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Each head of the Commune Council for Women and Children (CCWC) is a member of the Women and Children Consultative Committee (WCCC). They attended regular monthly meetings with the WCCC at the district level.
<u>Qualitative Results</u>:
- What are changes related knowledge and skills?
It is to report that although TOT training was planned to conduct by CFS, most of them are received a training by Ministry of Women Affairs in collaboration with Ministry of Social affairs Veteran and Youth Rehabilitation (MoSVY). According to local head of WCCC report, all forms of violence against women and children including positive parenting were key topics of the training.

It’s difficult to measure changes in their knowledge and skills among them but it was noted that through regular monthly meeting the issues of violence against children including corporal punishment and positive discipline were usually integrated into meeting agenda as proposed by CFS staff.</td></tr>
</table>

	Until now, although we do not have a specific tool to measure the knowledge and skill among WCCC but more than 80% of them who attended regular meeting are correctly replied to the questions raised around the topics of violence against children. These participants provided correct responses they used to receive training by Ministry of Women Affairs. The other 20% of participants of the meeting remains calmed, or even poorly given inputs to address child related problems, reported by CFS staff. - How did the participants apply or use the knowledge or skills from project activities? As above reported, although 20% of child's protection actors (mostly WCCC members) are not fully active but approximately 80% of them are actively participating or actively addressing child's related problems. As an example, there were 9 children (3 girls) who physically abuses (Biting by their parents) in 2024 and another 2 cases (0 girl) who seriously biting by their parents during the reporting period from Jan-Jun 2025 were completely solved by child protective actors (CCWC-WCCC- teachers and village leaders). They are collaborative and actively to deal children related corporal punishment. Although we do not have specific number of child protection actors such as how many CCWC-WCCC, teachers, village leaders are actively participated with CFS project activity but most of them were verbally agreed to deal child's related corporal punishment, if any problem happen in their local target. It was seen that, teachers, village leaders, WCCC and CCWC, most of them are participated with child-youth peer educators especially during school led or community led awareness raising. It was also remark that, during participation especially during child-youth led awareness raising in school and community they used their knowledge to raise some questions to promote harmful practices on child corporal punishment, parenting skill or positive disciplinary. **Is there a need to change the planned output?** This output is gradually progressing. It's assessed that there is no need to be changed.
4. Mechanisms for collaborative work between children and child protection actors are established in	**Progress made in achieving Outputs:** <u>Quantitative Result</u>: Up to reporting period, out of 35 schools and 6 communes, there were 30 mechanisms in schools and 6 communes were established for collaborative work between children and child protection actors at local schools and communities.

schools and in the 6 communes.	**Can you explain what are these mechanisms?** CFS is continuing to strengthen mechanism. Child/youth who trained are become a contact person in their local school and in community. Gradually, and from time to time they are continuing to integrate the concept of harmful practices of corporal punishment, consequences of violence against children. They also promote about who, how and where they can report to or they can seek for help in school and in their home villages if they needed. Although until now we do not have any specific tool to measure change or on how to implement a proper mechanism, but that more and more children and other protective actors are aware of these mechanisms through community and school led awareness raising. **How was it established?** As the same as previous year, we began with an approval of participation of children themselves, approval from their parents and as well as from their teachers to allow children to participate CFS to establish their network and acts as mechanism in between local village, school and their communities. It is also means that CFS seek approval firstly from local school teachers, children themselves, and also approval from their parents (See **Activity O1A1**). Furthermore, structure of CFS child/youth educators has been established with clearly agreement between CFS and children's parents. **Any acknowledgement of local authority?** There is no officially acknowledgement of local authority but from their local schools. **Any specific binding roles and responsibilities?** Since the beginning of recruitment, role and responsibility of peer-youth educators were informed and distributed to children, both written and informed consent to children themselves, teachers and especially their parents or their takers for acknowledge when, how and where they can go, work or implement within their duties as peer educators or child/youth networks of CFS project. <u>Qualitative Results</u>: - **What are changes related knowledge and skills?** Until now, we are pleased to report that due to commitment of CFS, participated by children-youth peer educators who trained by CFS and other child protection actors has gradually been spreading knowledge about harmful practice of violence against children and positive parenting to their local targets. They are using their knowledge and skills to address the situation of violence against children locally. - **How did the participants apply or use the knowledge or skills from project activities?**

	As result of implementation moving from one school to another and from one commune to another, therefore, most of local protective actors are able to use their knowledge to further their knowledge to their local target population. It is the same for school teachers, peer who trained by CFS to be peers educators collaborated with their local teachers used their knowledge to spread to their students, local villagers and local WCCC used their knowledge to spread to their local population. As the knowledge increased so they know on how to report, they used their established mechanisms to report to their teachers, community leaders and as well as CFS staff. They knew where, how, when and to whom they can report. As an evident there are 2 serious cases were reported to WCCC for addressing their physical abuses. **Did they use any of the knowledge? If yes, how and in what event?** I am pleased to report that peer educators, teachers including local authority especially CCWC and WCCC were generally used their knowledge further to their local population via event of led awareness raising and as well as in the meeting. They are usually seen as helpers, to help correction children's speech during meeting or in the led-awareness raising. More and more, violence against children issue was raised and discussed. **Is there a need to change the planned output?** This output has gradually progressed toward the project outcome. It's assessed that there is no change needed.

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

Outcome 1 (refer to approved proposal): At the end of 25 months, children from six communes and their families have access to and are taking actions to further improve child protection services for the prevention of and response to corporal punishment	
Indicators	**Results/Actual Situation** Has the situation of the beneficiaries or primary stakeholders improved as you have described in the PCM-Factsheet under "outcomes"? If not, why not? Please compare with initial situation. **Please highlight results that refer to global TDH Strategic Goal indicators**
Indicator 1.1	***Progress made in achieving Outcomes:***

5134 children (48% girls, including 24 peer educators) and 247 family members and care givers (59% females) increased their understanding on child rights, on corporal punishment as a form of VAC and the harm it results to; and on positive discipline. They are able to identify non-violence disciplining/parenting behavior at home and in schools.	Although measurement outcomes of the project from Jan-Jun 2025 is too short to be reported but there are three main outcomes has been seen within this reporting period. The three outcomes are firstly seen among peer educators themselves, secondly for schoolchildren and thirdly for community parents. • For Peer-educator: Almost 100% of 24 child-youth who trained by CFS are reported increase knowledge on harmful practice of corporal punishment, the basic concept of child right and useful practice of positive discipline. In addition, it was reported that approximately 90% of child-youth who trained by CFS are confident and able to further their knowledge to their target schoolchildren, parents and caregivers. 2-Schoolchildren: CFS developed and used a tool for measure change among schoolchildren who participated in led-awareness session conducted by child-youth peer who trained by CFS. Pre and post evaluation were usually done during the training and immediately after post training session. Generally, it was reported that approximately 70% of schoolchildren (versus less than 35% school children before training) are correctly replied in identifying non-violence behavior, positive disciplining/parenting behavior at home and at school. Surprisingly, response to the question of where they can seek for help if any physical violence/corporal punishment happened to yourself, mostly they replied that they will report to their teachers. However, most of them usually said nothing or even they have no idea or some they don’t know how to do if their teachers had conducted physical violence/corporal punishment to them. It is clearly meaning that the topic of where and how to seek for help remains important to be integrated into awareness session. 3- About parents: The same as school children, CFS used a tool for measure change among parent who participated in led-awareness session conducted by child-youth peer who trained by CFS in collaboration with CWCC. Pre and post evaluation were usually done during the training and immediately after post training session. Generally, it was also reported that more than 75% of community parents (versus less than 20% of them before training) are correctly replied in identifying non-violence behavior, positive disciplining/parenting behavior at home and at school.

	Although we did not record how many parents or care takers who will change their behavior toward stop violence against children or will take action of positive disciplinary/ good parenting skill after training, but most of them are agreed and committed to stop violence against children or will take action of positive disciplinary/ good parenting skill after training (Verbally evaluation reported immediately after training).
Indicator 1.2 24 children (50% females) increased their skills in informing their peers in schools and communities. Together with teachers, CCWC staff and WCCC, they reach a total of 5134 other children through awareness-raising activities about corporal punishment and positive discipline.	***Progress made in achieving Outcomes:*** It was observed that 24 Child-youth (58% females) who trained by CFS to be child peer educators are increased the capacity and skillful to further their knowledge to other children. For an evident, child-youth peer who trained TOT are divided into 6 teams, each team is having 4 child-youth peers (structure separately and already sent). Each team are based on their local commune, responsible to conduct led awareness in their schools and in their communes individually. As accumulative number reported, from Dec-2023 to Jun 2025 they reached 5290 children (2745 females).
Indicator 1.3 24 children gain confidence in conducting joint awareness-raising activities with teachers, village leaders, CWCC staff and WCCC officials on corporal punishment and positive discipline/parenting. They confidently join meetings where they express their views about corporal punishment and positive discipline/parenting.	***Progress made in achieving Outcomes:*** 24 child-youth who trained by CFS are using their capacity-knowledge and confidence gain from TOT not just able to break themselves into smaller group 2 to 3 members for each group but they are gradually confident in meeting, raising concerns with their teachers, CWCC and WCCC on corporal punishment and positive discipline/parenting but 100% of them. Approximately 20% of Child-youth peers needs more technical assistance/ training, staff reported. Our staff added that their knowledge is enough but they hadn't enough confidence or even hesitated to speak out during led awareness raising and as well as during meeting with local authorities including WCCC and CCWC. Some of them are confusing role to assist each other during awareness session. These among of children needs more observation to their friends or more training. Other 80% of them are having good confidence, fully capable to deliver message and information to their target. They are actively collaborating with their teachers and CCWC to deliver message and information not just only to children but also to their community parents.
Outcome 2 (refer to approved proposal):	

At the end of 25 months, child protection actors from six communes and two districts in Pailin are equipped to provide and integrate positive discipline/parenting in prevention and response services on corporal punishment.	
Indicator 2.1 244 child protection actors, composed of 163 teachers (45% females), 16 CCWC members (females), 4 heads of WCCC of Pailin province (females) and 61 village officials (26% females) improved their capacities to prevent and respond to corporal punishment incidents/concerns; they identify and implement recommendations to integrate promotion of positive discipline/parenting in school and community programmes.	***Progress made in achieving Outcomes:*** From Jan-Jun 2025, there are 45 (35% Females) child protection actors composed of 33 teachers (39% females), 65 CCWC and WCCC (73% females), and another 6 villages 12 villages leaders (25% females) are participated to be child protection actors. Although specific evaluation on their capacity improvement has not been done but CFS staff observed that more than 70% of child protective actors are improved the capacity with actively identified and responded to corporal punishment incidents/concerns. For instance, another two cases additional to nine cases (Totally 11 cases) had identified and raised during WCCC meeting. The collaborative action of CFS staff with WCCC, CCWC and village leaders together had made to resolve these cases peacefully.
Indicator 2.2 3 out of the 6 communes improved their prevention, reporting and response mechanisms to corporal punishment cases and concerns.	***Progress made in achieving Outcomes:*** This indicator is greatly achieved because previously community children, parents as well as teachers and school children they didn't clearly know that where they can get proper assistance on the issue of corporal punishment. But now it was reported that 6 out of 6 communes in the target established 6 local networks to response and report on corporal punishment. Each network is comprising 4 local peer-youth children. They join with local CCWC as a mechanism network toward identifying, monitoring and addressing violence against children in each local commune (Structure of local child-youth peer is attached). Currently this local network is implementing as a watch-dog mechanism to prevent and protect children from getting risk of violence against children. They know who, how and where they can contact to as phone numbers are disseminated to local community parents and children during led awareness raising and in schools and communities meeting.
Indicator 2.3 50% out of the 35 schools have action plans to integrate	***Progress made in achieving Outcomes:*** Up to reporting period, 40% out of 35 schools (14 schools among 30 schools reached) are having program for integrating promotion of positive discipline/parenting in their

promotion of positive discipline/parenting in their school child protection programme.	school. We are continuing to encourage school to integrate plan and action to promote positive disciplinary/parenting skill and harmful practice of corporal punishment. Advised during visit by of Tdh-G country program coordinator has been taken into implementation. All school must be integrating promotion of positive discipline/parenting in their local school let say just short of time for only 5 to 10 minutes every morning or even during national anthem and regular for doing this. Based on this advised, CFS is committing to follow this advised and we are implementing this since Jan 2025 onward. We are expecting that more than 50% out of 35 schools have action plans to integrate promotion of positive discipline/parenting in their school for child protection programme

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

5. Unforeseen developments and side effects (positive / negative)

- Which unforeseen external developments took place?

  There were some activities had happened as unforeseen development and side effects in this reporting period such as:

  - In Feb 2025, CFS, was having a great honor to receive an appreciation from Pailin Provincial Governor for its commitments, participation with Cambodia government to End Open Defecation Free (ODF) in Pailin. Pailin Municipality is now announced as city for ODF.

- In Mar-2025, there was a visit by CFS board of director, Dr. Vincent Keane and Helen Keane who both from Perth Australia. By this visit, he brought a fruitful idea for CFS for further program development.

(Visit a poor family who get support from CFS to generate their income to support and enable their children to go the school)

Daily food is important for child's growth. Therefore, improving income among poor parents will stable children in school, said by board director.
(He added that, helping rural poor family to fulfil basic need for children such as food is a key providing children to meet their basic rights).

- A school building (Kindergarten) was completely built in Rattanak mondul district. This school was totally supported by private donors from Perth Australia.

(School inaugurate)

- In May 2025, a water pumps were dug and another one fixed for benefit more than 75 families including children in Pailin province.

(A water well built by CFS)

- In Jun, 2025, Vantha Tou, Cambodia country program coordinator of Tdh-G conducted a field visit to see Cambodia Family Support (CFS) implementing project not just only school, community but also meeting with local government.

Vantha, visited a group of community parents, children, and teachers seeking understanding on community, schoolteacher's concept and practicing about violence against children, especially seeking to understanding the behavor change among community parents and teaches on corporal punishment.

Vantha, represent of Tdh-G met with district government including WCCC and Social affairs, the meeting was to understanding on the idea of government that is supporting CFS implementation project to promote positive parenting and eliminating corporal punishment in school and in home.

6. Child safeguarding mechanisms

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

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

  - CFS had reviewed child safeguarding policy.
    Child safeguarding policy has reviewed routinely among CFS staff especially during monthly meeting. Child safeguarding policy procedure, risk assessment and procedure including where and how we should report to has been reviewed among CFS-staff and as well as during WCCC and CWCC meeting.

  - The staff received training on child safeguarding.

    The official training on child safeguarding among CFS stff had never done. But usually reviewed among CFS staff by project director. However, in Jun 2025, during project visit by Tdh-G country coordinator, Vantha has reviewed understanding on child safeguarding among CFS staff. He was helping CFS staff for more better understanding on child safeguarding implementation and useful for having and implement it.

  - Child safeguarding mechanism is incorporated in training materials for child peer and CCWC and teachers…. Etc.
    CFS Child safeguarding mechanism is incorporated in WCCC, CCWC, teachers' local authorities and local population where we reached. However, Child safeguarding mechanism is not able incorporated into training materials for child peer and CCWC and teachers. There are two reason (maybe), first reason is that the time constrain of the training, we have only one day training session, too short to introduce this. Second reason is CFS ourselves are not completely well understood about Child safeguarding. Our CFS staff needs more training on child safeguarding especially policy development, procedure and implementation.

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

  Child's related problem has been reported. As an example: during this reporting period there are cases of corporal punishment were raised and reported by local villages leaders during WCCC monthly meeting. It is clearly to evaluate that child safeguarding procedure and mechanism has been implementated.

7. Participation of children and youth

What progress was made in:

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

  It was recorded that most of child youth who trained by CFS to be Child youth educators (14 females and 10 males) has gradually increased their capacity. They are using their skills getting from CFS training to further knowledge to their local target group and act as with other child protection actors locally to prevent and protect other children form corporal punishment/positive parenting.

- Creating an environment that enables children and youth to participate?
  CFS is usually created or encouraged school-teachers to organize school friendly activity for promoting child participation. School friendly activity is an activity of promoting school happy learning environment via school play activity. Although, school friendly activity (school play activity) was not regular conducted in every school but it was usually done and moving from one school to another. School play activity a factor contributed to encourage children participation. CFS is using school friendly activity as a chance to promote and create children and youth participation. CFS also took that chance to aware them the important of play and children's-participation. This participation will create friendly environment, promote and enable children to speak out or children voice will be heard and address accordingly. Another long-term impact is that this kind of promoting child participation activity will replace and sustain in their local schools and communities since they can learn, growth, and replace for generation to another.

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

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

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

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

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

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

8. Measures taken to address gender inequality

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

Although within this reporting period, there is still no specific assessment tool to measure or address gender inequality but every CFS activities are caried out with addressing gender inequality: for example:

- Gender policy was developed and distributed to all staff for implementation.
- Planning indicators are putting clearly numbers of women and girls, who accessed to CFS intervention clearly.
- The achievement and results of the project were classified and disaggregated by genders, girls and boys.
- In any training or meeting, women or girls were encouraged to participate, invited with equally number males and females.
- Any assistance or any support which that made by CFS has shared 50% for men and another 50% would be for women or girls. It is also meant that all of supports made by CFS for parents or children is not only for males or for men, but also for women and girls too.
- Any results or reports has to be included the number of women or girls as beneficiaries of the CFS activities.
- Woman first or girls first is not a kidding word for CFS staff but it is for a culture of all CFS implementation project activities.

9. Assessment

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

Strengths	Weaknesses
• All CFS staff are remain committing to achieve project outputs and outcomes as they already planned. • The project of CFS is strongly supported by government and local stakeholders since it is aligned with government policies. • Most of CFS staff are clearly understood project objectives. And how they are going to implement • They know where, when, and how to implement the project activity. It is clearly for target implementation. • Do not have specific evaluation tool for measure parents, children, teachers, CCWC, WCCC's participation, • Do not have specific evaluation tool for measure change of parents, children, teacher's knowledge.	• Some children-youth who trained by CFS are moving out and replacing with some new children-youth that they have poor capacity response to their duties as peer educators. • Lack of budget for another training for children-youth peer educators. • Some children-youth peer educator still having poor capacity in led awareness raising. • The project staff still have limited understanding of positive discipline or parenting skill.

- **Main difficulties and challenges:**
  - Some families are moving. Moving from home is difficult for CFS staff for meeting or gathering them since they are leaving home from morning until late of evening.
  - Lack of family support is challenging as migrating families leave children with elderly adults, primarily grandmothers. The child is at hight risk and exposing them to violence.
  - Parent on the move, or migration for seeking labour or migration for economic reason remains difficult for CFS intervention especially for livelihood improvement.
  - Lack of material for led awareness raising,
  - Skill and knowledge to handle safeguarding, procedure and implementation among project staff still poor.

10. Reflection (or lessons learned):

For example, related to:

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

11. Need for assistance or support from tdh:

- What technical support did you receive from tdh Germany in this reporting period?

Although we do not have an official training from Tdh-G, but CFS staff are greatly thanks for Tdh-G who usually contribute idea and unofficial training for us especially during his latest visits.

- What support do you need for the next period?
  I am thinking that some more technical trainings are needed such as
  - Child participation
  - Measurement of change especially qualitative change within CFS project
  - Corporal punishment or parenting skill is strongly needed to be trained among CFS staff. It is means that the most important if any training supported by Tdh-G especially about positive discipline or parenting skill.

12. Other recommendations / remarks:

A. Deviations and actions taken.

If not implemented, please describe reasons:

- *On the workplan.* Project implementation according to plan?
  In this reporting period, project is implementing according to plan,

- *On the timeframe.* Any delays in activities, their causes and measures to counter this trend?
  There is no activity is delayed in this period,

- *On the budget.* Were there significant changes in the budget plan?
  There is no changed,
- *Others:* Conceptual or other changes (target group, location, problem definition etc.)
  There is no changed

  There is no deviation during this reporting period except we proposed change of TOT training among WCCC and CCWC since last year.

B. Recommendations

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

It would be great impact if we can identify a resource person and organize a training on corporal punishment, positive discipline /parenting for project staff. Using tool/ Training tool/ manual of Ministry of Women Affairs especially parenting level 1 & 2 should be strictly used and applied.

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

Material both for community and school led awareness raising should be produced and used such acidity.

C. Information materials

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

CFS website: www.cambodiafs.org

Reported by:

CFS Executive director