

BAVEL OPERATION

HALF-YEAR REPORT JAN-JUN 2017



Good Impact of School Development Team to Increase Safety of the Learning Environment

This is the second year of the School Development Planning (SDP) program at Kdol Taken Primary School. The School Development Team members worked very hard with the local community to implement their school development plan in order to improve the school situation. For example, four classrooms were deemed unsafe for students, because the classroom floors had cracks and were uneven, which resulted in students feeling uncomfortable and unsafe sitting at their desks.

The school therefore identified repairing the classroom floors as one of their top five priorities. The School Development Team engaged with the community and asked them to help with the project, which resulted in the community contributing \$345 in cash and agreeing that 26 community members would help with the concreting activities. In February, the SHAPE project team were also able to help with concreting the classrooms. As a result, 78 students now benefit from safer and more attractive classrooms for their daily lessons.

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EXECUTIVE SUMMARY

SeeBeyondBorders' core program is now in its 4th and final year, before starting the Transition program at the beginning of the new academic year 2017/18. To ensure a smooth transition between the Core and Transition programs, SeeBeyondBorders has, over the past six months, continued to work closely with all relevant stakeholders. We have worked with the District of Education, school staff and community members, to further improve the quality of teaching, strengthening the relationship between schools and parents and developing school infrastructure, all of which will benefit children in the entire community. Furthermore, SeeBeyondBorders' staff conducted a variety of workshops across all programs, which are described in more detail later in the report, and met with all stakeholders to discuss the progress of SeeBeyondBorders' programs.

Kimlen Tan is now married, but has taken full responsibility as a project manager with much less support from the Leadership Team. She manages her team effectively and demonstrates gender motivation within our organization as well as the entire community.

We are delighted to see all the achievements and outcomes across all programs. Student attendance rates increased 2% compared to the same period last year, while Conditional Cash Payment (CCP) students attendance remained high at 96% across six target schools. Unfortunately, eight students left the program though the CCP committee visited each family several times. Teacher and mentor skill sets also improved significantly according to the February 2017 evaluation, compared to the previous evaluation in August 2016. The School Development Teams (SDTs) are confident in presenting and implementing their school development plans to the communities they work with, with approximately 80% of the School Development Action Plans completed within this six schools.

The national commune election was a remarkable challenge for us. Many of the mentors were assigned to work in Commune Election Committees from April till end of June; hence their mentoring visits to teachers dropped to just 82% from 87% in the last six-month period.

As a next step, we will gather more quantitative and qualitative data for annual program review and whole project review. The lessons learned from this Core program period will be applied to maximize the effectiveness and efficiency of our Transition program which will continue to build capacity amongst our mentors and improve their overall confidence across subject areas, so they can run workshops to new teachers and enhance the quality of their Thursday Technical Meetings. This means that they will take more responsibilities and scale up their reach to more teachers with support from our staff members.

JAN-JUN HIGHLIGHTS

- During this six-month period we worked more closely with the District of Education (DoE) through our Sport program. DoE encouraged teachers to practice sport lesson with their students according to the schedule as well as MoEYS' curriculum. As a result,, the number of sport lessons rose by 7% to 88% between January and June 2017 compared to 81% between January and June 2016. The assistant coach attendance rate was up by 11% to 84% between January and June 2017, compared to 73% for the same period last year.
- In March 2017, SeeBeyondBorders conducted a one-day school visioning and planning workshop at two new schools, which recently joined the School Development Planning program. A total of 11 School Development Team members and 22 parents attended the workshop, which focused on strengthening the SDT's capacity to enable them to create their own school visioning and school development plan according to the real needs of the schools and communities. The workshop evaluation showed that 100% of participants rated the workshop as good with a score of 4 or 5, out of a maximum score of 5. During the workshop, the SDTs and communities cooperated well and used group discussions to encourage each other to provide ideas for the school action plan, also using the findings from the school assessment they had carried out as part of the workshop. After the workshop, the SDTs and communities agreed on the school development plan, while SDTs were highly committed to fulfill all points on the action plan, such as increasing community engagement. In June, the school development teams presented the action plan to the communities.
- In April and May, the Teach the Teacher team conducted two mathematics camps for 79 students. The students attended from six target schools and were supported by six teachers. The results of the camp tests were as follows:

	Pre-test		Post-test	
	Pass	Fail	Pass	Fail
Grade 2	7%	93%	69%	31%
Grade 3	12%	88%	70%	30%

The results reflect the success of the mathematics camps, which support students with the learning process and show them how to improve their mathematics skills. According to the teacher evaluation form, all the teachers attending said that they enjoyed the camp and the process of helping their students. They also learned a lot, especially how to help and support slow learning students to be able to learn faster and to be brave.

- Learning from the successful model of the Teach the Teacher Transition Program, SeeBeyondBorders' staff selected four greatest teachers to be senior coaches, and conducted training for four senior coaches and five mentors. The training focused on strengthening the skills of senior coaches to enable them to run sport lessons and manage the program with their coaches in each school in preparation for next year's transition program. The workshop was received well by all participants who all rated the training at 4 and 5 out of a maximum score of 5. All of our senior coaches and mentors said that they are confident to run sport lessons with their coaches, as well as the sport carnival.

JAN-JUN CHALLENGES

- In the six-month period between January and June 2017, data free days rose by 3% points to 9% compared to the same period last year. One of the main reasons for the sharp increase can be linked to students taking more days off during the Khmer New Year vacation period than they did last year. Khmer New Year officially only lasts a few days, but many students who were visiting their parents in other provinces and districts remained there for a longer period of time than usual. Schools were therefore not able to start their semester on time as too many students kept away from school. Another reason for the high number of data free days was due to teachers attending several workshops with SeeBeyondBorders and the Ministry of Education, and working with the election committee. This also affected the number of mentor visits to teachers that were carried out between January and June 2017, which fell by 5% to 82% compared to the same period last year.
- During the six months reporting period, eight CCP students were removed from the CCP program after being absent from school during the first and second semester. The decision to remove a student from the CCP program only takes place after follow-up home visits are carried out by the CCP committee and SeeBeyondBorders' staff to ensure that the students are indeed unable to return to school. Of the eight students, five were removed prior to the second cash delivery which takes place in May, and were replaced by five new students selected by the CCP committee, also prior to the second cash delivery. The other three students were absent during the second cash delivery and removed from the program after the follow-up home visits were conducted by the CCP committee and SeeBeyondBorders' staff.
- Mentor visits to mentees fell by 5% to 82% between January and June 2017 compared to the same period last year when 87% of the target visits number were carried out. The reason for fewer visits is mainly due to the teachers spending more time attending workshops facilitated by SeeBeyondBorders' staff and MoEYS. Another reason for the drop-in visits, especially during May and June, was due to many teachers joining their commune election committees. In two schools, mentors were not able to mentor the teacher mentees who were absent due to illness and pregnancy and therefore unable hold their classes. SeeBeyondBorders' staff will discuss these issues with the DoE officer in early July to work on sustainable solutions and encourage teachers to hold their classes regularly.
- Two mentors in Hun Sen Khnach Romeas School and one mentor in Sangke Vear School will leave SeeBeyondBorders' program because they start new jobs at the DoE office and at the communal office. Another mentor is retiring. SeeBeyondBorders is therefore looking for qualified teachers to replace one of the mentors at Hun Sen Khnach Romeas School so that a total of two mentors will join the Transition program in November to support the six mentees. The mentor at Sangke Vear School will not be replaced because the two existing mentors are able to provide support to the three mentees in the upcoming Transition program.

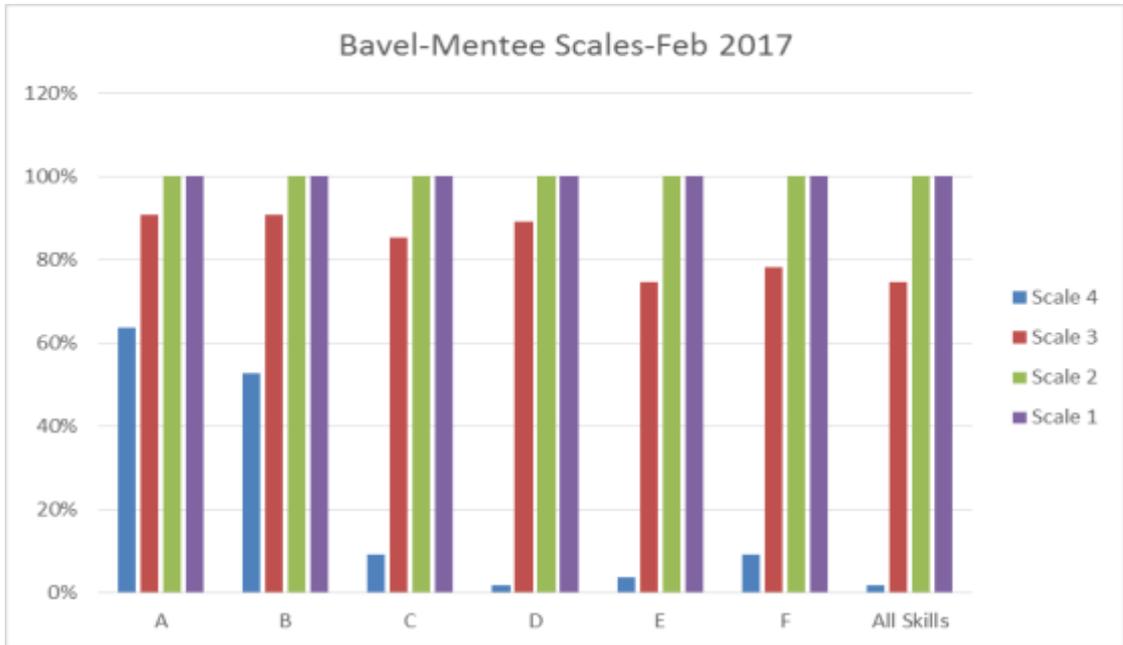
JAN-JUN OUTCOMES AND EVIDENCE

KEY FOCUS AREA 1: DEVELOP CONFIDENCE AND A COMPETENT COMMUNITY OF TEACHERS THAT ARE COMMITTED TO QUALITY TEACHING AND ONGOING PROFESSIONAL DEVELOPMENT

- In January, SeeBeyondBorders, in cooperation with teachers from Australia and the District of Education, conducted a patterning workshop for 82, or 93% of all mentors and mentees. The workshop was laid out to introduce all mentors and teachers to techniques and methods used to effectively teach patterns. The workshop was successful, with 30% of participants understanding 100% of the concepts, while 69% understood 80% . A total of 41% rated the workshop as very good, while 59% rated it as good.
- In February, SeeBeyondBorders provided a catch-up workshop on fractions to 14 mentors and mentees who were not able to attend the workshop in April 2016. The workshop explained strategies on how to teach fraction lessons in a fun and inspiring way. According to the workshop evaluation, 84% of participants understood at least 80% of the concepts, while 8% understood 100%. A total of 69% of the participants said the workshop answered at least 80% of their expectations and 85% of participants rated the workshop content at 4 and 5.
- SeeBeyondBorders' Teach the Teacher staff facilitated two Demonstration workshops on "Classroom Management". Each workshop lasted three days and 90% of all invited mentors and mentees attended. The success of the workshop was reflected in the workshop evaluation results, with 95% of mentors and mentees rating the workshop at 4 and 5, while 92% of all participants rated that they understood at least 80% of the workshop's concepts. A total of 82% of participants said that the Demonstration workshops were good. All participants confirmed that they had a good time and enjoyed learning about positive classroom management.
- In June, the Community Liaison team conducted a health refresher workshop at two new schools in order to provide support to the teachers that are new to the Health Program. The workshop was attended by 15 participants (7 female). The success of the workshop was reflected in the workshop evaluation results that showed that 100% of participants rated the workshop at 4 and 5, while 92% of the participants expressed that they learned at least 80% of the concept of the workshop. All participants confirmed that the health workshop was very important and they felt confident to teach the concept to their students. They also said that they can now conduct health lessons without SeeBeyondBorders' support.
- Between January and June 2017, the Bavel team continued to focus on ensuring that mentors and mentees understand the purpose of SeeBeyondBorders' work and use the right teaching and mentoring techniques to ensure sustainable structures are in place when the Transition program begins. SeeBeyondBorders' work saw positive results during the reporting period, with attendance at mentoring meetings up by 7% to 79%, compared to the same period last year when attendance

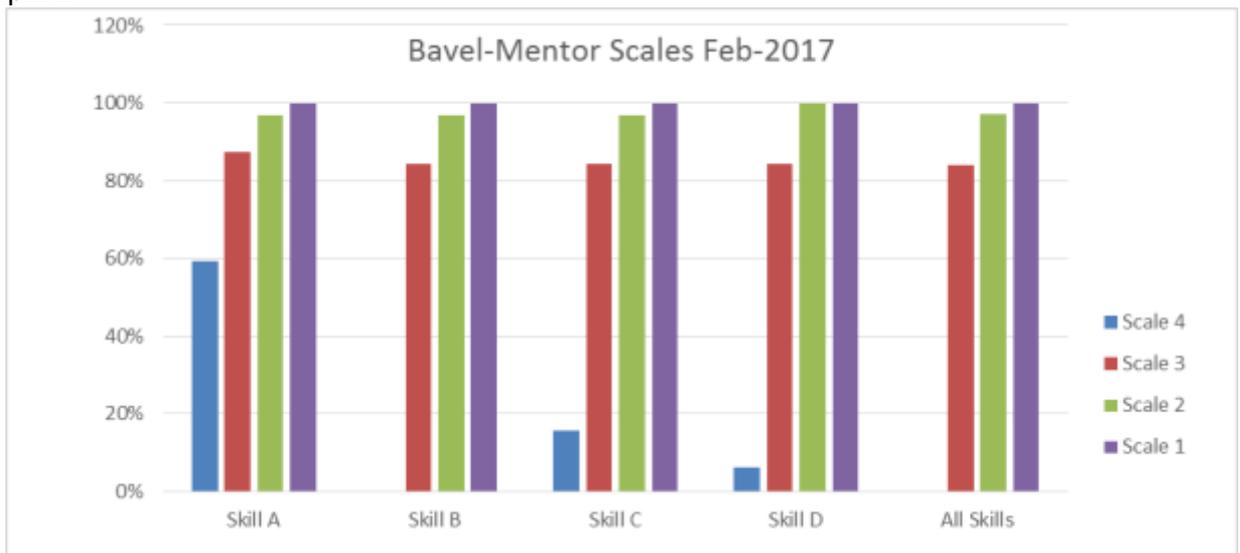
stood at 72%. Furthermore, the mentee skill set evaluation (Graph 1) and mentor skill set evaluation (Graph 2) show that teachers and mentors in the program improved in their knowledge of mathematics concepts, their technical knowledge and general pedagogy. The knowledge they gain in the program is crucial for their professional career development and for delivering quality teaching to their students.

Graph: 1



- 2% of mentees reached level 4 across all skill types (0% in July 2016)
- 75% of mentees reached level 3 across all skill types (0% in July 2016)
- 100% of mentees reached level 2 and 1 across all skill types (37% reached level 2 and 53% reached level 1 in July 2016)

Graph: 2



- 84% of mentors reached level 3 across all skill types (3% in July 2016)
- 100% of mentors reached level 2 and 1 across all skill types (59% reached level 2 and 38% reached level 1 in July 2016)

KEY FOCUS AREA 2: INCREASE PARTICIPATION AND ATTENDANCE IN AN EDUCATIONAL ENVIRONMENT THAT IS FUN, HEALTHY AND ACCESSIBLE TO THE WHOLE COMMUNITY

- Improving student attendance rates at all 16 target schools remained a priority for SeeBeyondBorders' staff and all relevant stakeholders. Our efforts showed results as the average absenteeism rate at the 16 schools fell by 2% to 5% between January and June 2017, compared to the same time last year.
- Between January and June 2017, SeeBeyondBorders' staff supported six target schools that run the sport program by conducting a sport carnival at each school. The teachers and parents at the schools supported SeeBeyondBorders' efforts and cooperated well with each other. The carnivals were attended by a total of 791 students, with 40 parents and 26 teachers involved in leading the sporting activities, such as sack jumping hurdles and running. All students and participants enjoyed the sport activities and understood how important a good sport practice is for children and their health.
- Furthermore, the Community Liaison team conducted nine health days for school participants in the health program, which was supported by all teachers and parents from the schools involved. A total of 129 parents attended, while 47 teachers showed a total of 1,626 students how to wash their hands and brush their teeth. All students and participants enjoyed the practice and understood how important good hygiene is for children and families.
- SeeBeyondBorders also conducted the six-monthly sport and health meetings at 14 target schools to discuss the school's achievements and also the challenges they faced during the six months. They also shared their good experiences and were able to find good solutions for the challenges they face. The meeting was attended by all mentors (27mentors), 83% of 48 teachers, 10 school support committee members, one representative of the DoE and commune council and 84% of 32 assistant coaches. All participants discussed their six-monthly achievements, challenges and possible solutions, which they presented to everyone. At the beginning and the end of the meeting the DoE and Commune Council took the opportunity to encourage all participants through short speeches. They were actively involved in the meeting and provided good ideas, especially during group discussions on how to tackle challenges. They also agreed to provide support towards challenges that were raised by participants and needed input from the DoE and local authorities to resolve them. All teachers agreed to continue their sport and health lessons in the Transition program with some support from SeeBeyondBorders. One of the positive results of the sport and health lessons was a drop of 2% in student absenteeism to 4% between January and June 2017 compared to 6% during the same time last year.
- Since its implementation, the Conditional Cash Payment (CCP) Program has successfully supported students to attend school regularly. This success continued between January and June 2017 as the average CCP student attendance stands at 96%, unchanged from the same period last year. The CCP committee carries out follow-up home visits to students that miss more than three days without the school's permission. In May 2017, prior to the second cash payment delivery, the CCP committee and SeeBeyondBorders' staff evaluated student performance in the CCP program, using

records of school attendance and home visits. As a result of the evaluation five new students were selected prior to the second cash payment to replace the five students that were unable to continue with our program. Therefore, SeeBeyondBorders continues to support 128 students out of the original 131, which still meet with our CCP criteria. Three new students will be selected to join the CCP Program at the beginning of the new academic year.

KEY FOCUS AREA 3: STIMULATE SUSTAINED COMMUNITY ENGAGEMENT IN THE LONG-TERM PHYSICAL AND EDUCATIONAL DEVELOPMENT OF CAMBODIAN SCHOOLS

- In December 2016, SeeBeyondBorders implemented the SDP program in two new schools, Siang Rieng and Baliang Loeu, which previously reported low community engagement. To ensure the program was running successfully, SeeBeyondBorders' staff coached the school development team (SDT) in early June 2017, on how to lead a community meeting. As a result of the coaching, the new SDP schools were able to achieve good results from their first community meetings, which took place in late June 2017. In the meeting, they presented their school vision and action plans to their communities. SeeBeyondBorders set the target for community members attending the meeting at 60 community members per school. However, in Siang Rieng, a total of 93 parents, 55% above the target, attended the meeting, while 50 parents, or 83%, attended at Baliang Loeu School. Also, 82% of the 11 SDTs (one female) participated in the meeting and are now confident to present the plan to all community members. The unexpected high number of engaged community members attending the meetings encouraged the SDTs to further improve their school development plans and to achieve good results on behalf of their school communities.
- The Better Facilities and SDP programs help to create and improve the learning environment for students at schools by making the environment and school facilities more attractive and safe, which also benefits the whole community. Great results were achieved at schools which were supported by the Better Facility and SDP programs. Results achieved at schools between January and June include:
 - Datch Prort: SeeBeyondBorders built hand washing stations and two sets of water storage to ensure that students have access to good hygiene and clean toilets and have enough water to use. The school and communities contributed \$550 to concrete the floors of two classrooms and repair the toilets.
 - Kdol Taken: SeeBeyondBorders concreted one classroom floor, improving the safe learning environment for students. The school and community also contributed to concreting two other classrooms. This school raised \$500 to repair old buildings, add painting, and make pavements of ceramic tiles for a kindergarten class.
 - Lvea Chas: SeeBeyondBorders contributed \$1,700 of the total \$5,268 raised to repair a kindergarten building as the current one is unsafe for young students because it has no walls and was flooded during strong rain. So far, the school raised a total of \$408.25 from 56 community families to build this building. The school continues their fundraising efforts in communities, as the repairs are still in process.

- Phum Khnach Romeas: SeeBeyondBorders contributed \$300 to build a fence to protect the students from falling in the pond behind the school. SDTs raised \$700 from 250 families in their school to fill the school ground with gravel because the ground floods after it rains, making it difficult for students to use the space to play when they have a break from class.
- Bavel II: SeeBeyondBorders painted four rooms of toilets and repaired a water storage to ensure toilets always have enough water. The school and community contributed towards repairing the building roof and gardening. The school principal decided to buy a new water pumping machine and requested support from SeeBeyondBorders to repair the water storage. The water system has now been repaired and students don't need to carry water from the pump well to the toilets anymore.
- Prey Tatoeng: This school raised \$400 this month to pay for soil to fill the school playground.
- Hun Sen Kbal Thnol: Raised \$496.75 from 54 families to build a sport ground for students and pave a kindergarten class with ceramic tiles.
- Lvea: At this school, SeeBeyondBorders repaired 20 old windows which broke and exposed the students to heavy rain during the rainy season.
- Prey Khapos: At this school SeeBeyondBorders concreted one classroom to improve the environment for students and to make it easier for them to sit and walk and feel good in their classrooms. Due to the high contribution of the school and communities, the school was able to concrete another classroom, which is used as school office.
- Sangke Vear: SeeBeyondBorders contributed towards repairing toilets and water systems for toilets. The school also completed making pavement ceramic tiles for kindergarten classes for their young students.
- Hun Sen Khnach Romeas: This school repaired one old classroom and SDT raised \$175 from three food stores at the school. The money was used to buy soil to fill up the school ground, as it was really difficult for students to use the ground during the rain, as it was muddy.



Before



After



Before



After

JAN-JUN CASE STUDY/ MOST SIGNIFICANT CHANGE STORY

Successful Health day at Prey Khapos Primary School with the Australian Teachers

It was an amazing opportunity, which we were given to participate with the team of Australian teachers, SeeBeyondBorders' staff and communities. All teachers and partners of SeeBeyondBorders did a lot of work with the 229 young students at Prey Khapuos where we celebrated the Health Day. There were Khmer and Australian facilitators, who led activities at the washing station, at the teeth brushing teeth, and weight and height measurement station. The communities enjoyed the celebrations and teachers were helping each other on preparation and documentation.



Around 25 community members (67% more than we invited) joined and assisted at the health stations. Altogether, the Health Day was a success and we also had lunch with all teachers, the Australian teachers and SeeBeyondBorders' staff. Everyone cooperated and did amazing activities and it was a cheerful occasion.

Good results from the TtT Demonstration Workshop: 'Classroom Management'

Classroom Management is nowadays a topic that many teachers struggle with. SeeBeyondBorders brought new techniques, theories and real practice on how to manage classrooms to teachers in the target schools. Between 28 - 30 March 2017, 98% of invited mentors and mentees participated in the Demonstration workshop which focused on "Classroom Management". The workshop lasted three days. Everyone who was involved did a fantastic job. All mentees conducted meaningful tasks, prepared lessons well and had a positive attitude. The workshop included methods on teaching mathematics through classroom management without harming students, such as using a stick to/or ban students. The participants also learned how to teach without being afraid, but instead to feel confident to use classroom management methods instead of the old techniques that can be harmful to students. Proper classroom management is not easy to achieve if it is only done infrequently. If used regularly, students were observed to be in good spirits and to learn mathematical concepts easily. They are also excited to play games with mentees and mentors. It was an amazing experience for everyone and appreciated by mentors and mentees who did great work during the workshop. Everyone shared this wonderful teaching style as mentioned during discussion with SeeBeyondBorders' facilitators. The success of the workshop was proved by the workshop evaluation results, as 97% of mentors and mentees rated the workshop at 4 or 5. All participants were very happy and enjoyed learning about positive classroom management and some of them said they would have regretted if they had not attended the workshop.



Good impact of our School Development Planning in Prey Tatoeng School

A School Development Plan was implemented in Prey Tatoeng Primary School three years ago. The School Development Team in this school always follows up and develops their action plan year-on-year in order to improve their school environment, the safety of the classroom, and sanitation and hygiene to improve student happiness and safety when they are at school. Currently we witness the strong impact our school development plan has in the school, which helps the school development team to be confident to commit finishing the plan. This school now has a good environment, a safe building and toilets for students, which had been supported by an NGO. One girl in grade 2, said that she is really happy to see her school has developed on a lot of things. She pointed out how good it is that the school now has clean toilets with soap and towels for students to use every day. She also mentioned that this is the reason why she wants to come to school every day.



JAN-JUN FINANCIALS

Summary by Activity

	Month				YTD Actual			
	Actual	Budget	Var USD	Var %	YTD Actual	YTD Budget	Var USD	Var %
Teach The Teacher	978	1,517	539	36 %	14,749	16,670	1,921	12 %
Better Schools	597	450	(147)	(33)%	6,199	5,698	(501)	(9)%
Getting to School CCP	76	451	375	83 %	3,947	6,258	2,311	37 %
Getting to School Health	827	838	11	1 %	2,601	3,307	706	21 %
Getting to School Sport	1,232	1,182	(50)	(4)%	2,639	3,291	652	20 %
Getting to School Supplementary	0	71	71	100 %	665	1,865	1,200	64 %
Strengthening the Support	796	1,186	390	33 %	8,180	10,500	2,320	22 %
Project SHAPE	0	0	-		185	0	(185)	
NEP Funded	2	0	(2)		53	0	(53)	
Project Teachers	0	0	-		374	0	(374)	
	4,508	5,695	1,187	21 %	39,592	47,589	7,997	17 %

Expenditure Summary-BVL

	Month				YTD Actual			
	Actual	Budget	Var USD	Var %	YTD Actual	YTD Budget	Var USD	Var %
Staff Wages and Allowances	1,821	3,013	1,192	40 %	18,053	24,706	6,653	27 %
Opps Costs								
Programme Costs	389	488	99	20 %	6,188	8,105	1,917	24 %
Teachers and Community Memb	1,581	1,586	5	0 %	7,540	8,948	1,408	16 %
Building and Construction Costs	200	0	(200)		4,295	1,820	(2,475)	(136)%
Other Opps costs	56	74	18	24 %	577	877	300	34 %
Total Opps Costs	2,226	2,148	(78)	(4)%	18,600	19,750	1,150	6 %
Overheads								
Office Rent	200	200	0	0 %	1,200	1,200	0	0 %
Insurances	19	0	(19)		108	0	(108)	
Depreciation	125	157	32	20 %	757	951	194	20 %
Accounting/Bank Fees	2	5	3	65 %	24	30	6	21 %
Office Cleaning, Repairs and Main	43	50	7	15 %	414	300	(114)	(38)%
Other O'heads	73	122	49	40 %	437	652	215	33 %
Total Overhead Expenses	462	534	72	14 %	2,940	3,133	193	6 %
Net Expenses	4,508	5,695	1,187	21 %	39,592	47,589	7,997	17 %

- Strengthening the Support underspend mainly due to allocation of staff charge time to other programs.
- Teach the Teacher underspend mainly due to reduced mentoring visits as teachers were attending workshops and meetings. Also one staff member was relocated to another program due to a shortage of staff resources.
- Supplementary lessons required less teacher training and so less staff time and per diems.
- CCP costs were lower than expected as no emergency costs were paid during this six months.
- Getting to Schools (CCP, Sport & Health) are now in 6 schools each – on track and meeting target.
- Better Schools was budgeted since the beginning of SeeBeyondBorders' financial fiscal year, but we were unable to start any construction as all schools closed according to long vacation. This is a timing variance.

THANK YOU FOR YOUR CONTINUED SUPPORT

The contribution you make to SeeBeyondBorders makes a substantial difference to the lives of some of the poorest and most vulnerable communities in Cambodia.

A large proportion of Cambodia's teachers and parents grew up in a world where the chance of a decent education was almost entirely eradicated. The result is that many of those teachers have not received the basic schooling and advanced training needed to help lead and inspire current and future generations.

Alongside the bleak historical context, the education system remains grossly underfunded despite the proven correlation between education, development and the eradication of poverty. With salaries of less than **\$250 a month**, teachers tread a fine line between the ethical code of teaching and the need to survive.

The programs offered by SeeBeyondBorders and supported by **you** enable teachers to make the right choice, building their skills and capability, encouraging students, parents and members of the community to engage with and play a role in strengthening education from a community level. Education is creeping up the national agenda, and in the meantime, SeeBeyondBorders is enabling teachers and communities to create their own positive educational impact. Thank you for your continued support.

Change begins with education.