

ANGKOR THOM DISTRICT HALF-YEAR REPORT: JANUARY-JUNE, 2017



“I was very excited and happy to be able to attend the workshop on classroom management” said Ms. Thea Rasy, a program teacher in Angkor Thom district. “I took all the knowledge I have learned from the workshop and applied it during my teaching sessions and, as a result, I have seen a lot of change in my students’ behaviour. They pay more attention during my lessons when I explain key mathematical concepts. I wanted to say Thank You to SeeBeyondBorders for providing the workshops and enabling me to have such a good experience. It was very helpful to be provided with so many good tips and strategies on how to be effective in the classroom,” she added.

Thea Rasy is determined to ensure that others in the profession will learn from her now. “I will share my experience and the knowledge I learned from SeeBeyondBorders with other new teachers in my school and the cluster.”

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EXECUTIVE SUMMARY

The Angkor Thom project has now completed its Core-Program which began in January 2014. Of most significance in this reporting period is the improved relationship built with the District Office of Education (DOE). The Director of the DOE acknowledges our ‘Teach the Teacher’ program as being very beneficial to teachers, and indeed visited several of our programs.

The Director was more receptive when listening to the challenges which we encounter and enacted some procedures as a result of our discussions. For instance, there is now a monthly meeting with all the principals to examine improvements on issues such as student absenteeism. Furthermore, the director now communicates with our local staff on a more regular basis.

We in SeeBeyondBorders were very pleased to get a Memorandum of Understanding (MoU) between our organization and the Ministry of Education Youth and Sport (MoEYS). This MoU is of profound benefit to us and will assist us in working at various institutional levels including the Provincial Office of Education and the DoE. This in turn will assist us to improve the education more broadly across the whole district. The next step is to build this level of partnership and ownership with the DoE, PoE and schools with regard to project implementation, monitoring and evaluation.



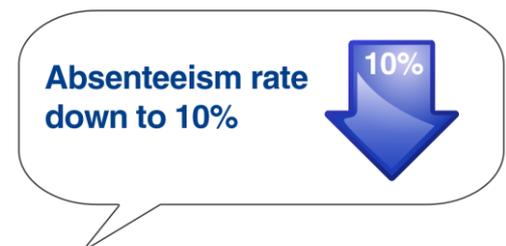
MoE, PoE and schools with regard to project implementation, monitoring and evaluation.

SeeBeyondBorders’ work is now also recognized by the NGO network ‘Siem Reap Education Support Team’ (SEST). In the past six-months, we were honored to be nominated to the SEST Steering Committee. Its functions include leading NGOs who are working in education to strengthen collaboration with the PoE and bringing the main challenges in the education sector to the PoE/DoE in order to ensure program sustainability and a better level of education throughout Siem Reap.



In this reporting period in Angkor Thom, our staff members have grown in confidence and show great improvements. Sophean, the Mentor Development Coordinator has observed and provided appropriate feedback to mentors in a constructive manner. Leakena who is the Project Assistant, has grown into her role very well and this has benefited her work in the programs ‘Getting to School’ and ‘Better Schools’.

We have made good progress against targets across all programs since January. We have observed that the overall rates of absenteeism decreased to 10% in June. This compares favourably with the same period last year (11%). There was a fall in the absenteeism rate of students on Sports Day and the CCP student attendance still remains higher than the target of 79%. These improvements are as a result of better engagement with school leaders and local authority members. There was a sizeable increase in the number of parents attending activities in schools where we coach the development team to increase parental engagement to provide better opportunities for their children’s education. Furthermore, we observed mentors and teachers demonstrating significant improvement in their confidence levels and practicing the knowledge learned from our programs in real classroom situations.



We are pleased with what we have achieved in the district since January. The work for us is not complete however. We will be working hard to continue to raise the quality of teaching, strengthen relationships with the DoE, NGO network, schools and communities, and reduce absenteeism. We want to build other stakeholders sense of ownership over education and create lasting sustainability.



**CCP student
attendance well
above target**

JANUARY- JUNE HIGHLIGHTS

- In January, we conducted a 4-day workshop on patterning. It was attended by 81 teachers (53 females), from 19 schools across the district. The workshop was facilitated by our staff members and experienced teachers from Australia. During the workshop, the teachers learned detailed concepts about patterning. The bulk of the teachers confessed that they did not know how to teach these concepts. Moreover, they also learnt new methods of classroom management and how to incorporate educational games into the classroom. According to the workshop evaluation forms, all of the teachers understood at least 80% of the concepts and there was unanimity in that the workshop met or surpassed their expectations. All participants rated the workshop at least 4 or 5 out of 5. In fact 90% of the participants rated the whole workshop as very good.



**90% of teachers
rated our pattern-
ing workshop 5/5**

- SeeBeyondBorders' staff also ran two separate 3-day demonstration workshops, which focused on classroom management. A total of 77 teachers were in attendance (53 females). These teachers represented 19 schools in the Angkor Thom district. In this workshop teachers learned different concepts, such as student discipline management, creating meaningful warm-up activities and incorporating outdoor games. Mentors and teachers from different schools worked together to create lesson plans. All teachers practiced teaching with real classroom situations whilst the other teachers observed and provided constructive feedback. This process builds the confidence of participants and enables them to work together as a small team for shared professional development. All participants rated the workshop at least 4 or 5. Indeed 76% of participants rated the whole workshop as very good (5 out of 5).

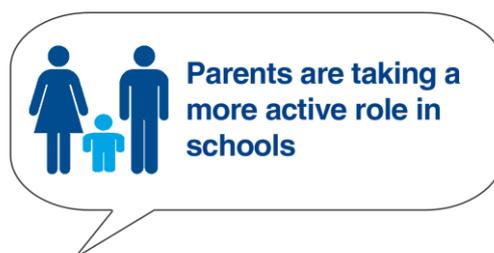


**77 teachers
attended our
workshops on
classroom**

- According to our staff who observed the mentoring support at schools, approximately 80% of the mentors are now more confident, compared to the previous six-month period. Improved support is provided to mentees especially on mathematics concepts and specific strategies. Agreed actions to enhance teaching and learning are identified. Mentors and mentees have been working together, identifying key challenges and finding possible solutions. In addition, all mentors have worked together in sharing results; identifying lessons learnt, discussing key challenges and finding possible solutions.
- We conducted two separate 1-day workshops on school visioning to the School Development Team (SDT) and selected parents at two new schools (Son Dan and Peak Sneng Schools). There were a total of 33 participants (18 females). The primary aim of this meeting was to engage all stakeholders and encourage them to get involved in designing the school's vision and development plan. As some of the participants could not read and write, we used concrete materials and interactive activities to inspire and elicit their opinions. As a result, the two schools developed visions for their own school as part of a long-term development plan with a specific focus on improving the quality of teaching and learning in schools and increasing the engagement from communities. Based on evaluations, all participants understood at least 70% of the concepts introduced. Furthermore, all considered the strategies applicable for their school community.
- We also ran a one-day training course on Monitoring and Evaluation (M&E) to 18 SDT members (6 females) from Sondan and Peaksneng schools. We introduced simple strategies and tools for on-going monitoring and evaluation of their school development projects. As a result, 70% of the participants said they understood the process and can use all forms introduced to track progress of project implementation.



- Semester reflections and awareness raising meetings with parents were conducted by the School Development Team at all four Schools. A Total 182 parents were in attendance, 62 people from Sondan, 53 from Tatrav, and 67 from Somrong and Peak Sneng schools (153 of whom were mothers). The meetings were held with small groups of parents in the village and flyers of school plans were used as tools.

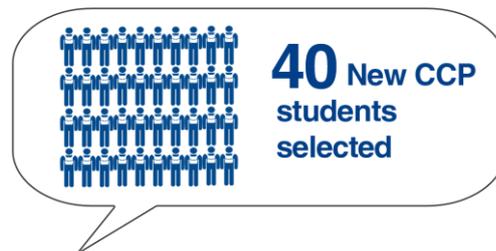


School principals at Somrong and Tatrav reported school progress in accordance with the School Development Plans and nominated new projects for the next six-month period. Through our smiley evaluation, 95% of parents were satisfied with SDT's work as it demonstrated transparency and



accountability. Most parents strongly support all the school's plans. In addition, during the meeting at Samrong School, parents raised \$130 more for paving rocks in front of one school building and they committed to finish this maintenance work by May 2017.

- In this period, SeeBeyondBorders' staff, in collaboration with the Conditional Cash Payment (CCP) committee selected 40 new CCP students (19 girls) from grades 1-3 in two new schools (20 from Tatrav and 20 Bos Tatrav). All met the necessary criteria and conditions. We sought commitment from those 40 families as well as a separate 18 families from Spean Thmey school. Following this, cash was provided. According to a joint follow-up between SeeBeyondBorders and local CCP committee, all students and their parents used the cash in accordance with CCP requirements. All the parents committed to continue encouraging their children to attend school regularly.



- A one-day sport refresher workshop was conducted for coaches and assistant coaches at new sport school (Svay Chek). There were a total of 27 participants - 3 mentors, 16 assistant coaches and 8 coaches. The aim was to improve knowledge and skill sets in regards to sport lessons. The workshops also included learning how to deal with common challenges while implementing sport lessons. Based on the evaluation, 90% of the coaches and assistant coaches understood at least 80% of the concepts. All coaches and assistant coaches are confident to facilitate sport lessons at schools, create lesson plans, manage students at the different stations and provide warm up activities. Moreover, 100% of the participants rated the workshop overall at 4 or 5 out of 5 range (80% of participants rated the entire workshop as very good (5), and 20% of the participants rated the workshop as good 4).



- In June, SeeBeyondBorders organized a six-monthly reflection meeting for the three schools that are part of the sports program (Svay Chek, Chub Brasat and Tropaing Touk). Key stakeholders were invited to the meeting, and 35 people attended (30 women). Participants included the DoE, the school principals, the School Support Committee, mentors, coaches, assistant coaches and the commune council. A group discussion with all participants demonstrated that 90% of coaches and assistant coaches had improved their skills and their confidence in teaching sport lessons. The good collaboration between coaches and assistant coaches also improved, while at least 65% of assistant coaches attending sport lessons regularly. They reported 100% of the students have fun, enjoy the sport lessons, and this has resulted in a drop in student absenteeism. 95% of sport materials are considered well-maintained and 92% of targeted sport lessons (one lesson per week per class) were taught by coaches.

At the end of the meeting, Mr. Ey Hang, a commune council member, remarked that he really appreciated the sport program because students have fun and this helps to increase student attendance rate.

“I really appreciate the sport program. Students really enjoy it and so it is easier to get them to come to school.”

Mr Ey Hang

JANUARY– JUNE CHALLENGES

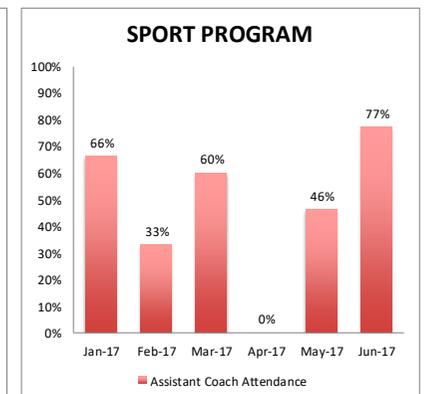
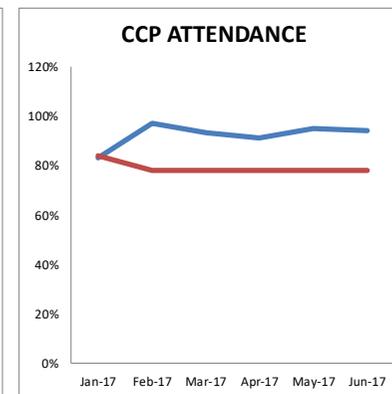
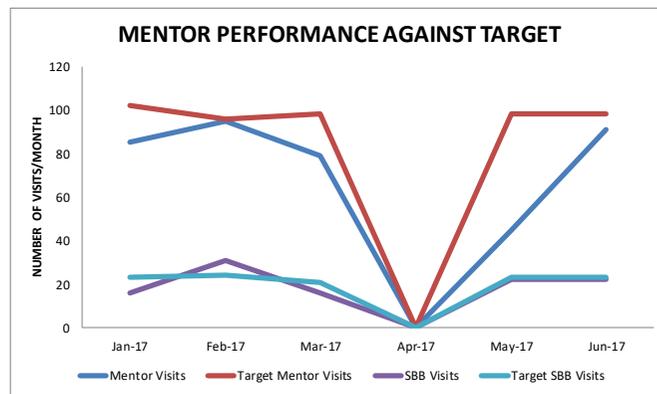
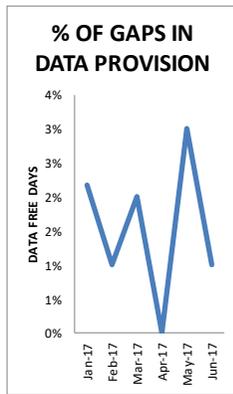
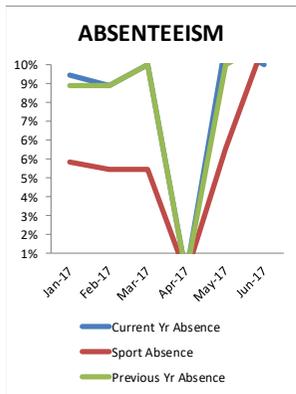
- Towards the end of this period we noticed that 111 students had dropped out from schools., most from Chub, Sondann, Leang Dai, Srah or Taproc. Teachers informed us that some students had gone with families to collect cassava far from the village, and others had migrated to Thailand illegally with parents. ***We are continuing to discuss this issue with the school management team and bring this issue to the commune council when they conduct their monthly meeting.***
- Attendance of mentors, who are mostly school principals, in monthly mentor meetings during this period dropped to only 68%. This compares with an attendance rate during the previous six-months of 82%, and 67% for the same period last year. The number of mentor visits to mentees also dropped to 80% compared to the same period last year (90%) and 88% for the previous six months. The main reason was that 12 teachers (10mentors and 2 mentees) at Angkor Thom were busy working on the Provincial Election Committee (PEC). This work will last until the end of this school year and few mentors were able to identify mentee’s improvement point. ***We continue to encourage all involved to participate fully for the next six-month period***
- The rate of sport lesson attendance for assistant coaches during this period dropped to 56%. This compares to the previous six-month when attendance was 94%. Challenges in increasing attendance include the assistance coaches being busy with their work at farms and sometimes they forget dates. Over the course of the next six-months we will identify the assistant coaches with poor attendance and encourage them to improve.



We are working hard to reduce the amount of students who drop out of school.

School	Traffic Light	Absenteeism			Mentoring							CCP							Sport							
		Abs %	Prev. Year Abs. %	% Data Free Days*	Mentor Meeting	Mentor visits to teachers			SBB Visits to Mentors			CCP student attdn		Committee Student Support Visits			SBB Student Support Visits			SBB School Visits	Sports Lessons		SBB Visits	Stud Abs	Assit Coach Attdn	Comm Attdn
					Attnd %	Actual	Target	%	Actual	Target	%	Attnd %	Baseline (Jan Attdn%)	Actual	Target	%	Actual	Target	%	Actual	Actual	Target	Total	Abs %	Attnd %	Total
ANGKOR THOM YTD AVERAGES		10%	10%	2%	68%	395	492	80%	107	114	94%	92%	79%	46	47	98%	32	29	110%	47	187	203	39	6%	56%	117
Jan-17		9%	9%	2%	64%	85	102	83%	16	23	70%	83%	84%	40	40	100%	2	2	100%	40	37	41	6	5%	66%	24
Feb-17		9%	9%	1%	79%	95	96	99%	31	24	129%	97%	78%	0	0	#DIV/0!	8	6	133%	0	37	42	14	5%	33%	0
Mar-17		10%	10%	2%	75%	79	98	81%	16	21	76%	93%	78%	1	1	100%	4	6	67%	1	38	40	5	5%	60%	85
Apr-17		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91%	78%	1	1	100%	3	3	100%	3	N/A	N/A	N/A	N/A	N/A	N/A
May-17		11%	10%	3%	42%	45	98	46%	22	23	96%	95%	78%	2	2	100%	8	6	133%	3	33	37	8	6%	46%	5
Jun-17		10%	11%	1%	79%	91	98	93%	22	23	96%	94%	78%	2	3	67%	7	6	117%	0	42	43	6	11%	77%	3

* % Data Free Days - We capture this to measure the quality of data capture within schools. Attendance rates may be high, but if Data Free Days are also high, we know the results are less reliable.

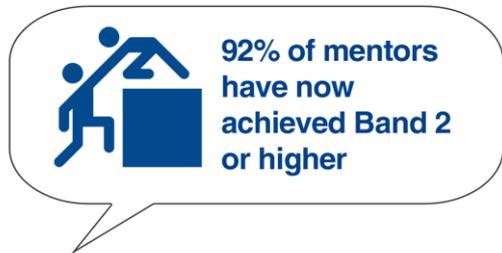


JAN – JUNE OUTCOMES AND EVIDENCE

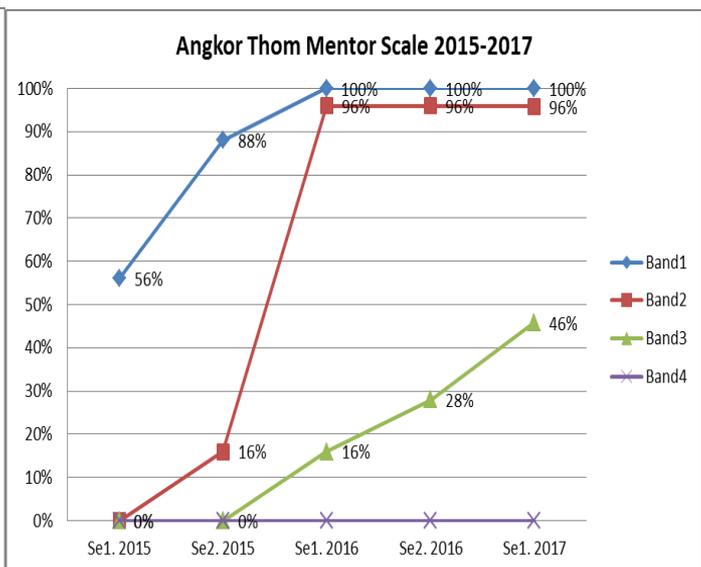
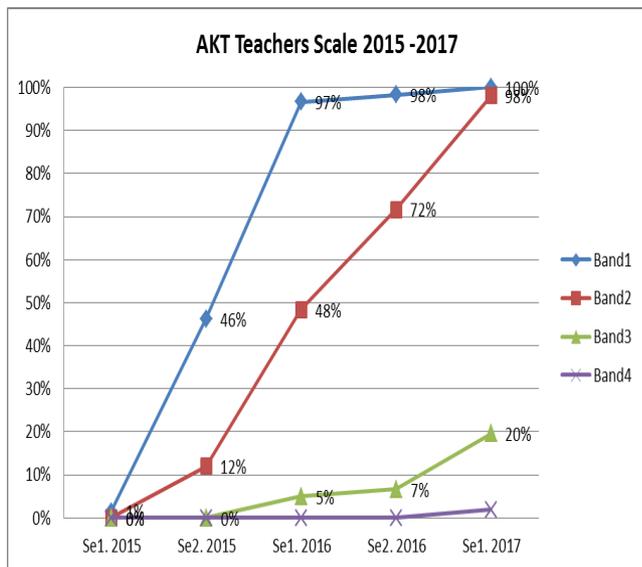
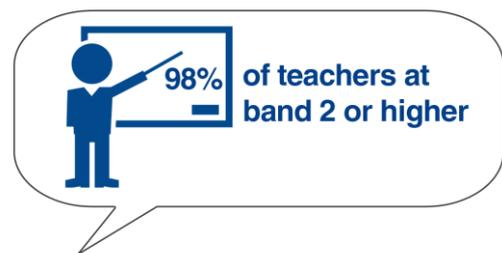
Teach the Teacher Focus Area

Aim: Develop confident and competent communities of teachers committed to quality teaching and ongoing professional development.

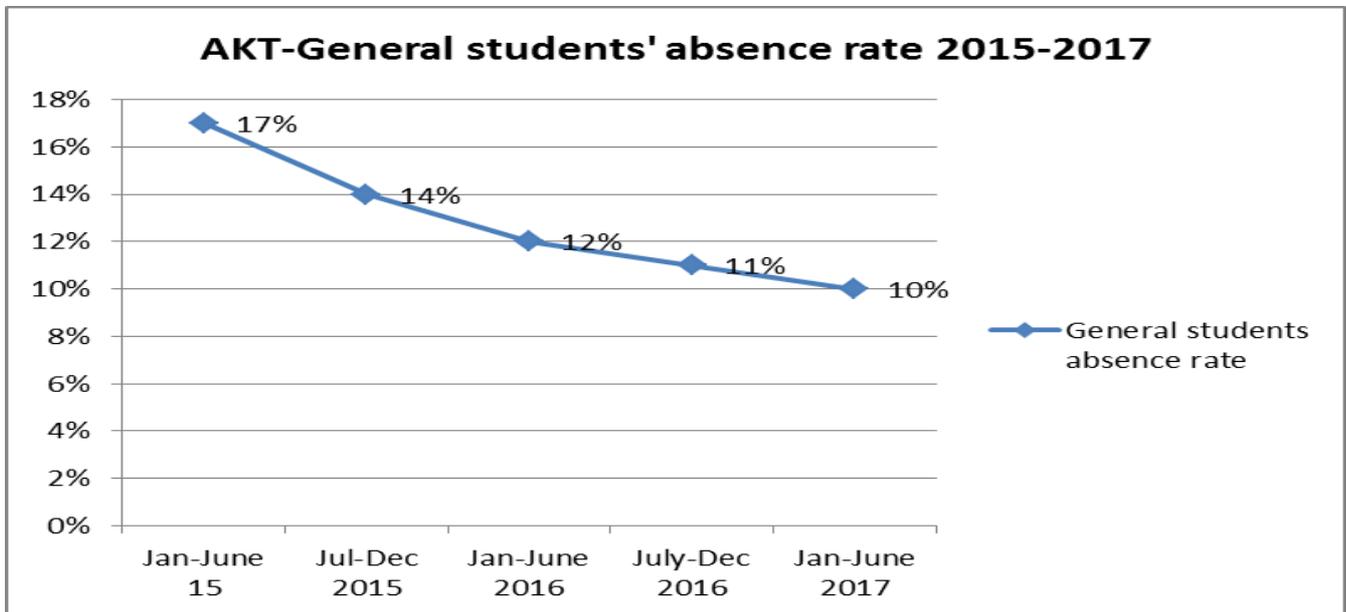
- We conducted six-month reviews of mentor and mentee scale in all 17 schools. This review was conducted to enable us to evaluate the performance progression regarding teaching and learning. Based on a careful review of mentor and mentee scales, we found that **skills have improved from the previous six months**. 8% of mentors achieved Band 1 (we have just selected two new mentors for this year to replace the mentors who have left the program. 38% have now achieved Band 3, and **92% have achieved Band 2 or higher**. This compares favourably to August 2016 when only 4% of mentors were at Band 1, 28% at Band 3, and 96% achieved Band 2 or more. Furthermore, of those who are at Band 2, 29% have already achieved at least three skills out of the possible four skills at Band 3. These teachers therefore have only had one more skill to develop to reach the full Band 3.



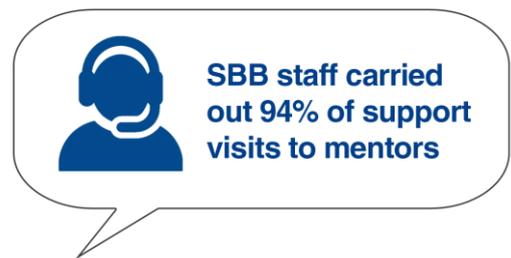
The mentee scale evaluation found that **98% achieved Band 2 or higher of which 18% are at Band 3** compared to previous six months when 75% achieved Band 2 or higher. The mentees are more confident in supporting and sharing ideas with their colleagues to improve teaching delivery along with working together more respectfully. Mentees have also improved in confidence and knowledge regarding mathematical concepts, classroom management, and teaching techniques, and they are using a variety of strategies which they had learnt to actively engage students.



- We noticed that the general student absenteeism in Angkor Thom district **fell to 10% in this period compared to last six-month when it was 11%. The same period last year was 12%**. This drop can be attributed to a meeting with mentors during which different ways were discussed to improve the student attendance rate. A good lesson learnt from Svay Chek School and Tatrav school was that the schools identified the students who were absent for a sustained period of time and then reported the issue to the village chief. Home visits were then undertaken and parents were encouraged to send the children to school. This was implemented by schools that had a high student absenteeism rate this month. In addition, **data free days dropped to 2% this period compared to the same period last year when it was 5%**. This is because mentors have continued to encourage the mentees to regularly complete all data on the calendar, and we have regularly supported schools, mentors and mentees with high data free rates.



- SeeBeyondBorders staff support visits to mentors increased to 94%** this six-month compared to the same period last year when it was 89%. We found that most mentors work confidently with mentees especially in identifying mentee challenges and agreeing action to deal with those problems more efficiency. This positive support led mentees to practice new concepts confidently. Concrete materials are used more frequently; classroom management techniques were developed; differentiation of lessons takes place which enables learners of all abilities to participate. There is good collaboration between mentors and mentees, which improved the quality of teaching at schools.



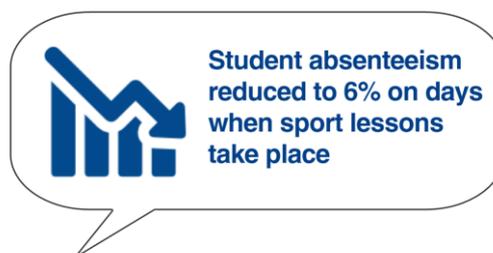
- We noted that 337 action plans were created between mentors and mentees this six-month period, with most related to classroom management, breakdown of concepts, using concrete material to reinforce learning of abstract concepts and differentiation in lesson content to meet the needs of all learners. In general, they achieved about 64% of the actions within the same month and carried over the rest to the following months.

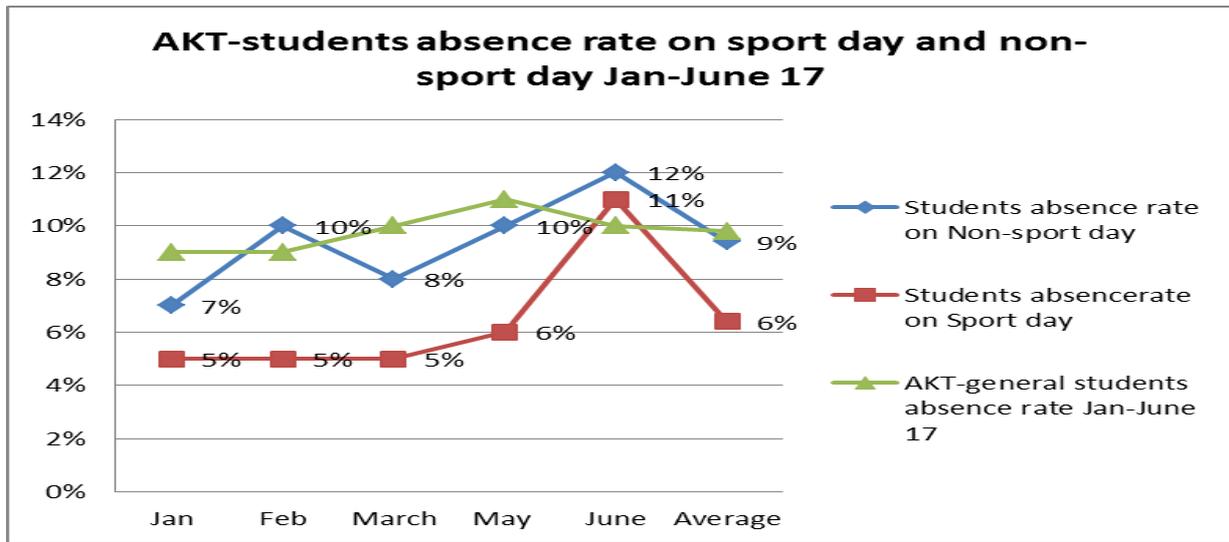


Getting To Schools Focus Area

Aim: Increase participation and attendance in an educational environment that is fun, healthy and accessible to the whole community

- **95% of sport's equipment was well-maintained** in the three schools for this six-month period compared to the last six months, when 50% of the equipment for the sport program at schools was lost. School leaders now have ownership of sport equipment management and the school principals have allocated some school budget to buy replacements as agreed during the previous six months. During mentoring of school staff we advised them to check the sport material regularly and we appointed a coach in each school to take charge of this. We also encouraged coaches and assistant coaches to collect back all the materials and store after use.
- We found that **sport lessons taught by coaches increased to 92% in this six-month period.** This compares to the last six-month when 80% of lessons were taught. Students absence on sport lessons day also reduced to 6% for this period compared with 9% the same period last year. Overall student absenteeism in the district was 10%. Most coaches said that they were more confident to teach sport lessons than previously. Sometimes they used sport lessons from the MoEYS guidelines to enhance their work. Students really love the sport program because it results in good health and they get great satisfaction from playing the games. Coaches and assistant coaches worked well together in implementing the sports program.



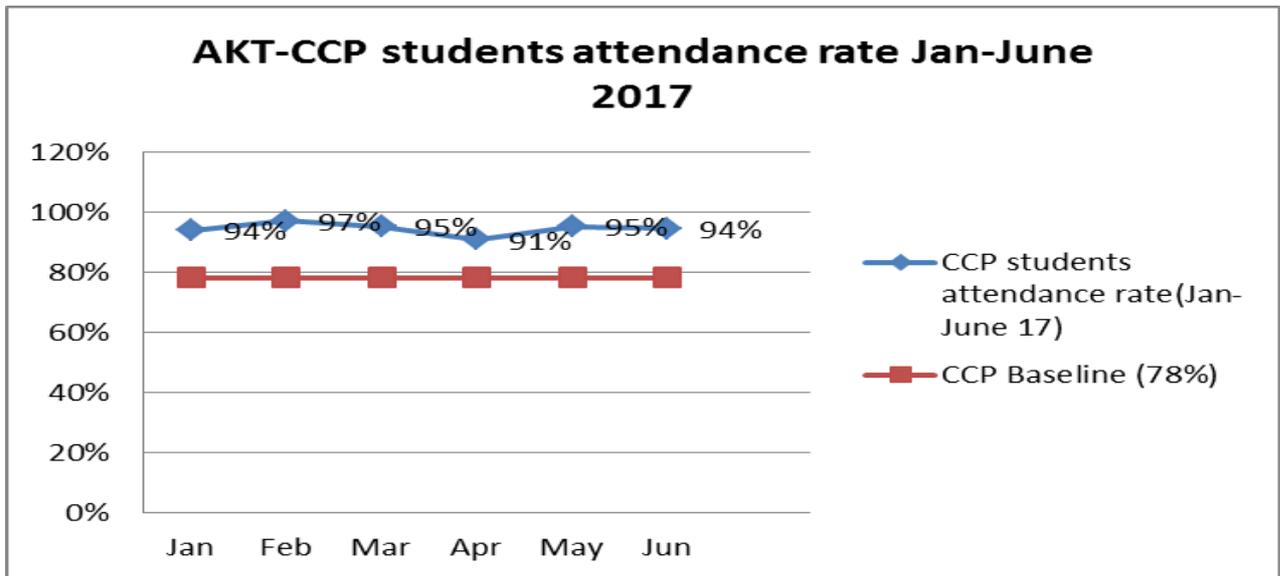


- Sports carnivals were conducted for grades 1-3 students in three schools (Chub, Tropaing Touk and Svay Chek) by SeeBeyondBorders staff in collaboration with school principals, coaches and assistant coaches. **A total of 117 parents joined the even (77 females) compared to only 56 last year. 342 students participated (276 females).** Three games were played, hurdles, rice sack racing and running, as well as the last chance competition. The games were carried out with the assistance of parents on each station. All students were really happy and enjoyed the games, because they were able to race against each other and the different groups were able to identify the winner. They loved the sense of competition. At the end of the event SeeBeyondBorders conducted a reflection meeting with parents and students. Most of them said that the sport carnival was really interesting and useful for the students. They promised to join next year again, if the school invited them.



- We found that the attendance of CCP students at school lessons for this six-month period was **92%, compared to a baseline of 79%**. This attendance rate was slightly lower than the last six months when it was 94%. We believe all students have an equal right to learn at school, get respect from teachers and classmates. Parents have developed a strong commitment in encouraging their children to attend school and to study at home. The CCP committee and parents have regular meetings to discuss student results and troubleshoot various issues. Problems are worked through together and solutions identified. CCP committees had their own actions plan and conducted student support visits. 98% of the total 47 action plans were completed compared to the last six-month when it was 96%, whilst the same period last year was only 27%.

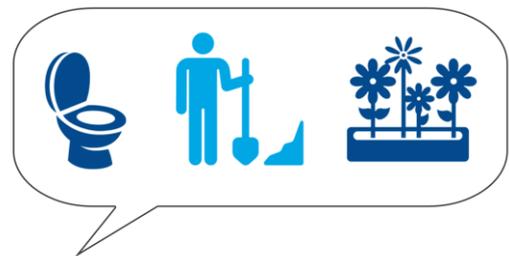




Better Schools Focus Area

Aim: Stimulate sustained community engagement in the long term physical and educational development of Cambodian schools

- In this six-month period, School Development Teams collaborated with school principals, teachers, village chiefs and other stakeholders to produce great results within their schools following the school’s prioritized plans. SDT teams at two new schools (Sondann and Peak Sneng) were established with a total of 24 members, (6 females). They were actively engaged with school development process especially with regards to school visions and school development plans. **The SDT teams displayed greater confidence to facilitate and engage communities (in cash and cash in kind) in the implementation of the school plans compared to previous times.** 78% of all SDP school plans (18 plans for all four schools) have been implemented involving active engagement from communities. 40% of the plans (7 plans) were successfully completed. These included paving rocks in front of a school building and the restoration of toilets at Samrong School; planting new flowerbeds at Tatrav School, the building of wooden fences around a pond at Sondan and the filling of soil on the land to extend the school area at Peak Sneng.

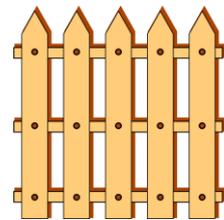


The table below describes the planned/completed work in more detail.

No	Prioritized plan	Progression	Remark
Samrong-Schools			
1	<i>Paving rock in front of school building (4mx34m)</i>	To finish this plan, SDT team engaged communities, private sectors and generous outside villagers in order to contribute to this plan. 30 people carried out the building work. This plan took 3-months to carry out with funds from parents totalling \$130. SeeBeyondBorders contributed \$300, with individuals and the private sector contributing \$650. Now the school has sufficient space for students to at break time.	Completed
2	<i>Restoration of a toilet</i>	SDT team in collaboration with the school principal and teachers repaired the broken toilets. Now the toilet is in working order	Completed
3	<i>Put soil in school's garden to grow vegetables and inside create a frame of paving rock</i>	School brought 25 small trucks to fill in the frame of paving rock. Now this plan is completed so that students are able to play in this area at break time.	Completed
Tatray-School			
1	<i>Putting soil in the school campus to make football field.</i>	School allocate their own budgets to rent 5 big trucks of soil to fill in the school area.	on going
2	<i>Build Rubbish Oven</i>	This plan didn't happen this semester and they are going to move this plan to next semester.	uncompleted
3	<i>improve student absenteeism</i>	School brings the students absence rate to village leaders at the commune meeting. Village Chief conducted home visits to those families in order to encourage children and families.	On going
4	<i>Build a flowerbed</i>	SDT team mobilized 18 people (10 community members and 8 teachers) to build this flowerbed (7mx13m) which cost \$570 through funds supported from a local organization.	Completed
5	<i>Build iron fence (15mx25m) around school garden</i>	SDT team mobilized 18 people (10 communities & 8 teachers) to build this iron fence (15x25m) around the school garden which cost \$130 through funds supported from a local organization.	Completed
Sondann-School			
1	<i>Improve student attendance rate</i>	All teachers recorded students who are absent regularly. The School brings the students absenteeism rate to the village leaders at the commune meeting. Village Chief conducts home visits to the relevant families and encourages attendance	On going

2	<i>Ensure students improve their knowledge and are well-understood through learning at school</i>	School principal monitored/observed teachers in their classes and provides feedback. The majority of teachers are improving and it has led to improved educational outcomes in School.	On going
3	<i>Build fences around the pond</i>	14 people joined this project to build this fence (10 of whom were parents). This project was financed with community contributions of \$125 and \$200 contributed from SeeBeyondBorders.	Completed
4	<i>Ensure school's equipment is maintained and to fix broken equipment</i>	School management team fixed one pumping-well, windows, door and trees were planted in the school's garden. Now all of school facilities are well-functioning.	On going
5	<i>Sport's area (field) are smooth</i>	School principal led students to clear the bushes in the sport's area regularly. Students are able to play football on a better surface.	On going
Peak Sneng School			
1	<i>Fill the soil on the lake to extend the school area (campus)</i>	<i>The project cost \$2,700, which equals 370 trucks of soil. The community members and stakeholders contributed to the costs, after he had raised the school prioritization plan with them. A total of \$566 was contributed from community members and \$1,300 from Khmer citizens from Australia. The school contributed the remaining funds it had, and continues to raise funds from other sources.</i>	Completed
2	<i>Build fence along the lake to protect children-</i>	So far SDT team are raising funds from community members, and they are planning to carry out this work in the next school year.	On going
3	<i>Buy mats for student to eat breakfast</i>	School has not secured funds to enable them to buy new mats but they have cleaned the old mats regularly. They are continuing to raise funds to support the purchase of new mats which are needed.	On going
4	<i>Manage plastic rubbish in school campus</i>	The School leadership delivered rubbish bins for each classroom. Teachers told to students to throw the rubbish in plastic bags. At the end of each day student carry that garbage to burn at the fire pit.	On going
5	<i>Reduce the student absenteeism rate at school</i>	All teachers recorded students who have a high rate of absenteeism. The School alerts the village leader and the Village Chief conducts home visits to those families in order to encourage improved attendance	On going

- At Doun Ov School, 50 meters of school fence was constructed with involvement from 25 participants (10 community members/parents, 2 school staff, 13 students). SeeBeyondBorders contributed \$300 in funds which equates to 40% of the entire cost. Now the school environment has become safer and animals cannot access the school garden.



- The toilets at Trapaing Krahn School are now used regularly. This is of particular benefit to many of the girls who were embarrassed to go to the toilet in the bushes. The funds for these toilets were kindly supported by AIMIA project teams. They repaired the well and connected the pipe from the well to the toilet in the last six months, in collaboration with active citizens from the village. The toilets are mainly used by students from grades 1-4 and the school works hard to keep them clean. The ring-well is easier to access and provides plenty of water to meet the needs of the school. Previously this school faced a shortage of water for the toilets and drinking.



Students at Peak Sneng School (left) were really happy to have big space for playing in break time whilst other students at Tropeang Kranh School were enjoying having water for drinking and for toilet (middle) along with improved garden (right) at Sondan school through School Development Program and Project Team.

JAN-JUNE FINANCIALS

Summary by Activity

	Month				YTD Actual			
	Actual	Budget	Var USD	Var %	YTD Actual	YTD Budget	Var USD	Var %
Teach The Teacher	805	975	170	17 %	13,760	14,824	1,064	7 %
Better Schools	549	353	(196)	(55)%	2,142	1,637	(505)	(31)%
Getting to School CCP	81	401	320	80 %	3,825	4,785	960	20 %
Getting to School Health	0	0	-		207	245	38	16 %
Getting to School Sport	546	332	(214)	(64)%	1,955	2,114	158	7 %
Strengthening the Support	262	355	93	26 %	3,236	4,191	955	23 %
Project Teachers	0	0	-		166	0	(166)	
	2,243	2,416	174	7 %	25,291	27,796	2,505	9 %

Expenditure Summary-AKT

	Month				YTD Actual			
	Actual	Budget	Var USD	Var %	YTD Actual	YTD Budget	Var USD	Var %
Staff Wages and Allowances	1,021	1,522	501	33 %	12,187	13,067	881	7 %
Opps Costs								
Programme Costs	112	186	74	40 %	4,645	5,297	652	12 %
Teachers and Community Memb	683	491	(192)	(39)%	5,832	7,899	2,067	26 %
Building and Construction Costs	200	0	(200)		800	0	(800)	
Other Opps costs	55	51	(4)	(7)%	824	573	(251)	(44)%
Total Opps Costs	1,049	728	(321)	(44)%	12,101	13,769	1,668	12 %
Overheads								
Depreciation	109	128	19	15 %	657	772	115	15 %
Office Cleaning, Repairs and Maint	0	0	0		13	0	(13)	
Other O'heads	63	38	(25)	(66)%	334	188	(146)	(78)%
Total Overhead Expenses	172	166	(6)	(3)%	1,003	960	(43)	(5)%
Net Expenses	2,243	2,416	174	7 %	25,291	27,796	2,505	9 %

KEY VARIANCES-

- 1. Teach the Teacher-\$1,064 underspent** This is mainly due to a reduction in the number of teachers in the program. Mentors did not conduct as many mentoring visits as expected due to the mentors being busy working as part of the Commune Election (CEC). **It is a permanent variance.**

- 2. Better School-\$505 overspend** This is mainly because of the unbudgeted funds of \$800 paid out to buy wooden posts in order to build a school fence at Doun Ov and to buy an iron fence at Sonndan School. **It is a permanent variance.**

- 3. Getting to School CCP -\$620 underspent** This is mainly due to an unspent of medical expenses (\$600) for CCP students. This is down to the fact that none of the students got ill and we didn't buy snacks (\$163) for the meeting with parents because the meetings were held in the afternoon. 3 CCP students left the program. **It is permanent variance.**

- 4. Getting to School Health- \$ 35 underspent** The main reason was the number of students who were involved with health day was less than the expected. **It was a permanent variance**


5. **Getting to School Sport -\$158 underspent** The number of assistant coaches who joined the sport refresher workshop was less due to farming and so a reduced half-day took place. **It was permanent variance.**
6. **Strengthening Support-\$955 underspend** The underspend on the Strengthening Support was mainly because of the allocation of time staff to program cost and one Project Manager changed to work as part time in June for personal reasons. **This is also a permanent variance.**



JAN – JUNE 17 CASE STUDY/ MOST SIGNIFICANT CHANGE STORY

Message from the mentee at Kork Kreul primary school about classroom management concept

Thear Reaksa is a teacher at grade 2 at Kork Kruei Primary School in Angkor Thom district. Classroom management was very challenging for her, especially getting the students to pay attention to her teaching. She found that her students were always very noisy and talked constantly while she was trying to explain new mathematical concepts.



Teacher Thear Reaksa standing in front of the blackboard with a smile after finishing her teaching day

SeeBeyondBorders held a demonstration workshop on classroom management at Doun Ouv primary school. Thear Reaksa attended the workshop where she learned the techniques of classroom management. She then used this knowledge to apply the techniques in her classroom and demonstrated what she learned during the workshop to other teachers in her school.

Thear Reaksa shares her thoughts:

“I was very excited and happy to be able to attend the workshop on classroom management. I took all the knowledge I have learned from the workshop and applied it during my teaching sessions and, as a result, have seen a lot of change in my students’ behavior. They are now quiet and pay more attention during my class when I explain mathematical concepts.”

She continued that she wanted to say thank you to SeeBeyondBorders for providing the workshops and providing such a good experience.

“It was very helpful to be provided with so many good tips on how to be effective in the classroom. I will share my experience and the knowledge I learned from SeeBeyondBorders with other new teachers in my school and with the whole cluster.”

One step forward in the school development plan at Peak Sneng School

Peak Sneng Primary School is one of four SDP school programs starting this academic school year (2016/17) in the Angkor Thom district.

Mr. Sambath, the school principal, said that his school was lacking the participation of community members, while he was lacking the confidence and knowledge in how to engage the communities in the school development process. Challenges include raising funds and developing the school plan in partnership with the communities. The school management team has never before developed a school development plan with the community, so the community was not aware of what a school prioritization plan was.

SeeBeyondBorders started the School Development Program at this school at the beginning of the academic school year 2016/2017. First, a structured a school development team was formed which involved key people from communities with clear roles and responsibilities. These include involving community citizens in the school development, mobilization of community members to prioritize a plan at school. SeeBeyondBorders guides the team on how to create an effective and efficient school vision, and a school development plan that involves all relevant people such as parents, DoE, and commune council and village chief.

To further integrate community members, we encouraged them and the school principal to develop the school's vision and to prioritise plans to improve the school development, while also coordinating the communities when doing the art visioning workshop.



Before and after project has started, Students are playing at the newly extended school campus. Prior to the development there was a deep lake instead.

Mr. Sambath said: *"I am very proud to now have a well laid out school prioritisation plan and a school vision. I am also proud that I now know how to engage community members to work with the school and that I am confident to involve communities to help solve school problems. Now my school campus has a bigger space for students to play at the school and they have a great time while doing so. Thank you SeeBeyondBorders for your support to help us improve the school development in my school"* added by Mr. Sambath.

This month, Peak Sneng School finished one of five plans for this year, which is filling soil in a deep lake to extend the school campus. The project cost \$2,500. The community members and stakeholders contributed to the costs, after the principal had raised the school prioritization plan with them. A total of \$566 was contributed from community members and \$1,100 from Khmer citizens from Australia. The school contributed the remaining funds, and continues to raise funds from the community.

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.

