

Monitoring and Evaluation Report

Samrong Education Centre, Cambodia

Academic Year 2015-2016

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Children of the Mekong

Children of the Mekong (COTM) is a charity registered with the UK Charity Commission (No.1116375) that works with local communities to improve accessibility and quality of education in Southeast Asia. It is the UK branch of Enfants du Mékong (EDM), a French NGO founded in Laos in 1958.

COTM supports children’s education in 3 ways: 1) through programmes allowing individual child sponsorship, 2) by running education centres and foster houses, and 3) by implementing development programmes to improve the children's environment.

Vision	Mission	Values
<ul style="list-style-type: none">•For children and families living in harsh and impoverished conditions in Southeast Asia to come out of poverty and live with dignity.	<ul style="list-style-type: none">•To educate, train and support children and youth in Southeast Asia.• To enable the children to improve their material living conditions by providing them with the support necessary to develop intellectually, emotionally and morally.	<ul style="list-style-type: none">•To respect every human being regardless of origin, culture or religion.•To build trust.•To demonstrate loyalty.

Our programmes in Cambodia:

COTM/EDM has operated in Cambodia since 1991 under the name of Enfants du Mékong Cambodge, working with the authorities at the provincial level since 1991 and with the Ministry of Education since 2002. In 2016, our activities in Cambodia included:

84 sponsorship programmes supporting 2,993 children	5 education centres and 66 foster houses	50 Khmer staff, 80 teachers and 14 overseas volunteers	16 one-off development projects in 2016
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Samrong Education Centre

The centre provides accommodation, tuition, extracurricular activities and various types of material support (food, hygiene products, school uniforms, school supplies and medical care), to enable students to pursue secondary education. Applicants to the centre are selected based on their family’s economic situation, their personal motivation, and their academic achievements.

There are also 6 sponsorship programmes managed directly from the centre. The children are sponsored by individuals in the UK and Europe.

The centre aims to provide these students with the means to:



1. How the centre is organised

Samrong Educational Centre is located in Otdar Meanchey Province in Cambodia. In the 2015-2016 academic year, it welcomed 170 students, 72 of which were fully accommodated

in our 4 foster houses. In November of 2015, we moved to a newly built centre land that belongs to Enfants du Mékong.

The centre consists of a library, an I.T. room, a football pitch, a volleyball pitch, an office, 6 classrooms and 4 foster houses. The centre is managed by 2 French volunteers 2 two Khmer social workers. A guardian and cook also live on the premises.



Adrien and Marine
French volunteers 2015-2017



Sochea
Social worker



Sopio
Social worker



BIN Poan
Guardian

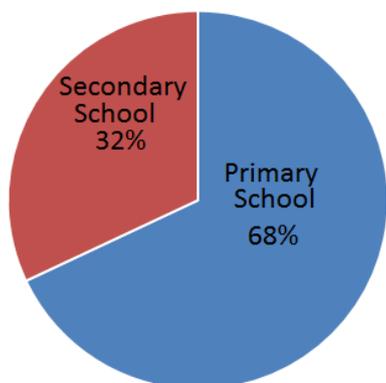


SOING Vat
Cook

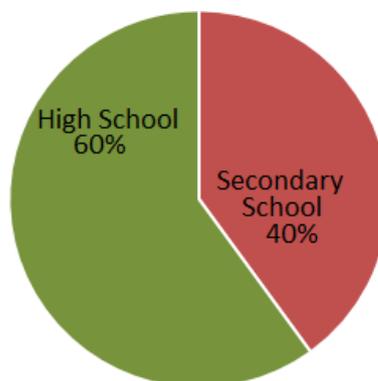


2. Profile of the beneficiaries

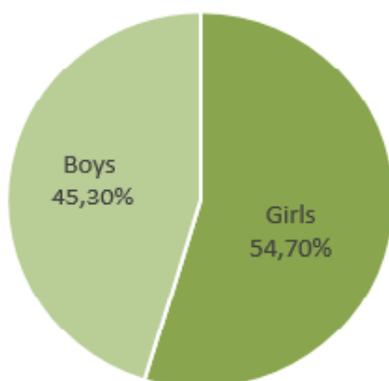
Level of studies
Sponsorship programmes



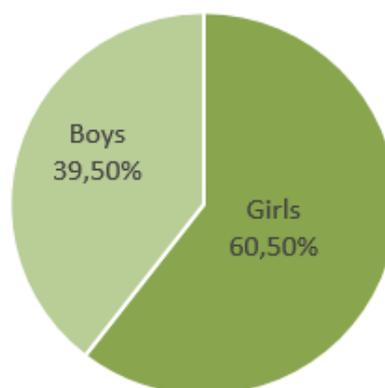
Level of studies
Centre



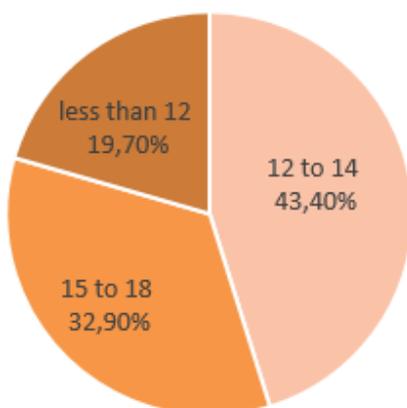
Gender
Sponsorship programmes



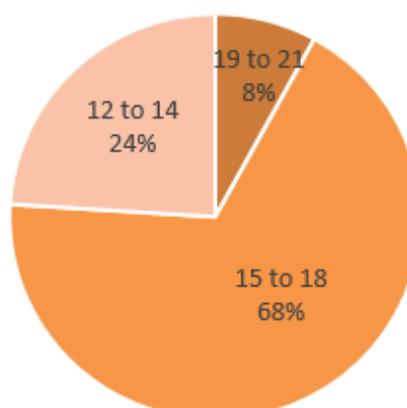
Gender
Centre



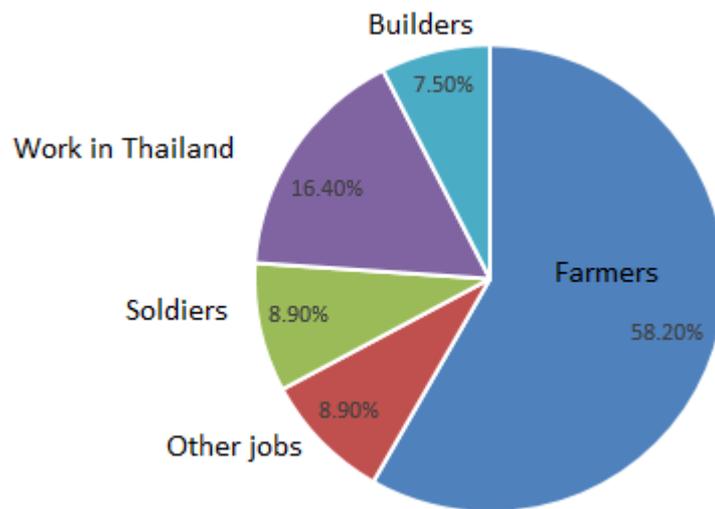
Age
Sponsorship programmes



Age
Centre



Profession of the parents Centre



3. Achievements in studies

In 2016, 100% of our Grade 12 students, 2 girls and 4 boys, successfully obtained their baccalaureate (end of high school exam). Among them, 1 boy received his baccalaureate with honours and was ranked 1st in his state. All of the students are pursuing further education.

Of those 6 students, 2 of them have been selected to join the Centre Merieux, a University Education Centre operated by Enfants du Mékong, which aims to provide support to university students from poor family backgrounds with housing, supplementary courses, personal development activities, and preparation for the job market. The students at Centre Merieux are studying engineering at the Institut de Technologie du Cambodge in Phnom Penh. The 4 other students are living in the Children of the Mekong centre while pursuing their studies. They are studying accounting and I.T. at Sisophon, cooking at Salabai, and agriculture at Battambang.

4. Aims, activities and indicators

Our overall aim is to improve the material living conditions of young people and enable them to develop intellectually, emotionally and morally.

Outputs	Inputs	Indicators
RESULT I: GET A QUALIFICATION		
OBJECTIVE 1: Get a degree	ACTIVITY 1: Increase access to education with individual sponsorship programmes in villages.	There are six sponsorship programmes managed from the centre in Otdar Meanchey, with 143 children sponsored by individuals. Every month they receive financial and material support that enables them to go to school.
	ACTIVITY 2: Improve the access to education with an education centre.	171 students come to the education centre 5 days a week to receive between 18 and 27 hours of supplementary courses in mathematics, Khmer, English, chemistry, physics and biology. For the academic year 2015-2016, 100% of Grade 12 students received their baccalaureate, and they all are pursuing advanced studies.
	ACTIVITY 3: Social support and monitoring of the children and their families.	Our overseas volunteers and social workers organise the distribution of sponsorship donations to the children 10 times throughout the year. They pay an annual visit to all of the families of the sponsored children. They also visit schools in order to hire teachers for supplementary courses, which are open to all of the young people in the villages. 13 teachers have been hired to work in the centre. Social workers spend 2/3 of their time bringing social support to families, and 1/3 in their offices doing administrative work.
OBJECTIVE 2: Have a high enough level of education to be successful	ACTIVITY 1: Quality supplementary courses in the centre	Children of the Mekong hires the best teachers from local schools to provide supplementary courses to 171 students. In order to raise the level of education and provide poor children with the opportunity achieve success in their studies, courses are offered before and after public school hours. During the academic year, a total of 4,600 hours of courses were offered. The English course is organised by level of fluency, and the other courses are organised by grade. Students in grade 7 receive 18 hours of extra classes per week; grade 8 to 10 receive 24 hours; and Grade 11 and 12 receive 27 hours. The schedule is intense for students who are motivated to study. The admission is also difficult; in 2016, 150 children applied to enter the centre, and only 15 could be accepted.
	ACTIVITY 2: Quality supplementary courses in the villages	Given that the level of education is also poor in villages, Children of the Mekong offers supplementary courses to sponsored children in villages. On average, 3 children out of 20 family visits are eligible to be sponsored according to the three criteria: poverty of the family, motivation to pursue studies and grades. During the academic year, 19 students received extra courses and 4 teachers were hired.
	ACTIVITY 3: Evaluation exams in the centre and the	The quality of education is fairly poor in public schools, and Children of the Mekong organises a monthly exam in the centre in order to monitor the level of our students, and take action if some of them are having difficulties.

	villages	<p>Enfants du Mekong also runs several other centres in Cambodia, and every 3 months, exams written by Sisophon teachers are given to students to monitor the level of each centre. This aims to find out how to give the best orientation to the students, according to their capacity, towards university studies in Phnom Penh or Sisophon, or vocational training. National exams take place in March.</p> <p>1 grade 12 student ranked 1st in his state in mathematics, and 1 grade 9 student ranked 1st in physics in his province.</p>
OBJECTIVE 3: Focus on studies without financial problems	ACTIVITY 1: Accommodation and food in foster houses	72 students receive full accommodation at the centre. They live in 4 foster houses (2 for boys and 2 for girls). 8 girls live in a new foster house in Soeng, a small town located 35 km from Samrong. There is a cook in the centre, who prepared 558 meals over the last year, working 6 days a week. On Sundays, students take their turn to cook for everybody.
	ACTIVITY 2: Medical support the children and their families	Over the year, 3,958 USD was spent on medical support. 2 surgeries were financed by specific fundraising projects.
RESULT II: GET READY TO GET A JOB		
OBJECTIVE 1: To build one's future	ACTIVITY 1: University Forum, Vocational Training Forum and Job Forum in Sisophon	<p>Enfants du Mekong organises 3 forums every year in our flagship centre in Sisophon, which aim to help provide students with information about future education and employment opportunities. This year, 53 students from Samrong participated in the University Forum, 51 participated in Vocational Training, and 22 of them participated in the Job Forum.</p> <p>It was a great opportunity for them to learn more about the studies available in the country and the required academic skills. It also gave them insight into employment opportunities for the future.</p>
	ACTIVITY 2: Support from alumni	Alumni visit the centre on a regular basis when they return to the province to visit their families. They are always very grateful to Children of the Mekong.
	ACTIVITY 3: Discover the corporate world	Students had the opportunity to visit Siem Reap airport for pre-hiring process. A picnic was organized in the Merieux centre with the airport managers.
	ACTIVITY 4: Organic vegetable garden and rice paddy	The centre partners with the local NGO Vivre de sa Terre to train students on organic techniques for maintaining vegetable gardens and paddy fields. The vegetable garden is still in the testing phase because of the move to the new centre. As a result of drought and an early raining season, the paddy fields have only allowed the harvest of half a hectare. This amounts to 150kg of rice that saved the centre 5 meal days.
RESULT III: BECOME RESPONSIBLE, HELPFUL AND WELL BALANCED YOUNG MEN AND WOMEN		
OBJECTIVE 1: Get involved in society	ACTIVITY 1: Teamwork, chores, tutoring and gardening	<p>Every Sunday, groups of five students from grades 9 to 12 go, in turns, to give tuition to poor children in the villages of Bansayreak and Roumdoul Veasna.</p> <p>The other students all take part in the "pulakham", which is a general cleaning of the centre and of the garden.</p> <p>Those who do not live in the centre also help with chores in the classrooms.</p> <p>They also help carry rice bags to the mill, and once a month they change the mats, bedding sheets and mosquito nets. Students also manage the new henhouse.</p>

		<p>Every 3months, a new housing leader, who is in grade 11 or 12, is named.</p> <p>In this system, the students get a glimpse of leadership, and an emphasis is placed on older students helping the younger ones. Students take turns to shop at the market and cook. Everything in organised in teams, as there are 14 teams in the centre.</p> <p>These activities encourage the young people to be involved in society. They also show them that nothing should be taken for granted</p>
<p>OBJECTIVE 2: Knowing myself and be open to the world</p>	<p>ACTIVITY 1: Self-development activities</p>	<p>The overseas volunteers and social workers organise activities year-round on the weekends for all students staying in the centre. Activities range from outdoor games and dance class to workshops on topics related to health, hygiene, environment, arts and crafts, and indoor games.</p> <p>Interviews with social workers detect areas for improvement.</p>

5. Successes and areas of improvement

Successes

Overall, Samrong Education Centre has achieved its goal of supporting the children to achieve a higher level at school, thereby enabling them to earn their bacculaureate and pursue their studies. It has also organised numerous activities to improve the students’ self-confidence and openness to the world.

As a result of exams, we can monitor the levels of the students and take action if something goes wrong.

Moving to a new centre was very successful, as the children now have more space to live and study. The library and I.T. room are great assets to the centre, and used on a daily basis by the students.

Enfants du Mekong is officially registered as the largest NGO of the province. This is particularly useful as it gives the charity more legitimacy towards teachers and school principals.

The Enfants du Mekong pedagogical chart has been set and includes various activities for the students as well as exams. The newly hired permanent staff also allows an enduring relationship with the students.

Overseas volunteers have succeeded in visiting every family whose children come to the centre. This has given them a better understanding of the family environment, which is crucial when supervising students.

All grade 12 students have successfully been guided to adequate training and studies, and a new vegetable garden has been added to the new centre.

Areas for improvement

The design of the interior of the new centre is still in progress to optimise space. We are in need of furniture for the dormitories and a new kitchen. At the moment, the kitchen is in one of the foster houses, so the boys living in the house have less space. The new kitchen will be built in a separate building within the centre compound.

There is a need for shelters for bicycles to protect them from rain and heat, so they will last longer.

Despite the close monitoring during the construction of the centre, some improvements and changes will have to be carried out to solve a few building issues such as re-doing the edges surrounding the buildings, waterproofing the classroom roofs, and installing pipelines.

A deeper emphasis is necessary in the learning of English with native speakers and English seminars. The centre also aims to find more professional training to have a diverse choice to offer the students.

6. What's next for the coming academic year

Due to the launching of a new centre and unfavourable weather, paddy fields have not been successful this year. They are being taken care of this year. This is a priority, as 60% of the yearly rice consumption could be reimbursed by the growth of our own rice.

Finally, improvements on the building of the centre are being carried out in the spring of 2017.

7. Profile of a student



Pagna was born into a traditional Cambodian family of farmers. Because of their poor financial situation, his parents are raising him and his siblings in a thatched roof house.

Pagna joined Samrong centre in 2011. Initially he performed poorly in school due to the low quality of education in his village. He has more than caught up with his classmates since then.

First of his grade 9 class, he received honors from the state governor. Particularly skilled in English, he wishes to become a touristic guide or an interpreter.

Pagna is a true role model for the children in the centre. He is a good example for everyone and has a bright future ahead of him.

8. The year in pictures!



Students during their exams



A student cooking



Students taking a swim



Students collecting rice from the paddies



Dance lesson time !



Students receiving their sponsorship



The centre



Playing football after class