



Progress Report

SAMAKEY: Semester 1 (Jan-Jun 2025)

ENGLISH VERSION

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I. Project Details

Project Name:

Local Rights Project (LRP) and OOSC

Location:

Teuk Chhou District and Bokor City, Kampot Province

Reporting period:

January – June 2025

Report Compiled by:

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Date submitted:

14 July 2025



II. Executive Summary

In the **first half of 2025**, SAMAKY made **strong progress on the Local Rights Project and Out-of-School Children (OOSC) initiative** in **Teuk Chhou District and Bokor City, Kampot Province**. Even though there were some delays in funding, the team carried out many important activities in education, child rights, school improvement, and capacity building.

One major achievement was finding over 1,100 out-of-school children in 26 schools. SAMAKY plans to support these children with items like **school supplies and bicycles**. The organization also selected two schools for urgent **repairs and better sanitation**.

SAMAKY focused on building skills by **creating three special trainer teams** for **Teacher Training, School Planning, and Life Skills**. These teams trained over 120 teachers in new teaching **methods, ethics, and the Ministry of Education's Life Skills program**. A follow-up meeting helped review progress and areas needing support.

The project also helped schools make **better development plans**, with eight schools creating model plans to guide others. SAMAKY supported **student voices through Child Clubs and the Girl Child Council**, encouraging participation and tackling issues like **student absence and teenage health**.



Girl's Council Meeting 2025

Executive Summary

Further, the team conducted **Collective Action Research** with trained local researchers to analyze school-level **budgeting**, **built awareness through IEC material development**, and **organized community-based activities** such as parents meetings and child sponsorship events. SAMAKY also strengthened its **internal capacity** through regular staff and board meetings, and active participation in key local NGO networks.

These achievements were made possible through strong **collaboration with stakeholders**, including the Provincial and District Offices of Education, school directors, and local communities. The semester's work lays a **solid foundation** for continuing inclusive, child-centered education and community engagement in the next half of the year.



Teacher Training with SAMAKY NGO

III. Activities & Outputs

Activity I: Identify 1,690 out of school children in the 26 targeted primary schools in Teuk Chhou and Bokor for in-kinds support for 2024-2025.

The activity started one month late due to delayed budget approval, which was only confirmed in late April 2025. Despite this, SAMAKY began work early to stay on schedule. Identifying out-of-school children (OOSC) took extra time due to the high number of cases and the need to carefully verify with schools and partners.

So far, 1,100 OOSC children have been identified. Of these, 295 will receive bicycles (scholarships), and the rest will get learning materials like books, pens, uniforms, and school bags. An additional 660 OOSC children from 2024 will also receive study materials. Ordering processes for supplies and bicycles are underway using trusted suppliers.

Activity II: Identify 5 schools for renovating and one school for constructing the hand-washing area among the 26 targeted schools for 2024-2025.

This activity faced a 1–2 month delay due to late planning and high demand. Although only six schools were budgeted for, 15 schools submitted renovation requests. SAMAKY collected and verified the requests through meetings and calls with School Management Committees. Seven schools were identified as top priority, and consultations with building committees were completed. Two of these schools will be selected for renovation support in Q3 based on the most urgent needs.

Activities & Outputs

Activity III: organize a meeting with SSC, DoEs, PoEs and School Directors to form three ToT teams, select members for each team and develop the training plans

This activity combined School Development Planning, Teacher Training, and Life Skills Training of Trainers into one event due to their shared goals. A meeting was held to form three separate teams, explain their roles and responsibilities, and plan next steps.

A total of 31 participants (5 women) from Kampot PoE, Teuk Chhou DoE, Bokor DoE, and 8 cluster schools joined. Team members were chosen based on their skills, experience, and interest. Each team began working independently to define their roles and develop training plans.

Activity IV: Identify 5 schools for renovating and one school for constructing the hand-washing area among the 26 targeted schools for 2024-2025.

The training was delayed by a month due to trainer availability and held during the school break to avoid class disruption. It targeted 73 new teachers (54 women) from 30 schools and focused on teaching techniques, lesson planning, and ethics. A new manual was developed for the training. Evaluations showed 85% of participants felt confident to apply the skills, and all received certificates of completion.

Activities & Outputs

Activity V: Equip the teachers from grade 4-6 from the targeted schools with knowledge and skills in implementing the 6-Step Local Life Skills program by the Ministry of Education.

Following ToT team formation, members held planning meetings and practiced their training sessions. The three-day training included 54 teachers (17 women) from 13 schools. Teachers learned all six steps of the Ministry of Education's Local Life Skills program through hands-on activities. Evaluations showed strong satisfaction, and school leaders committed to including at least two hours of Life Skills weekly.

A follow-up meeting with 36 participants from 26 schools trained in 2024 showed that 12 schools had fully implemented the program, selecting 25+ topics. Schools also shared experiences and support needs.

Activity VI: equip core trainers with knowledge of the M. o. Education guidelines on School Strategic Development Plans and skills in developing the long-term plan for their schools.

The training was prepared through meetings between the ToT team and SAMAKY. It was held in two levels: Day 1 for 15 ToT members to deepen their understanding, and Day 2 for 44 participants (including school directors from 30 schools). Trainers introduced the Ministry's 2024–2028 planning guidelines and shared real examples from other provinces. Eight cluster schools developed model plans to guide others. Around 70–80% of participants were satisfied, and all schools committed to creating their own development plans.

Activities & Outputs

Activity VII: Develop the IEC materials that are important to use for awareness raising and school enrolment rally

SAMAKY and partners agreed to use shared IEC materials this year. SAMAKY was tasked with creating a rally song and a phone ringtone for the new school year. They chose "Chhayam Song," worked with a professional artist to develop it, and will share the draft with AAC and partners for feedback and final approval.

Activity VIII: Collect further information and analyse for the budget flow at school levels; and to build capacity for the local researchers at sub-national levels

SAMAKY worked with national partners to train local researchers in three steps: questionnaire orientation, data collection, and data entry. Twenty-three researchers (7 women) from education offices, schools, and students collected data from six targeted schools. After training, they completed data entry, which was shared with AAC for analysis and report writing.

Activities & Outputs

Activity IX: Promote child participation and raise awareness on child rights among the children in the 26 targeted schools

SAMAKY continued supporting existing Child Clubs through refresher trainings and meetings. During the semester, 9 meetings were held with 294 participants (176 girls). Club members, roles, and responsibilities were updated, and new members received orientation and training.

Activity X: Review the roles of the Girl Child Council and the Child Council, to share practical experiences, and to discuss the future plan to support both boys and girls facing issues

SAMAKY worked with education partners to hold a one-day workshop to support Girl Child Councils. The workshop focused on training roles and responsibilities, planning regular reflection sessions, organizing exchange visits, providing materials, and selecting focal teachers for school-level support.

Fifty-seven participants (41 women) attended. They refreshed their knowledge, increased girls' confidence in public speaking, and helped girls contribute to school improvement, especially in learning and hygiene. Girls also learned to support peers facing challenges through teamwork and received health counseling during puberty.

Activities & Outputs

Activity XI: Collect 939 (447 females) child messages and translate them into English with good quality and on time for Action Aid Cambodia and the Sponsors

SAMAKY trained 34 teachers and collected 703 child messages, including 19 new profiles. They held a Gift Fun event for 170 children to thank and encourage them. This year, messages were translated into English for the first time despite some delays.

Activity XII: Improve the quality of the organization management and leadership, several activities were planned and implemented in the first semester in 2025 as follow.

SAMAKY held regular weekly and monthly staff meetings, as well as two Board of Directors meetings (in February and June) to review plans, policies, and approvals. Staff representatives also joined quarterly meetings with networks like KNN, CCC, NEP, NGO Forum, and FACT to strengthen capacity, partnerships, and stay informed on new policies and regulations.

Activities & Outputs



IV. Challenges & Lessons Learned

Difficulties of Needs identification of OOSC:

It was one of the greatest challenges for us at SAMAKY to identify the real needs of the children and their families. The vulnerable families and children we talked to always said they need everything from studying materials, to uniforms, shoes, and bicycles. We cannot help everyone with everything they asked for. We created the village working group to do home visits and interview the needed families and children. Lastly, we also found the duplicate number of about 6% of the OOSC students from 2024.

Time constraints:

The project agreement had been signed and implemented three months late in the year. It delayed our activities, especially the child identification to provide the in-kind support. This activity took time to verify the real needs and also register all the children's information into the system. We tried to combine some field visits together in the group meeting to verify the data and information.

Limited budget in the refurbishing or renovation of schools and/or classrooms:

Due to the reality of some school buildings and infrastructure status, a lot of renovation work is needed. We observed and also received a lot of requests for repairing the infrastructure. With the limited budget of the project, we tried our best to implement fair shares and cost-effective methods. We supported five schools beyond our target.

Human Resources:

At our project office, SAMAKY, we have very few colleagues who could use English effectively to write the project report in English and to design new proposals to the foreign donors. Within our limits, we tried our best to write everything in English here and trained our project staff to use English step by step.

V. Q3 Planning:

In-kind support:

To clean the duplicated number of children (%6), find the new students and finalize the data in the system. Distribution of the materials to all the identified children 1,176.

Refurbishing:

Finalize and complete the 6 schools' refurbishing and build one hand washing station.

Train teachers:

Organize another training to Grade 1-3 teachers from the 26 targeted schools.

Awareness Raising:

Continue the awareness raising to the rest of the targeted schools.

Organize Exposure Visit:

Organize the exposure visit for schools that implemented life skills well to learn more from the other best practice schools in Kg. Thom and Siem Reap and to exchange experience.

IEC Materials:

Seek final comments and finalize the developed Chhayam Song for the rally.

School Rally:

Conduct the school rally during the school break to raise awareness and new enrolment of 2025-2026.



THANK YOU

