



SC Strategic Planning FY 2018-2021

(Updated on 13-June-2018)

1- Introduction:

This plan was developed with inputs from all staff members, board, children, youth, parents, public and private teachers, donors and partners. We spent many months to do this plan as we keep improving the ideas for this plan to make it better and better.

Because we realized that Outcome Mapping and Harvesting model are better to use than our previous one (Log-frame), so we started to use them for our new plan. As it is the first time for us to use these model, we are learning at the same time we are using it.

2- Context Overview/ Context Analysis/Situation Analysis:

2-1- Global Context Analysis:

On September 25th 2015, countries around the world adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new Sustainable Development Goals. Between now and 2030, the world is working together to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. The world resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities.

It would not be correct to think that the SDGs replace the MDGs. There are many dimensions of poverty and inequality taken over from the MDGs such as low incomes, gender inequality, lack of schooling and education, lack of access to health care, deprivation of clean water and sanitation, and others. The major difference is in the emphasis on sustainable development; the definition of sustainable development has evolved to capture a more holistic approach, linking the three dimensions of sustainable development: *economic development, social inclusion, and environmental sustainability*.

Moreover, Sustainable Development Goals address not only the measurable changes in the well-being of people, economic development of countries and better environment on the planet, but also the means of how these changes shall be induced. If we look at the SDG 16 and SDG 17, these are all about enabling environment of peace and security and rule of law and conditions for inclusion and participation, i.e. inclusive institutions and decision making. In this sense, the SDGs are going beyond the MDGs by addressing the root causes of poverty and inequality, such as weak rule of law, corruption and traditions and norms that enforce discrimination whether by sex, cultural identify, or social status.

Without addressing these root causes, it is impossible to achieve all other Goals, since they are all interconnected. For example, as the experience of the MDGs demonstrated, economic growth by itself does not ensure social justice and inclusion for all; but justice and inclusion, meaning equal access to means of production and participatory decision making,

are contributing to more cohesive societies, human capital development and economic growth.

Finally, the SDGs are focusing on people who were “left behind” and their inclusion. Participatory processes will allow stakeholders to give voice to the needs and interests of the people they represent, enabling better-planned and better-informed initiatives. No one is left behind or left out, as “governments, international organizations, the business sector and other non-state actors and individuals must contribute.” Most developed, developing countries, poorest countries – all have some work to do to improve inclusion of disadvantages or marginalized groups (in their contexts) and promote social cohesion which is a pre-requisite for stable and prosperous societies¹.

Here are the Sustainable Development Goals (the ticked ones are the ones that Sunshine Cambodia’s works are contributing to achieve them).

1. No poverty
2. Zero hunger
3. Good health and Well being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, Innovation and Infrastructure
10. Reduce inequalities
11. Sustainable city and community
12. Responsible consumption and production
13. Climate Action
14. Life below water
15. Life on land
16. Peace, Justice and strong institutions
17. Partnership for the goals²

What Sunshine Cambodia do will contribute the achievement of ending poverty, ending hunger, improving well-being, improving quality of education, improving gender equality, improved access to clean water/ water and sanitation for all, reducing inequality and safe city and community.

2-2 Country/Social Problem Analysis:

Cambodia is a developing country emerging from decades of civil conflict and uneven economic growth. Poverty remains a major issue to be solved.

Population and Demographics: Cambodia is located at the southern region of the Indochina Peninsula in Southeast Asia. Cambodia is currently the 69th most populous country in the

¹ Source: https://idfi.ge/en/why_does_sdgs_matter

² Source: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

world with an estimated 2017 population of 16.01 million, an increase from 2013's estimation of 14.9 million. Cambodia has an estimated population of 16.01 million, up from the official 2008 census population of 13.38 million. The largest city and capital is Phnom Penh, with a population of 1.4 million, or 2.2 million in the metropolitan area. Of 90% of its population is Khmer origin; and they speak Khmer language. The population of Cambodia is fairly homogeneous with other ethnic groups being Vietnamese (5%), Chinese (1%), Cham and others (4%). The demographics of the country are very affected by the civil war and later genocide, and 50% of the population is under 22 years old³.

Economy and Household Income: Cambodia has achieved remarkable economic growth. By 2015, Cambodia is in a medium human development country, ranked 143/188 countries (UNDP Human Development Report 2016). Gross Domestic Product per capita was \$1,269.91 and Gross National Income was \$1,140 (World Bank Data 2016). 13.5% of Cambodians live under the national poverty line (*World Bank 2014*).

Most of those living in urban poor communities are employed in low-skill occupations, and 60 percent of households earn less than \$75 a month. More than two-thirds of the urban poor are in debt, with loan payments forming a “significant portion of monthly expenditures.” Most of these payments go towards paying down interest rather than the principle⁴.

44% of population engaged in service employment had increased to 46% from 2015-2016, while it was stable in industry sectors with 27%. But the employment in agricultural fields had fallen from 29% to 27% remarkably in 2015-2016⁵.

Around 4.5 million people remain near-poor, vulnerable to falling back into poverty when exposed to economic and other external shocks.

Food and Healthcare: The 2014, Cambodia Demographic Health Survey found that under nutrition rates remain a public health concern, with 32.40 percent of children under 5 years of age stunted (*UNDP-RDR Report 2016*), 24 percent underweight, and 10 percent wasted. Micronutrient deficiencies are widespread. The maternal mortality ratio is 170 deaths per 100,000 births, while the under-5 mortality rate is 35 per 1,000 births (WFP Cambodia Country Brief-October 2017).

Education: According to *MoEYS: Education Statistics & Indicators 2016-2017*, in 2016/17, **the gross enrolment rates** were 108.9 % (108.0% girls) for primary, 55.7% (59.6% girls) for secondary and 25.1% (26.7% girls) for upper secondary; average gross enrolment rates for all levels= 63.23% or 64.77% girls. 2016/17, **the net enrolment rate** for primary was 93.5% (93.9% girls). 2016/17, **the completion rates** were 79.87% (girls: 83.22%) for primary, 42.57% (girls: 45.97%) for lower secondary and 20.16% (girls: 21.33%) for upper secondary levels; average completion rates for all levels: 47.53% or 50.17% girls. 2015/16, **the promotion rates** were 88.7% (91.1% girls) for primary, 80.6% (82.9% girls) for lower secondary and 77.9% (80% girls); average promotion rates for all levels was 82.4% or 84.67% girls. 2015/16, **the repetition rates** were 6.6% (5.1% girls) for primary, 2.5% (1.5% girls) for lower secondary, 2.8% (2.1% girls) for upper secondary; average repetition rates for all levels: 3.97% or 2.9% girls. 2015/16, **the drop-out rates** were 4.6% (3.8% girls) for primary school, 17.0% (15.5% girls) for lower secondary and 19.4% (17.9% girls) for upper secondary; average drop-out rates for all levels: 13.67% or 12.40 girls. The data is indicating that the dropout rate after primary school is still high and need to take more actions.

³<http://worldpopulationreview.com/countries/cambodia-population>

⁴<http://www.phnompenhpost.com/post-property/urban-poor-losing-out-growing-capital-city>

⁵<http://datatopics.worldbank.org/jobs/country/cambodia>

Migration: Cambodian migration is mostly internal. According to the National Institute of Statistics of Cambodia, 35% of the population are migrants. Young people aged 15-25 make up 30% of all migrants as new families often do not have access to land and must migrate to find work⁶.

Child Labor: 18.50% of children aged 5-14 years old are considered as working children (62.10%: Agriculture, 22.20%: Service, 15.70%: Industry), working 15-34 hours a week while attending school part-time. Children in Cambodia perform dangerous tasks in agriculture. Children also engage in the worst forms of child labor, including in commercial sexual exploitation (2016 Findings on The Worst Forms of Child Labor, by United State Department of Labor)⁷.

Birth Registration: Registering children at birth is the first step in securing their recognition before the law, safeguarding their rights, and ensuring that any violation of these rights does not go unnoticed.

One in every four children in Cambodia under the age of 5 has not had their birth registered, according to UNICEF (Phnom Penh Post: Published on 09 June 2016).

Human Trafficking: Cambodian men, women, and children are trafficked to Thailand, Malaysia, Macao, China and Taiwan. Men are trafficked for forced labor in the agriculture, fishing, and construction industries. Women are trafficked for sexual exploitation and forced labor in factories or as domestic servants. Children are trafficked for sexual exploitation and forced labor in organized begging rings, soliciting, street vending, and flower selling⁸. According to 2017 Trafficking in Persons Report by US Department of State, Cambodia was ranked as Tier2⁹.

Child Marriage: Child marriage negatively impacts the lives of 14 million girls around the world each year, interrupting schooling and limiting career choices. Child marriage often results in early pregnancy and social isolation and can lead to an increased risk of domestic violence. In Cambodia, 18% of women were married before the age of 18 and 2% were married before the age of 15 (*State of the World's Children 2015, page 84*).

Domestic Violence/ Violence against women: Domestic violence against women is one of the nation's most prevalent human rights abuses. The U.N.'s Multi-Country Study on Men and Violence in Asia and the Pacific found that 12% of the 1,812 Cambodian men in the survey reported committing physical violence against women. About 21% of those who had been in a relationship said they had raped a partner. Cambodia's 2005 Law on the Prevention of Domestic Violence and the Protection of the Victims marks some progress, however it is not easy for women to use the law, and due to cultural and financial constraints they often have to reconcile with abusive partners.

Violence against children: Violence against children includes physical, sexual, and emotional abuse, and also neglect or deprivation. Violence occurs in the home, school, community and over the internet. Perpetrators may be family members, teachers, neighbours, strangers or

⁶https://www.iom.int/jahia/webdav/shared/shared/mainsite/activities/countries/docs/country_profile_cambodia.pdf

⁷<https://www.dol.gov/sites/default/files/images/ilab/child-labor/Cambodia2016.pdf>

⁸<http://www.humantrafficking.org/countries/cambodia>

⁹Tier2= The governments of countries that do not fully meet the TVPA's minimum standards but are making significant efforts to bring themselves into compliance with those standards.

other children. Using data to make violence against children and its consequences more visible will improve understanding of its magnitude and nature and may offer clues to prevention.

Social Issues: Phnom Penh has been unable to adequately absorb the continual influx of rural migrants who end up living in slums and squatter areas where basic services are unavailable. Children who are too poor to go to school spend large amounts of time unsupervised, either loitering or earning an income through begging, selling books/trinkets or scrap collecting. These children then become at risk of poor health and hygiene, inadequate nutrition, sexual abuse, drug use (especially glue sniffing), violence and gang related issues, child labor and human trafficking.

3- Problem Analysis:

Thousands of poor families in Phnom Penh struggle to support their children's basic needs for education, food, healthcare and suitable shelter. As a result, many children drop out of school when they reach their early teens, mostly between grades 5-9. A low level of education and lack of vocational skills make these children vulnerable to abuse including illicit drugs, human trafficking and child labor. These children will also have fewer choices in regards to where they can live, what occupation they could have and their level of engagement in community life.

Poor families who do manage to send their children to school must bear many costs: costs for school uniforms, study materials and school registration, daily costs for food and parking, teachers' informal fees and lesson handouts and exam papers (those are additional costs for stationery), bike maintenance, gifts for teachers and ceremonies, water electricity and garbage which sometimes they were asked to pay for from teachers, especially as the quality of teaching during the formal public hours is limited, and most of the students need to take extra private tuition on English, Mathematics, Khmer, Physics and Chemistry etc. so that they can catch up the lessons etc...

The two studies into the urban poor, completed in 2012 and 2014, also found that:

- Most of those living in urban poor communities are employed in low-skill occupations, and 60 percent of households earn less than \$75 a month.
- More than two-thirds of the urban poor are in debt, with loan payments forming a "significant portion of monthly expenditures." Most of these payments go towards paying down interest rather than the principle¹⁰.

According to the June 2017 survey of SC families and children (200 parents and 300 children), their major problems were education (many children were slow learners and the families could not afford to pay for education related cost such as uniform, stationery and particularly the extra tuition fees etc.), domestic violence (between the spouse and parents to child abuse), health and hygiene (a lot of sickness and an inability to pay for treatment), and poverty (low income with little or no savings).

36% of SC children were weak (5%) and (31%) average academically and therefore more likely to play truant and drop out of school. The average ones, even though they passed and

¹⁰ <http://www.phnompenhpost.com/post-property/urban-poor-losing-out-growing-capital-city>

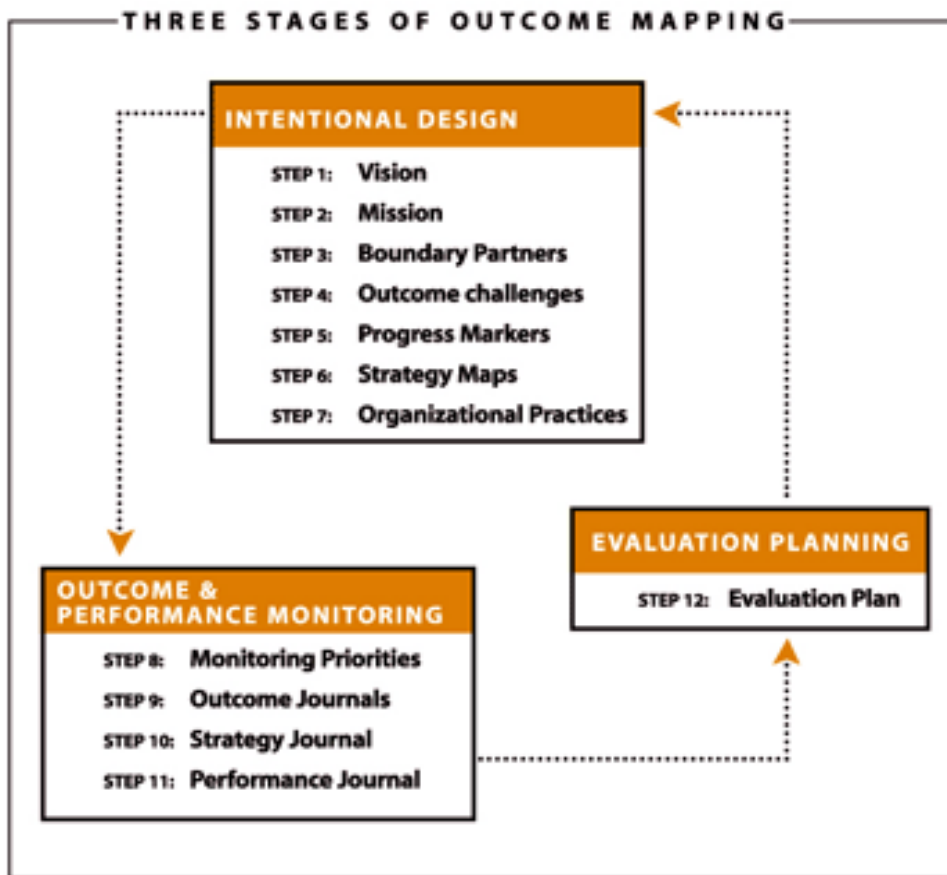
advanced their grades, but they are more likely hard to catch up when they are in the higher grades in high school and those may lead them to drop out from schools. The causes for poor results at school were: 1- Some parents/older siblings did not help with homework, 2- Some parents were illiterate and could not help with revision, 3- The children had chronic health problems so that they brain did not work well as well as they missed some lessons when they got sick, 4- Domestic violence between father and mother which also affect the feeling of the children, caused trauma which leads to poor memory and difficulty concentrating, 5- Game addiction (they sometimes went to play computer games in the computer game shops near their schools during the school hours, so they lost and did not catch up the lessons), and 6- Lack of healthy and nutritious food made the brain and body grow slower. The families are also hard to afford to pay for their children's education relevant cost which mentioned above because of poverty.

52.33% (52% occasionally happened while 0.33% happened almost everyday) SC children experience abuse such as hitting, cursing, neglect, and inadequate food because due to the following: parents believed some amount of hitting and cursing was a traditional and acceptable form of parenting, the children were naughty and disobedient and parents didn't know what else to do, and when parents got angry with their neighbors or the neighbors' children they take their anger out on their own children.

19% of SC spouses experience domestic violence including hitting one another, locking in the house, forced sex, withholding money and cursing. Some of the reasons for domestic violence are: lack of understanding and this led to misunderstanding and conflict, jealousy, gambling, drunkenness, power struggle, low of education, lack of money to spend, and joblessness etc. The percentage here is very low, only 19%, answered that they experienced in domestic violence. However, according the real work that SC staff who worked directly with them, there are still more families had domestic violence, but they are shy to answer in the survey as they thought it is common and internal issues in each families.

96% of SC children and families are often sick (77% got sick 1-3 times/month and 17% got sick over 3 times) and spend a lot of money on medicine and treatments. Sickness is caused by unhygienic homes, lack of understanding and good practice of hygiene, HIV/AIDS, lack of money to cover the fees to pay for medicine and treatment, lack of healthy or nutritious food and lack of reliable services from local doctors.

50% of SC households live under or close to the Cambodian poverty line (\$120 per month). They do not earn or save much because they lack job skills and have low education meaning they don't have high income jobs, the job and business market is narrow and hard with a lot of competition, they do not manage their income well, they spend a lot on healthcare so have no savings and they waste money on non-essentials like alcohol, smoking and gambling. Even though, many families had income over national poverty line, but they need to support many other dependences in the families (62.5% of them have more than 6 dependent family members, while 37.5% have less than 4 members).



4- Intentional Design:

4-1 Organizational Vision:

To see Cambodian families growing holistically¹¹.

4-2 Organizational Mission:

Sunshine Cambodia is a Christian organization working toward the holistic development of poor children and their families living in communities.

4-3 Organizational Core Values: CHRIST

Cooperation	working together with beneficiaries, each other and donors
Honesty	being truthful in our words and actions
Respect	regarding every person as worthwhile, a unique individual
Improvement	making changes that lead to better results
Servant hood	helping others regardless of their different status
Transparency	openness and accountability in all operations and relationships

¹¹ Holistically: physically, educationally, socially, emotionally and spiritually.

4-4 Boundary Partners, Outcome Challenges and Progress Markers:

Design Worksheet#1: Program Framework	
Project Vision: By June 2021, 350 of SC children and youth (at least 55% girls) at the age of 6 to 25, from urban poor families in 5 communities in Phnom Penh, enjoy their basic rights ¹² and pursue their dreams with the support of the people around them especially their parents (families), teachers and relevant legal duty bearers.	
Project Mission: We support and work directly with children and youth especially girls from families who are struggling in poverty through their families, community members and the relevant legal duty bearers.	
Boundary Partner 1: Right Holders: Children and Youth	Children and youth, especially girls from poor urban families in the communities, where SC works with, have self-confidence, enjoy and exercise their rights towards the moral and legal duty bearers.
Boundary Partner 2: Moral Duty Bearers: Parents/Families	SC Families take full responsibilities for their living conditions and their children's studies (especially girls' studies ¹³), protect their children from any kinds of abuses and commit to change negative behaviors, habits or relationship in their families/communities and local legal duty bearers.
Boundary Partner 3: Legal Duty Bearers: Teachers, Village Chiefs and CCWC¹⁴s	Legal Duty Bearers (Female and male village chiefs, teachers and CCWCs): The legal duty bearers, whom SC is working with, take their responsibilities and the appropriate measurements to respect, protect and facilitate the rights of the child and to ensure the children (girls and boys) enjoy their basic rights.

Graduated Progress Markers for Children and Youth		
Outcome Challenge1: Children and youth, especially girls from poor urban families in the communities, where SC works with, have self-confidence, enjoy and exercise their rights towards the moral and legal duty bearers.		
Short Term: EXPECT to See Children and Youth (Right Holders)		
1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) understand about child's rights, health and hygiene. Girls understand about women's health.
2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) have self-confidence, self-esteem, better memory and good morality; are more courage to have leadership mindset and try to study hard. Girl's voice is more influent.
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) get higher education through attending the formal and extra classes regularly. Girls' attending school rate is higher comparing to boys' rate.
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) have dreams and understand to set their future plans, goals toward their dreams. Girls dream bigger.

¹² Basic Child Rights: The right to Education, The right to Expression, The right to Information, The right to Nutrition, The right to Health & Care, The right to protection from Abuse, The right to protection from Exploitation, The right to protection from Neglect, The right to Development, The right to Recreation, and The right to Survival. (Source: http://smilefoundationindia.org/child_rights.htm)

¹³ In Khmer context, parents are usually more favoured to boys' education in the family when there is a decision to be made to choose boys or girls to continue or stop study; then they mostly will choose girls to stop studying.

¹⁴ CCWC= Commune Council for Women and Children

Medium Term: LIKE to See Children and Youth (Right Holders)		
5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) get good school results and continue their education to further grades as same as reducing drop out (of school) rate. Girls' educations are more encouraged.
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) are healthy and have good hygiene. Girls can take care of themselves especially they have a period.
7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) have good and warm relationship with families, friends and teachers by spending more time and talk with each other and have the chance to help house's works. Boys help more what they called girls' works (house's works) in the family.
8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) raise their concerns with their families, teachers and CCWCs/authorities. Girls receive special attention as they are more vulnerable than boys.
9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) take lead, facilitate the club's activities by themselves creatively; they themselves organize the useful social activities to help their families and communities. More girls facilitate/lead the activities.
10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) enjoy practicing health and hygiene in their families and communities. Girls' health is more attention as they are the mothers of the world.
11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) become the key actors for the change of their families and communities and they have the idea to improve the families. Girls/women's ideas are heard.
12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth (female and males) have self-confidence, skills and is ready for job opportunities. Girls are qualified as boys.

Long Term: LOVE to See Children and Youth (Right Holders)		
13	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) are the role models (knowledge, skills and character) in classes, families, and communities. Girls/women have more influence and power in families and communities.
14	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth (female and male) have proper jobs and/or business to sustain their living, brighter future and their dreams come true. Women are more encouraged for job opportunities.
15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Girls, boys and youth (female and male) live in a harmonized family and in a peaceful community (without violence particularly against women and children, with good care from their family members).

Graduated Progress Markers for Parents/Families

Outcome Challenge 2: SC Families take full responsibilities for their living conditions and their children's studies (especially girls' studies¹⁵), protect their children from any kinds of abuses and commit to change negative behaviors, habits or relationship in their families/communities and local legal duty bearers.

¹⁵In Khmer context, parents are usually more favoured to boys' education in the family when there is a decision to be made to choose boys or girls to continue or stop study; then they mostly will choose girls to stop studying.

Short term: EXPECT to See Parents/Families (Moral Duty Bearers)		
1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families understand more about child rights, health, and hygiene, family financial management, the value of education, parenting skills and traffic law. Women and girls' health and hygiene and girls' education are also included with special attention.
2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families encourage, improve positive communication, take care of, listen to children's ideas and love their children. Girls' voices are also included with special attention.
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families forgive and understand one another, use sweet words, live together, have a good relationship, no violence, and no conflicts. Women can raise their concern or express their idea freely, have more power and ability to stand up for their rights.
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families take care of their children with proper hygiene and clothes (uniforms or body....) especially for girls who need more attention and care, and better house arrangement.

Medium Term: LIKE to See Parents/Families (Moral Duty Bearers)		
5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families respect child's rights and protect their children from abuses especially their girls who are more vulnerable to sexual abuse.
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families contribute the money for the child education and child health care, spend time with the children to do homework and send children to school. Parents not only just ask girls to help with house's work which uses up their time for doing homework from schools but spare the time for their self-study and also ask boys to help the house works as well.
7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families have enough nutritious foods, better access to health services and health conditions. Girls' health is more attention as they are the mothers of the world.
8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families have a good relationship with private and public school teachers and monitor the child education through communication with the female and male teachers.
9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families reduce or eliminate violence against women and children, do not waste money on gambling, cigarettes, drugs and/or alcohol. Women can influent their husbands to stop those negative actions.
10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families improve their behaviors towards other members of their families and communities and teach children to do housework. Men respect women more.
11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families have a good relationship and are confident to report the child abuse and domestic violence cases to the local legal duty bearers. Women dare to report their case to the authority when domestic violence or abuse happened.
12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families have a good relationship (care, protect, respect, love and help one another, and happy with a smile) with their spouse, their children, and the communities with special concern on violence against women and children.

Long Term: LOVE to See Parents/Families (Moral Duty Bearers)		
13	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families manage finance wisely and improve their living standard by achieving their goals, having regular jobs with acceptable income. Men and women have equal opportunities and responsibilities for the family.
14	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families increase their saving for buying their own land/house and other purposes. Women are fully involved in decision making when planning for their saving for buying their own land/house and other purposes.
15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mothers and fathers/families are role models for their families and communities (parents who can raise happy, healthy and well-educated children; and parents are to lead by example). Women have more influence and power in families and communities.

Graduated Progress Markers for Legal Duty Bearers		
Outcome Challenge3: Legal Duty Bearers (female and male village chiefs, teachers and CCWCs): The legal duty bearers, whom SC is working with, take their responsibilities and the appropriate measurements to respect, protect and facilitate the rights of the child and to ensure the children (girls and boys) enjoy their basic rights.		
Short Term: EXPECT to See Legal Duty Bearers		
1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	The legal duty bearers both females and males have knowledge about child rights, child protection and positive disciplines, especially about girls or women.
2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male village chiefs, teachers and CCWCs listen to the girls' and boys' ideas and voices and take more actions to respond to their concerns regarding violence against children, child abuse cases in schools or in the communities. Girls/women have a stronger voice and more influence.
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male teachers pay more attention to slow learners, and no discrimination regardless poor or rich, girls and boys.
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male teachers apply and promote child rights, drug awareness, and positive disciplines (use proper words, show love, and understanding) with the children rather than corporal punishment in the classrooms.

Medium Term: LIKE to See Legal Duty Bearers		
5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male teachers and CCWCs respect child rights participate in preventing and protecting girls and boys all kind of child abuse at school and in the community, and good care of the girls and boys.
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male teachers and CCWCs have good cooperation with children's parents, and actively engage and support all SC project activities. Female teachers and CCWCS are more encouraging.
7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Female and male village chiefs and CCWCs visit villagers and the communities more often and respond to people issues especially women and girls' concerns.
8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	The legal duty bearers have the plan to clean community and schools, cleaner environment (no garbage, more hygiene, and more order) with the girl-friendly atmosphere.

9	☐☐☐	Female and male teachers stop demanding children to buy food and snacks from them, reduce/stop collecting unofficial fees, particularly the poor students. Girls are more encourage in classes.
10	☐☐☐	Female and male teachers and CCWCs take an active role to protect boys and girls, and their best interests.
11	☐☐☐	Female and male teachers motivate and encourage students to study hard and regularly. Girls are more encourage for higher education.
12	☐☐☐	Female and male teachers inform parents and/or SC about students' studies for relevant matters (score books, attendants, discipline, and potential risks for children especially girls).

Long Term: LOVE to See Legal Duty Bearers		
13	☐☐☐	Their community is a safe and joyful place for their members, especially for boys, girls and women (no robbery, drug, gambling, gangster, human trafficking and exploitation, and no violence, etc.).
14	☐☐☐	Legal duty bearers function well in their roles to serve the community with justice, no discrimination including gender, and no corruption/bribe.
15	☐☐☐	Schools are safe and warm learning place for every child and youth especially for female students.

4-5 Strategy Maps

Outcome Challenge1: Children and youth, especially girls from poor urban families in the communities, where SC works with, have self-confidence, enjoy and exercise their rights towards the moral and legal duty bearers.

Strategy	Casual	Persuasive	Supportive
	I1	I2	I3
Aimed at a Specific Individual or Group	<ul style="list-style-type: none"> Support children and youth with education in both public and private schools 	<ul style="list-style-type: none"> Conduct Children's Clubs Conduct Youth's Clubs 	<ul style="list-style-type: none"> Child-Led Clubs Youth-Led Clubs
	E1	E2	E3
Aimed at Individual's or Group's Environment	<ul style="list-style-type: none"> Child and Youth-Led Projects 		

Outcome Challenge 2: SC Families take full responsibilities for their living conditions and their children's studies (especially girls' studies), protect their children from any kinds of abuses and commit to change negative behaviors, habits or relationship in their families/communities and local legal duty bearers.

Strategy	Casual	Persuasive	Supportive
	I1	I2	I3
Aimed at a Specific Individual or Group	<ul style="list-style-type: none"> Emergency case support 	<ul style="list-style-type: none"> Parents Clubs Economic Empowerment (VTC, MED training, Startup Capital, Job Placement, Trainings...) 	<ul style="list-style-type: none"> Family visits, Counselling and Family Case Management

	E1	E2	E3
Aimed at Individual's or Group's Environment			•

Outcome Challenge #3: Legal Duty Bearers (female and male village chiefs, teachers and CCWCs): The legal duty bearers, whom SC is working with, take their responsibilities and the appropriate measurements to respect, protect and facilitate the rights of the child and to ensure the children (girls and boys) enjoy their basic rights.

Strategy	Casual	Persuasive	Supportive
	I1	I2	I3
Aimed at a Specific Individual or Group	• Pay extra tuition fees to teachers	• Teachers/CCWCs/ Parents/ Children workshop/fellowship • Visitation and Relationship Building	
	E1	E2	E3
Aimed at Individual's or Group's Environment		• Engage them to project activities	

Strategy Scheduling Map for Children and Youth

Boundary Partner 1: Children and youth, especially girls from poor urban families in the communities, where SC works with, have self-confidence, enjoy and exercise their rights towards the moral and legal duty bearers.

Short Term (2018-2019)	Mid-Term (2019-2020)	Long Term (2020-2021)
• Support children and youth for education both public and private schools	• Support children and youth for education both public and private schools	• Support children and youth for education both public and private schools
• Conduct Children's Clubs	• Child-Led Clubs	• Child-Led Clubs
• Conduct Youth's Clubs	• Youth-Led Clubs	• Youth-Led Clubs
• Child and Youth-Led Projects	• Child and Youth-Led Projects	• Child and Youth-Led Projects

Strategy Scheduling Map for Parents

Boundary Partner 2: SC Families take full responsibilities for their living conditions and their children's studies (especially girls' studies), protect their children from any kinds of abuses and commit to change negative behaviors, habits or relationship in their families/communities and local legal duty bearers.

Short Term (2018-2019)	Mid-Term (2019-2020)	Long Term (2020-2021)
• Parents Clubs	• Parents Clubs	• Parents Clubs
• Economic Empowerment (VTC, MED training, Startup	• Economic Empowerment (VTC, MED training, Startup	• Economic Empowerment (VTC, MED training, Startup

Capital, Job Placement, Trainings...)	Capital, Job Placement, Trainings...)	Capital, Job Placement, Trainings...)
• Family visit, Counselling and Family Case Management	• Family visit, Counselling and Family Case Management	• Family visit, Counselling and Family Case Management
• Emergency case support	• Emergency case support	• Emergency case support

Strategy Scheduling Map for Teachers and CCWCs

Boundary Partner 3: Legal Duty Bearers (female and male village chiefs, teachers and CCWCs): The legal duty bearers, whom SC is working with, take their responsibilities and the appropriate measurements to respect, protect and facilitate the rights of the child and to ensure the children (girls and boys) enjoy their basic rights.

Short Term (2018-2019)	Mid-Term (2019-2020)	Long Term (2020-2021)
• Pay extra tuition fees to teachers	• Pay extra tuition fees to teachers	• Pay extra tuition fees to teachers
• Visitation and Relationship Building	• Visitation and Relationship Building	• Visitation and Relationship Building
• Teachers/CCWCs/ Parents/ Children workshop/fellowship	• Teachers/CCWCs/ Parents/ Children workshop/fellowship	• Teachers/CCWCs/ Parents/ Children workshop/fellowship
• Engage them to project activities	• Engage them to project activities	• Engage them to project activities

4-6 Organizational Practice

Organizational Practice	
	Key Actions
Practice 1. Prospecting for new ideas, opportunities, and resources	<ul style="list-style-type: none"> • The team have regular meetings to reflect and seek for new ideas, opportunities and available resources for improving the projects, i.e. online/application for case management, online reporting, new partners, new areas, outcome harvesting and new methods... • The team join other network meetings, forums and workshops.
Practice 2. Seeking feedback from key informants	<ul style="list-style-type: none"> • Regular visit to get feedbacks from all key boundary partners as well as donors, partners and other organizations. • We also seek for ideas from other organizations within our networks.
Practice 3. Obtaining the support of your next highest power	<ul style="list-style-type: none"> • The Director will also invite the Program Managers to present the program updates to the governing board regularly (quarterly or at least bi-annually).
Practice 4. Assessing and (re)designing products, services, systems, and procedures	<ul style="list-style-type: none"> • The program meeting will meet monthly to talk about this and will also share in the management team monthly or at least bi-monthly.

Practice 5. Checking up on those already served to add value	<ul style="list-style-type: none"> • The program staff seek for on-going feedback from the boundary partners to improve the programs during their family visits and whenever appropriate.
Practice 6. Sharing your best wisdom with the world	<ul style="list-style-type: none"> • Send quarterly report to MoSVY. • Send bi-annually report to donors, partners and board. • Send annual report to partners, donors, government ministries and departments, and board. • Update on SC FB, Instagram and Website.
Practice 7. Experimenting to remain innovative	<ul style="list-style-type: none"> • The program affords time and space to its staff for reflection on its organizational practices and activities and promotes “outsidethe-box” thinking.
Practice 8. Engaging in organizational reflection Key Actions	<ul style="list-style-type: none"> • Program staff meet quarterly to discuss progress in working with their partners to make deals. They conduct annual staff assessments to ensure that adequate human resources are being allotted to programming priorities.

5- Outcome Performance and Monitoring

- **Activities and Outputs Monitoring** will be done weekly by field staff and monthly by program managers and we will use the tools such as attendance list of participants, boundary partners name list, monthly activities report and monitoring sheet.
- **Outcome Performance and Monitoring** which includes, firstly, the **Boundary Partners Achievement of Outcome Monitoring** will be deployed quarterly. This will be done by using the **Outcome Journal** tool, which will be used to collect the outcome with boundary partners and staff through monitoring the progress markers of each boundary partner’s outcome challenges, interview, case note/field note, note after activity, observation, focus group discussion and program staff’s meetings.

Secondly, the **Program Strategy** which will be done by all staff bi-annually through the staff meeting. **Strategy Journal** is a tool for this to see if the project/program runs effectively and meets the need of our boundary partners.

Thirdly, the **Program's Organizational Practices** will also be a measuring tool annually by all staff and boundary partners. In this stage the **Performance Journal** will be utilized to seek for the prospecting for new ideas, opportunities, and resources; feedback from key informants; obtaining the support of your next highest power; assessing and (re)designing products, services, systems; and checking up on those already served to add value. Annually, SC will also use the **Program Response and Review the Logic of the Program** tools.

At least every quarterly the children, youth, parents, staff, teachers, village chiefs, CCWCs and other partners will be engaged in project monitoring and review process through the **Outcome Harvesting**.

- **Quarterly, Half-Yearly and Yearly:** Monitoring meetings regarding the progress of program’s activities and reports will be hold by the Local Management Team (LMT) – the combination of all Coordinators/facilitators, Programs Managers, and Director.

SC runs all her activities with high standard of practice with accountability and transparency. The quarterly reports are prepared and will be sent to MoSVY and DoSVY. Six-monthly and yearly reports are prepared and submitted to SC's donors, partners, governmental ministries (MoI, MoEF, MoSVY and DoSVY) as well as the public. In the appropriate time all SC's boundary partners including children will be invited to hear the progression of the project and its report. They are encouraged to offer the suggestion or feedback. In addition, the annually financial audit will be carried by the independent audit firm. Moreover, the representative from ERIKS Development Partner also involve in supporting and coaching SC's financial coordinators quarterly.

- **Three Years:** An external evaluation will be done by the end of FY20-21 to evaluate the programs and the organization' efficiency and effectiveness. The children, youth, parents, teachers and other partners will be involved in project evaluation process as well. We will use external consultant to do this job based on the Term of Reference (ToR) which is accepted by board and funding partners.

5-1 Monitoring Priorities

Monitoring Worksheet #1: Monitoring Plan							
Monitoring Priority	Who Will Use the Info.?	Purpose of the Info.?	When Is the Info. Needed?	Who Will Collect the Info.?	How Often Will It Be Collected?	How Will It Be Collected?	Proposed Monitoring Tool
Boundary Partner's Achievement of Outcomes							Outcome Journal
Program's Strategy (ies)							Strategy Journal
Program's Organizational Practices							Performance Journal

5-2 Outcome Journals

Monitoring Worksheet #2: Outcome Journal		
Work Dating from/to:		
Contributors to Monitoring Update:		
Outcome Challenge 1: Children and youth, especially girls from poor urban families in the communities, where SC works with, have self-confidence, enjoy and exercise their rights towards the moral and legal duty bearers.		
Low = Medium= High= (LMH : Low = 0–40%, Medium = 41–80%, High = 81–100%)		
LMH	Expect to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	Girls, boys and youth (female and male) understand about child's	

		rights, health and hygiene. Girls understand about women's health.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	Girls, boys and youth (female and male) have self-confidence, self-esteem, better memory and good morality; are more courage to have leadership mindset and try to study hard. Girl's voice is more influent.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	Girls, boys and youth (female and male) get higher education through attending the formal and extra classes regularly. Girls' attending school rate is higher comparing to boys' rate.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	Girls, boys and youth (female and male) have dreams and understand to set their future plans, goals toward their dreams. Girls dream bigger.	
LMH		Like to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	Girls, boys and youth (female and male) get good school results and continue their education to further grades as same as reducing drop out (of school) rate. Girls' educations are more encouraged.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	Girls, boys and youth (female and male) are healthy and have good hygiene. Girls can take care of themselves especially they have a period.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7	Girls, boys and youth (female and male) have good and warm relationship with families, friends and teachers by spending more time and talk with each other and have the chance to help house's works. Boys help more what they called girls' works (house's works) in the family.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8	Girls, boys and youth (female and male) raise their concerns with their families, teachers and CCWCs/authorities. Girls receive special attention as they are more vulnerable than boys.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9	Girls, boys and youth (female and male) take lead, facilitate the club's activities by themselves creatively; they themselves organize the useful social activities to help their families and communities. More girls facilitate/lead the activities.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	Girls, boys and youth (female and male) enjoy practicing health and hygiene in their families and communities. Girls' health is more attention as they are the mothers of the world.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11	Girls, boys and youth (female and male) become the key actors for the change of their families and communities and they have the idea to improve the families. Girls/women's ideas are heard.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12	Youth (female and males) have self-confidence, skills and is ready for job opportunities. Girls are qualified as boys.	
LMH		Love to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	Girls, boys and youth (female and male) are the role models (knowledge, skills and character) in classes, families, and communities. Girls/women have more influence and power in families and communities.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	Youth (female and male) have proper jobs and/or business to sustain their living, brighter future and their dreams come true. Women are more encouraged for job opportunities.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	Girls, boys and youth (female and male) live in a harmonized	

	family and in a peaceful community (without violence particularly against women and children, with good care from their family members).	
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Monitoring Worksheet #2: Outcome Journal

Work Dating from/to:

Contributors to Monitoring Update:

Outcome Challenge 2: SC Families take full responsibilities for their living conditions and their children’s studies (especially girls’ studies), protect their children from any kinds of abuses and commit to change negative behaviors, habits or relationship in their families/communities and local legal duty bearers.

Low =
Medium=
High=
(LMH : Low = 0–40%, Medium = 41–80%, High = 81–100%)

LMH	Expect to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	Mothers and fathers/families understand more about child rights, health, and hygiene, family financial management, the value of education, parenting skills and traffic law. Women and girls’ health and hygiene and girls’ education are also included with special attention.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2	Mothers and fathers/families encourage, improve positive communication, take care of, listen to children’s ideas and love their children. Girls’ voices are also included with special attention.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3	Mothers and fathers/families forgive and understand one another, use sweet words, live together, have a good relationship, no violence, and no conflicts. Women can raise their concern or express their idea freely, have more power and ability to stand up for their rights.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4	Mothers and fathers/families take care of their children with proper hygiene and clothes (uniforms or body....) especially for girls who need more attention and care, and better house arrangement.	
LMH	Like to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5	Mothers and fathers/families respect child’s rights and protect their children from abuses especially their girls who are more vulnerable to sexual abuse.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6	Mothers and fathers/families contribute the money for the child education and child health care, spend time with the children to do homework and send children to school. Parents not only just ask girls to help with house's work which uses up their time for doing homework from schools but spare the time for their self-study and also ask boys to help the house works as well.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7	Mothers and fathers/families have enough nutritious foods, better access to health services and health conditions. Girls’ health is more attention as they are the mothers of the world.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8	Mothers and fathers/families have a good relationship with private and public school teachers and monitor the child education through communication with the female and male teachers.	

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9	Mothers and fathers/families reduce or eliminate violence against women and children, do not waste money on gambling, cigarettes, drugs and/or alcohol. Women can influence their husbands to stop those negative actions.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10	Mothers and fathers/families improve their behaviors towards other members of their families and communities and teach children to do housework. Men respect women more.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11	Mothers and fathers/families have a good relationship and are confident to report the child abuse and domestic violence cases to the local legal duty bearers. Women dare to report their case to the authority when domestic violence or abuse happened.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 12	Mothers and fathers/families have a good relationship (care, protect, respect, love and help one another, and happy with a smile) with their spouse, their children, and the communities with special concern on violence against women and children.	
LMH	Love to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 13	Mothers and fathers/families manage finance wisely and improve their living standard by achieving their goals, having regular jobs with acceptable income. Men and women have equal opportunities and responsibilities for the family.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 14	Mothers and fathers/families increase their saving for buying their own land/house and other purposes. Women are fully involved in decision making when planning for their saving for buying their own land/house and other purposes.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 15	Mothers and fathers/families are role models for their families and communities (parents who can raise happy, healthy and well-educated children; and parents are to lead by example). Women have more influence and power in families and communities.	

Monitoring Worksheet #2: Outcome Journal		
Work Dating from/to:		
Contributors to Monitoring Update:		
Outcome Challenge 3: Legal Duty Bearers (Female and male village chiefs, teachers and CCWCs): The legal duty bearers, whom SC is working with, take their responsibilities and the appropriate measurements to respect, protect and facilitate the rights of the child and to ensure the children (girls and boys) enjoy their basic rights.		
Low = Medium= High= (LMH : Low = 0–40%, Medium = 41–80%, High = 81–100%)		
LMH	Expect to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1	The legal duty bearers both females and males have knowledge about child rights, child protection and positive disciplines, especially about girls or women.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2	Female and male village chiefs, teachers and CCWCs listen to the girls' and boys' ideas and voices and take more actions to respond to their concerns regarding violence against children, child abuse cases in schools or in the communities. Girls/women have a stronger voice and more influence.	

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	Female and male teachers pay more attention to slow learners, and no discrimination regardless poor or rich, girls and boys.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	Female and male teachers apply and promote child rights, drug awareness, and positive disciplines (use proper words, show love, and understanding) with the children rather than corporal punishment in the classrooms.	
LMH		Like to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	Female and male teachers and CCWCs respect child rights participate in preventing and protecting girls and boys all kind of child abuse at school and in the community, and good care of the girls and boys.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6	Female and male teachers and CCWCs have good cooperation with children's parents, and actively engage and support all SC project activities. Female teachers and CCWCS are more encouraging.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7	Female and male village chiefs and CCWCs visit villagers and the communities more often and respond to people issues especially women and girls' concerns.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8	The legal duty bearers have the plan to clean community and schools, cleaner environment (no garbage, more hygiene, and more order) with the girl-friendly atmosphere.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9	Female and male teachers stop demanding children to buy food and snacks from them, reduce/stop collecting unofficial fees, particularly the poor students. Girls are more encourage in classes.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	Female and male teachers and CCWCs take an active role to protect boys and girls, and their best interests.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11	Female and male teachers motivate and encourage students to study hard and regularly. Girls are more encourage for higher education.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12	Female and male teachers inform parents and/or SC about students' studies for relevant matters (score books, attendants, discipline, and potential risks for children especially girls).	
LMH		Love to see	Who
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	Their community is a safe and joyful place for their members, especially for boys, girls and women (no robbery, drug, gambling, gangster, human trafficking and exploitation, and no violence, etc.).	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	Legal duty bearers function well in their roles to serve the community with justice, no discrimination including gender, and no corruption/bribe.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	Schools are safe and warm learning place for every child and youth especially for female students.	

Monitoring Worksheet #2: Outcome Journal
Description of Change:
Contributing Factors & Actors:
Sources of Evidence:
Unanticipated Change: (include description, contributing factors, sources of evidence)
Lessons / Required Program Changes / Reactions:

5-3 Strategy Journal

Monitoring Worksheet #3: Strategy Journal	
Work Dating from/to:	
Contributors to Monitoring Update:	
Strategy to be Monitored:	Strategy Type:
Description of Activities (What did you do? With whom? When?)	
Effectiveness (How did it influence change in the boundary partner(s))	
Outputs	
Required Program Follow-up or Changes	
Lessons	
Date of Next Monitoring Meeting	

5-4 Performance Journal

Monitoring Worksheet #4: Performance Journal
Work Dating from/to:
Contributors to Monitoring Update:
Practice 1. Prospecting for New Ideas, Opportunities, and Resources
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 2. Seeking Feedback from Key Informants
Example or Indicators:
Sources of Evidence:

Lessons:
Practice 3. Obtaining the Support of Your Next Highest Power
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 4. Assessing and (Re)designing Products, Services, Systems, and Procedures
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 5. Checking Up on those Already Served to Add Value
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 6. Sharing Your Best Wisdom With the World
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 7. Experimenting to Remain Innovative
Example or Indicators:
Sources of Evidence:
Lessons:
Practice 8. Engaging in Organizational Reflection
Example or Indicators:
Sources of Evidence:
Lessons:
Date of Next Monitoring Meeting:

Monitoring Worksheet #5: Program Response		
	Responsible Person	Timing
What should we keep doing?		
What do we need to change in order to improve?		
What strategies/practices do we need to add?		
What strategies/practices do we need to drop (those that have produced no results, or require too much efforts or too many resources to Produce results)?		
Has any issue come up that we need to evaluate in greater depth? What? When? Why? How?		

Monitoring Worksheet #6: Reviewing the Logic of The Program	
1. Read the Vision Statement	Does this still reflect the program's dream?
2. Read the Mission Statement	Is this the greatest contribution our program can make? Have we been doing this? Why? Why not? Should we add anything or take anything away?
3. Review Boundary Partners	Is this who we are working with directly? Do we need to work with anyone else?
4. Review Outcomes	Do these accurately describe the ideal way that our boundary partners could act to contribute to the achievement of the vision?
5. Review Progress Markers	Was the change process we set out accurate and useful? What now needs to be added or taken out?
6. Review Strategies	What did we plan to do? Have we implemented these activities? Why? Why not?
7. Review Organizational	Are we doing everything we can to Practices maintain our capacity to support our partners?

6- Evaluation Planning

6-1 Evaluation Plan

Evaluation Worksheet #1: Evaluation Plan						
Evaluation Issue:						
Who Will Use the Evaluation? How? When?	Questions	Info. Sources	Evaluation Methods	Who Will Conduct and Manage the	Date (Start & Finish)	Cost

Appendix 1: Strategies for Management of Identified Risks

Risk	Severity (Impact)	How likely? (Probability)	Action To Be Taken
1. Political and economic instability (poverty reduction).	High	Medium	<ul style="list-style-type: none"> ☞ Economic empowerment of families. ☞ Keep alert through NGOs, agencies and networks. ☞ Funding Strategy
2. Village chiefs, teachers, CCWCs do not involve in our project activities and play their role actively.	High	High	<ul style="list-style-type: none"> ☞ Maintain relationship with them by meeting with them regularly. ☞ Follow up by visiting and phone call ☞ Provide them gifts when they provide training services to SC boundary partners.
3. Income generation for micro business is hard (running micro business).	Medium	High	<ul style="list-style-type: none"> ☞ Conduct MED course to selected boundary partners ☞ Careful assess and follow up before, during and after providing start-up capital.
4. Parents are influenced by traditions and old habits and are therefore hard to change (parents training).	Medium	High	<ul style="list-style-type: none"> ☞ Strengthen individual family case support. ☞ Continually provide parenting skills and positive disciplines

			<p>trainings and refresh child participation, child rights and prevention to the parents in the clubs.</p> <p>☞ Bring the children voices to their parents.</p>
5. Children and youth don't practice what they learn from children and youth clubs due to the negative influences in their communities.	Medium	High	<p>☞ Spend more time for case management with families and children.</p> <p>☞ Cooperate with children directly, village chiefs, CCWCs, parents to conduct cleaning day in the community.</p>
6. Availability of youth is variable (youth clubs).	High	High	☞ Plan/set dates with youth in advance.
7. Parents are not at home during business hours (for staff visitation).	High	High	☞ Make advance appointment or flexible schedule.
8. Working parents have less time to join trainings (i.e. MED...)	High	High	☞ Enforce sponsorship criteria/ contract.
9. Parents prefer to earn a daily wage over training (VTC, MED).	High	High	☞ Continue to provide them chances for getting start-up capital with careful follow up.
10. Funding challenges of SC	High	Medium	<p>☞ Strengthen relationship with current donors, partners and friends.</p> <p>☞ Funding Strategy</p> <p>☞ Pre-written concept note, project planning, proposal in order to submit to the available donors.</p>
11. The restriction of people gathering before and after election	High	High	<p>☞ Strengthen relationship with local authorities.</p> <p>☞ Conduct activities when the situation become normal.</p>