

New Hope for Urban Poor

Final Evaluation of the 2015-2018 Project



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1 Acronyms & definitions

CCWC	Commune Council for Women & Children
DV	Domestic Violence
FGD	Focus Group Discussion
GDG	Global Development Group
KII	Key Informant Interview
MoLVT	Ministry of Labour & Vocational Training
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
MoEYS	Ministry of Education, Youth & Sports
MED	Micro Enterprise Development
NHUP	New Hope for Urban Poor
SC	Sunshine Cambodia
SD	School Director / Principal
VTC	Vocational Training Center
TVET	Technical and Vocational Education
UNCRC	United Nation Convention on the Rights of the Child

Boundary Partners	Individuals, groups or organizations with whom SC interacts directly and with whom SC can anticipate opportunities for influence.
Child abuse	The act of abuse related to the physical, emotional, spiritual and sexual as well as ignorance that happen to children aged under 18 years old.
Counseling	SC staff meet with children or parents (at home, schools, SC office, on phone) regarding problems related to study, economic status, health, relationships, conflict, future plans etc. SC staff members listen to them to explore the problems and propose options to deal with the problems. It is not professional counseling.
Creative classes	Activities in children's clubs encourage children to develop more creative ideas through drawing, painting, coloring and crafts.
Devotion	SC staff members spend one hour every Monday singing songs of praise, read and reflect on bible verses together and pray.
Duty Bearers	Authorities that have a responsibility to support community wellbeing through service provision – Ministry of Education, Youth & Sports (MoEYS, public & private schools, and Khan, Sangkat and

	village authorities)
Emergency case support	Financial support for SC families who are experiencing serious sickness, funeral, fire, accident or disaster.
Extra tuition fees	The fees SC pays for sponsored children and youth to attend extra tuition classes (supplementary classes) in addition to public school classes on subjects such as English, Math, Khmer, Physics, and/or Chemistry.
Fathers' club	Fathers of the sponsored children and youth join the meeting/training which is mostly about parenting skills, child rights, child protection, domestic violence, First Aid, basic healthcare etc. as well as news updates.
Gender mainstreaming	The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.
Holistic change	Physical, emotional, social, educational/intellectual and spiritual changes in SC clients and client families.
Higher education	The achievement of at least grade 9 and progress to grades 11-12 and university.
Mothers' Club	Mothers of the sponsored children and youth join the meeting / training which is mostly about parenting skills, child rights, child protection, domestic violence, First Aid and basic healthcare as well as news updates.
Outcomes harvesting	An evaluation approach in which evaluators, grant makers, and/or program managers and staff identify, formulate, verify, analyse and interpret 'outcomes' in programing contexts where relations of cause and effect are not fully understood.
School supplies	Annual provision to each child of books, pencils, pens, rubber, correction pens and a school bag.
Social and life skills	Topics covered in Children's Clubs relating to concerns within children's lives such as drug awareness, domestic violence, human trafficking and child protection.
Domestic Violence	Physical, emotional, economical and sexual abuse that happens within the family.

2 Executive Summary

The New Hope for Urban Poor project implemented from 2015-2018 reflected Sunshine Cambodia's holistic approach based on the core values of cooperation, honesty, respect, improvement, servanthood and transparency. Approximately 1,223 people from 240 marginalized and poor families including 350 children and youth aged 6 to 25 (51% girls) living in Sansom Kosal, Stung Mean Chey, Thnoat Chrum, Prey Tea and Tropang Anhchanh communities of Phnom Penh were involved. Sixty-eight schools and 450 teachers within the targeted communities also participated. The project, implemented by the 17 member Sunshine Cambodia (SC) team, included children's clubs, youth clubs, parents' clubs, home visits, economic empowerment, case management and emergency support programs incorporating counseling, micro business support, vocational training and job placement services. The broad project objectives and associated indicators, aligned with UNCRC goals, sought to increase educational opportunity and life skills for children and youth, increase levels of parental responsibility, increase family income and earnings, improve family health conditions and decrease domestic violence. The project was funded by Global Development Group (Australia), ERIKS Development Partner, Equitas Group (USA) and several churches and Christian schools in Australia and in partnership with the Chab Dai Coalition, NGO CEDAW, Network for Early Childhood Care and Development, the Micah Network as well as a number of health care clinics and domestic NGOs.

Taking place over 15 days from 22nd June- 25th July 2018 the evaluation used a combination of document review, focus group discussions (FGD), key informant interviews (KII), observations and children's impact stories involving total of 104 stakeholders (62 females) in order to assess the relevance, effectiveness, impact, efficiency and sustainability of the project. Generally, it was found that the project had:

- consistently achieved to a high degree the intended levels of beneficiary involvement in planned support activities.
- developed a child friendly, participatory, rights-based approach to its programs
- resulted in less discrimination and a greater care for disadvantaged children by some teachers as well as a reduction in normal school fee collection
- benefited families economically through vocational training and micro-enterprise start-up capital, and socially through parents clubs, family visits and counseling services.
- improved the daily income of some families enabling them to contribute more to their children's education and health.
- led to extended learning opportunities through children's and youth clubs.

Furthermore children and youth valued the opportunity to attend school regularly and participate in children's or youth clubs, although some children were finding some components of the curriculum, like mathematics and science, difficult to understand. Parents gained an increased knowledge about child rights, child protection, family planning and domestic violence.

However it was also found that:

- clear alignment was lacking among the intended indicators within the Project Description, Log frame and Six-monthly project reports which did not necessarily measure the achievement of the expected beneficiary change and learning
- there was inconsistent evidence of longer-term attitudinal or behavioural change within individuals, families, communities or institutions.

It is recommended that SC:

1. Retains its focus on holistic development through the identification of factors contributing to urban poverty and the development of initiatives that support family economic and social wellbeing, but reduces the scope of these factors to those that are proving to lead to demonstrated educational, social and economic change for beneficiaries.
2. Develops a closer correlation between the numerical indicators associated with each project objective and the intended outcome of each objective. Currently statistics are gathered about the frequency of project activities but these do not necessarily correlate with the intended change outcome of the objectives.
3. Utilizes an approach such as action learning to enhance knowledge about project outcomes, continuous improvement and problem solving, by systematically gathering outcome based (research quality) data, using this data to encourage innovation and publicize achievements more widely for the benefit of government, non-government and private sector players.
4. Reviews and rationalizes all of its documentation to include clear definitions of all terms used within this documentation to enhance consistency and mutual understanding.
5. Focuses more on the learning outcomes of the children, youth and parents it serves and develops processes that will measure enhanced academic, intellectual and social learning (see ANNEX 5 for an example). This could include the continued creation of videos of good practices to help beneficiaries 'visualize' the kind of outcomes that are being, or could be, achieved.
6. Better meets the expectations that parents, children and youth have in terms of English (or other language) development and computer literacy for children and youth.
7. Continues to work with School Directors and teachers as key partners in poverty reduction through a focus on better teaching, learning environments, student welfare / protection, family participation in school education and an extended curriculum. SC staff could, through their experience in facilitating children's and youth clubs, assist (coach, train or advise) teachers to better understand students' learning style preferences and consequently diversify learning / teaching to better cater for children's individual needs.
8. Identifies those children / youth who are experiencing difficulties with subjects within the school curriculum, or who are inconsistent in attendance, to meet their specific needs and facilitate academic coaching for these students to enhance their school success.
9. Develops a clearer, consistent and shared notion of "child protection" and works through schools, child clubs, youth clubs and parent clubs to promote a better understanding of the need for, and nature, of child protection. Additionally, specific training could be provided for teachers on child rights, child protection, DV, and First Aid.

10. Extends opportunities for technical and vocational education to include youth in order to create opportunities for youth to gain employability skills to complement their school-focused academic education. This could be achieved through the extension of partnerships with government, other NGOs, private training providers or directly through local enterprises who could offer enterprise-based training or internships.
11. Aspires to greater levels of, and approaches to, child / youth participation and child / youth leadership to extend the outcomes already being achieved regarding children's / youth school achievements, community participation and levels of personal self-esteem and confidence.
12. Reviews the frequency and process for follow-up on student school progress and family visits to ensure that consistency and equity are maintained and that goals are negotiated with beneficiaries for future follow-up visits.
13. Introduces, or extends, counseling training for appropriate SC staff to enhance the impact of this process on family problem resolution and to better meet beneficiary expectations of participation in this process.
14. Takes an even greater leadership role in coordinating NGOs working in SC's targeted communities to maximize outcomes and target resource utilization for disadvantaged children / families.
15. Develops a fundraising strategy in collaboration with partners / partner organizations that will diversify funding sources and complement the current dependency of donor funds, given that such donor funding, or its value, may decrease in the future.
16. Reviews Board numbers (e.g. to 5 or 7 members for voting purposes) and encourage the Board to take a greater strategic and advocacy role in promoting the work of SC and to extend its network of government, non-government and private sector partners.

3 Introduction

3.1 Project Overview

In line with Sunshine Cambodia's core values of cooperation, honesty, respect, improvement, servanthood and transparency the New Hope for Urban Poor project aimed to work holistically with marginalized and poor families living in Phnom Penh to bring hope and build a brighter future for children within the context of families and community. SC worked directly with approximately 1,223 people from 240 families who were struggling in poverty in five areas of Phnom Penh city (Sansom Kosal, Stung Mean Chey, Thnoat Chrum, Prey Tea and Tropang Anhchanh communities). Included were 350 children and youth aged 6 to 25 (51% girls), their parents, siblings and relatives who live with them. Most adult beneficiaries worked as scrap collectors, water grass (or morning glory) pickers, factory workers, motorbike taxi drivers, non-skilled construction workers, housekeepers/cleaners, and small business holders or sellers earning less than \$3 per day.

In particular the project focused on the physical, emotional, social, spiritual and educational development of children to enable them to exercise their rights to education, protection, health care and general well-being. This included attendance at formal education in both state and private schools, provision of school materials and extra tuition where required. The project plan included working with 9 public and 16 private schools (drawn from around 68 schools and 450 teachers within the targeted communities) and some local authorities for better quality of education and child rights implementation. The support strategy included children’s clubs, youth clubs, parents’ clubs, home visits, economic empowerment, case management and emergency support programs.

With its holistic intent, the project also intended to benefit families through a Family Development Program which provided parenting skills, home visits and counseling, micro business support, vocational training and job placement services to 240 families. With a focus on key problem areas – healthcare, domestic violence & child abuse, economic empowerment and parental family responsibility - Sunshine Cambodia intended to, together with families, promote poverty alleviation, nutrition, education, health and equality for a peaceful society.

3.2 Project Goal

The goal of the project was to improve living conditions and reduce overall poverty levels for SC families and the implementation of children’s basic rights – that is, families have acceptable living conditions and their children enjoy their basic rights. As outlined in Figure 1 below, the project identified 20 broad indicators, aligned with specific UNCRC goals, to guide progress and assess achievements.

Figure 1. NHUP project indicators and UNCRF alignment	
Project Indicator	UNCRC article
Families (including children)	
1. # (or %) of SC families improve living conditions	(UNCRC Art. 27).
2. # (or %) of SC families live with over Cambodian poverty line of \$120 per month	(UNCRC Art.27).
3. # (or %) of SC families have enough food	(UNCRC Art.24)
4. # (or %) of SC families have clean water	(UNCRC Art.24).
5. # (or %) of SC families have enough proper clothes	(UNCRC Art. 27).
6. # (or %) of SC families receive health service	(UNCRC Art.24).
7. # (or %) of SC families lived in a cleaner community environment	(UNCRC Art.24).
8. # (or %) of SC families have proper living places	(UNCRC Art. 27).
9. # (or %) of SC families feel valued by the community	(UNCRC Art. 13)
Children	
10. # (or %) of SC children have access to education	(UNCRC Art. 28 &29).
11. # (or %) of SC children have birth registration	(UNCRC Art. 7 &8).
12. # (or %) of SC children receive care from parents	(UNCRC Art. 27 &31).
13. # (or %) of SC children receive love from parents	(UNCRC Art. 27 &31).
14. # (or %) of SC children feel they are protected.	(UNCRC Art. 32, 33, 34, 35, &36)
15. # (or %) of SC children are free from child labor	(UNCRC Art. 32 &36).
16. # (or %) of SC children are aware of and avoid using drugs	(UNCRC Art. 33)
17. # (or %) of SC children are aware of and are free from exploitation and abuse	(UNCRC Art. 34 &35).
18. # (or %) of SC children felt they are not forced to believe in any religion by adults	(UNCRC Art. 14)
19. # (or %) of SC children felt happy	(UNCRC Art. 27 & 31).
20. # (or %) of SC children felt they have a voice in their families, SC, school and community	(UNCRC Art. 13)

Within these parameters six objectives were set, with each having indicators reflecting those listed above as described in Figure 2 below.

Figure 2. Project objectives and indicators
<p>Objective 1: Increased opportunity for children and youth to get higher education for better employment options.</p> <p>Indicators for Objective 1:</p> <ul style="list-style-type: none"> • # (or %) of SC children and youth continue at school vs. # (or %) of children and youth drop out of school (i.e. at least 80% of them continue). • # (or %) of SC children and youth graduate grade 9.
<p>Objective 2: Increased the child and youth participation in all businesses related to their lives.</p> <p>Indicators for Objective 2:</p> <ul style="list-style-type: none"> • # (or %) of SC children and youth involved in Children and Youth Clubs. • # (or %) of SC children and youth involved in making decision in families. • # (or %) of SC children and youth involved in influencing state school teachers and principals to ensure non-violence teaching style, better quality of education, and corruption. • # (or %) of SC children and youth involved in influencing private school teachers and principals to ensure non-violence teaching style and better quality of education. • # (or %) of SC children and youth involved in influencing local authorities to ensure their well-being and rights are protected by the state authorities.
<p>Objective 3: Increased responsibility of the parents.</p> <p>Indicators for Objective 3:</p> <ul style="list-style-type: none"> • # (or %) of families can identify their problems. • # (or %) of families know how to deal with problems/conflicts. • # (or %) of families achieve their goals.
<p>Objective 4: Increased income and savings.</p> <p>Indicators for Objective 4:</p> <ul style="list-style-type: none"> • # (or %) of families have increased income. • # (or %) of families have increased savings. OR • # (or %) of families bought more property.
<p>Objective 5: Improved health condition of SC families.</p> <p>Indicators for Objective 5:</p> <ul style="list-style-type: none"> • # (or %) family members have less sickness. • # (or %) of children grow well.
<p>Objective 6: Decreased domestic violence and child abuse.</p> <p>Indicators for Objective 6:</p> <ul style="list-style-type: none"> • # of (or %) cases of violence against women/men reduced. • # of (or %) cases of violence against children reduced.

3.3 Funding partners

Several churches and Christian schools in Australia provided money either directly or via Global Development Group (Australia). As the official Australian partner GDG contributed approximately 44.47% of the budget with ERIKS Development Partner funding approximately 34.61% and Equitas Group (USA) funding approximately 20.92%. The representatives of ERIKS offered ongoing coaching on finance, report writing and other practical knowledge for SC accountants, program manager and director. SC collaborated with a number of domestic and international partners who provided assistance including trends in child protection practices, anti-domestic violence against women, anti-trafficking, child development and child welfare, through forums, workshops and meetings. These included the Chab Dai Coalition, Global Development Group, NGO CEDAW, Network for

Early Childhood Care and Development, the Micah Network as well as a number of health care clinics and domestic NGOs.

3.4 Operational model

SC has a staff of 17 composed of the Executive Director, a Programs Manager, ten Children and Family Development Facilitators (CFDF), an Accounts & Administration Coordinator, an Accounts & Administration Assistant, two security Guards and a cleaner. Governance is undertaken by a 6 member Board. SC changed its center-based model to a more community-based approach in July 2012 in consultation with all key stakeholders (children, parents, staff, management, board and donors) and focused on healthcare, domestic violence and child abuse, economic empowerment and the responsibility of the parents towards the family. This model set goals which include the psychosocial as well as economic aspects of family life and aims to work closely with parents.

3.5 Monitoring & Evaluation

SC submitted required annual and bi-annual reports to GDG¹ and ERIKS² in which progress against log frame indicators was numerically measured, supported by short case studies of the impact of the program on selected beneficiaries. The SC Strategic Plan³ and SC Annual Reports for the periods 2015-2016⁴ and 2016-2017⁵ had been compiled.

A project evaluation undertaken in January 2015⁶ made a series of recommendations for the improvement of SC's project model and monitoring & evaluation strategies. Although the evaluation did not provide details of the number of participants involved or the methodology used, the evaluation questioned the nature of evidence to support the stated achievements of quantitative data relating to participant numbers in various activities and recommended that a greater focus be placed on the changes (outcomes) that resulted from the scope of activities that were taking place within the holistic model. The evaluation recommended the continuation of the holistic concept including the family visitations, parent's peer support/ Parenting Program, parent's day initiatives, Micro Enterprise Development support, vocational training and job placement, family emergency relief, educational sponsorships, food and healthcare support, creativity-spiritual-social-emotional development through children's and youth clubs, as well as strengthening and expanding networking and partnerships with local authorities, other NGOs, churches and other institutions. In addition a long term comprehensive program was recommended to build staff and management capacity to self-reflect, understand new ideas about parenting and child rights, apply new ideas to their own and their beneficiaries' real lives and encourage others to follow a similar self-reflection process. SC management was encouraged to support the new approach in terms of funding, recruitment, staff supervision, policy making and monitoring.

Similarly an Evaluation Programme Audit⁷ completed in 2017 applauded SC's work in enhancing the well-being of targeted children through school support and children's / youth club activities. The report complimented SC's collaborative organizational culture and the

¹ Six-monthly Progress Reports for Jan-June 2016, July-December 2016, Jan-June 2017 & July-December 2017.

² Bi-Annual Progress Reports observed for July 2015-December 2015 and July 2017-December 2017 as well as annual reports for July 2015-June 2016 and July-2016-June 2017.

³ Sunshine Cambodia (2015), Three Year Strategic Plan July 2015-June 2018, Phnom Penh: SC.

⁴ Sunshine Cambodia (2017), Sunshine Cambodia Annual Report 2015-2016, Phnom Penh: SC

⁵ Sunshine Cambodia (2018), Sunshine Cambodia Annual Report 2016-2017, Phnom Penh: SC

⁶ Carter, L. (2015), External Evaluation Report, Phnom Penh: Sunshine Cambodia.

⁷ Da Gracia Almeida Prado, M. & De Graeve, M. (2015) Programme Evaluation Audit Report, London: GlobalGiving.

individual and team commitment to SC's vision, mission and core values. However the audit noted that "a challenge reported by both the management of SC and the Board relates to the strategy of SC to pursue a 'holistic approach' to children's education, which focuses on both the child and the family" created "multiple priorities" for SC staff members in terms of support and service provision⁸. The report also recommended the broadening of SCs funding base (to consider a social enterprise component), greater participation of stakeholders / beneficiaries (including the Board) in project planning, an outward-looking worldview (including a stronger social media presence), and a focus on program outcomes (including outcomes harvesting) as a key theory of change element.

4 Evaluation Purpose

The purpose of this evaluation was to:

- determine how well the goals of the log-frame FY15-18 were achieved as well as to find out other outcomes/impacts of the project with lessons learnt and recommendations for improvement for the future project design.
- use outcome harvesting, gender mainstreaming and perspectives (women and men, boys and girls) and child participatory approaches to involve key stakeholders including children to find out the following:
 - What are the impacts of the SC?
 - How have the children's lives and opportunities for participation changed?
 - How could SC meet the needs of the Boundary Partners better?
 - What do Boundary Partners including children consider to be risks for Sunshine?
- explore relevance, effectiveness, impact, efficiency and sustainability of the project.
- contribute to a new baseline for the strategic plan FY2018-2021.
- draft a full report including evidence and impact stories of children and families.
- present the findings, lessons learnt and recommendations for future programs in the form of a final report.

4.1 Evaluation Methodology, Outputs & Timeframe

The methodology included:

- A review of SC related documents (e.g. proposal and Log-frame, previous evaluation reports, baseline report, reports to donors, field reports, M&E reports, case studies and training materials).
- Focus group discussions (FGD) and in-depth Key informant interviews (KII) with parents, children, SC staff and public and private teachers in a range of community locations.
- Emailed questions to board members, partners and donors.
- The inclusion of gender mainstreaming and child participation in the evaluation procedure.
- Impact stories from children.
- Observation of children's club activities and family situations.

⁸ ibid. p15.

The evaluation encompassed the following 24 components of the New Hope for Urban Poor project with a focus on the achievements of outcomes for children and their families as outlined in Table 1 below. This table identifies the 9 anticipated stakeholder groups within the project and the relevance of each evaluation focus area to each particular group. This framework forms the basis for the evaluation questions located in ANNEX 3.

	Evaluation focus area	Evaluation Stakeholders								
		Children	Mothers	Fathers	Youth	School Director/Teacher	TVET trainees / grads	University Trainee / Graduates	SC staff	Local govt reps
1.	Support to attend formal schooling	✓	✓	✓		✓	✓	✓		
2.	Support to attend supplementary classes	✓	✓	✓		✓				
3.	School fees paid	✓	✓	✓		✓	✓	✓		
4.	Extra tuition fees paid	✓	✓	✓		✓				
5.	School supplies provided	✓	✓	✓		✓				
6.	Children's club participation	✓	✓	✓						
7.	Participation in art and creative classes	✓	✓	✓						
8.	Participation in social and life skill classes	✓	✓	✓						
9.	Dental hygiene practiced on a daily basis	✓	✓	✓						
10.	Participation in Youth Clubs				✓					
11.	Home follow up with children	✓	✓	✓						
12.	Awareness of child rights and protection	✓	✓	✓					✓	✓
13.	Participation in Father's club			✓						
14.	Participation in Mother's club		✓							
15.	Participation in Vocational training						✓		✓	
16.	Participation in MED training		✓	✓					✓	
17.	Business Start-up capital provided		✓	✓			✓	✓	✓	
18.	Participation in health, hygiene, first aid, reproductive health, social media, and goal setting		✓	✓	✓	✓				

	Evaluation focus area	Evaluation Stakeholders								
		Children	Mothers	Fathers	Youth	School Director/ Teacher	TVET trainees / grads	University Trainee / Graduates	SC staff	Local govt reps
19.	Participation in community cleanup activities	✓	✓	✓	✓					✓
20.	Access to family health services		✓	✓						✓
21.	Emergency case support provided		✓	✓					✓	
22.	Clean water accessed		✓	✓						✓
23.	Participation in domestic violence and child abuse / rights training	✓	✓	✓	✓	✓			✓	
24.	Participation in counseling services	✓	✓	✓	✓				✓	

4.2 Evaluation Timeframe

The evaluation took place over 15 days commencing on 22nd June 2018 and concluding on 25th July 2018 as outlined in Table 2 below. The daily schedule for the field visits to gather data is presented in ANNEX 2.

	June							July								
	F	S	Su	Th	T	W	Th	F	Th	F	S	S	M	T	F	W
	22	23	24	28	3	4	5	6	9	13	14	15	16	17	20	25
Document rev. Interim Report																
Field Visits to Target Locations																
Data Analysis																
Draft Report																
Presentation & Feedback																
Final Report																

Five of the 25 schools (9 public and 16 private) were randomly selected (Phsar Derm Tkov School, Sansom Kosal School, Dambok Kpous School, Jansana School and The Best Way School) and students were randomly selected from SC sponsored students. Twenty families were randomly selected from the following categories (dual parent families; single parent families; families with up to and including 5 children; families with more than 5 children). Nine TVET and university students / graduates were randomly selected. The data gathering instruments gathered both quantitative and qualitative data with a focus on the identification of project outcomes for beneficiaries. The assistance of SC was sought in contacting potential interviewees and organizing interview times in accordance with the intended schedule.

4.3 Evaluation Participants

Altogether 104 stakeholders participated in the evaluation as outlined in Table 4 below. A full list of evaluation participants can be found in ANNEX 5.

Target person / group	Venue/s	Total participant number		
		M	F	Total
SC Primary school students	School	12	17	29
School Director / teacher	School	4	6	10
SC Parents	Family home	15	19	34
SC staff	Sunshine office	7	7	14
SC Youth	Sunshine office or at Youth Club meeting	1	4	5
SC university students / graduates	Sunshine office or at university	0	4	4
SCTVET trainees / graduates	Sunshine Office	2	2	4
Donor representatives	Emailed responses	0	1	1
Partner NGO representatives	Emailed responses	1	0	1
Local government representatives	Sangkat Beung Tumpun Hall	0	2	2
Total		42	62	104

4.4 Evaluation Limitations

There were a number of limitations to the evaluation process that are discussed below. While these do not necessarily have an adverse effect on the evaluation outcomes they need to be considered in terms of the overall validity and reliability of the report.

Limitation	Response
The number of key participants in the interview process was a relatively small % of the total population. (e.g. children / youth 11%; families 8%; schools 7%; teachers 2%)	Individuals and families selected for interview were randomly selected, where possible, to cover location, family size, gender and age.
The data gathering instrument used for semi-structured interviews had not been pre-tested leading to the possibility of misunderstanding of the question and lack of consistency across responses.	The data gathering instrument was discussed in depth among the interview team prior to the evaluation and feedback was sought from SC staff members. Interview team members have significant experience in conducting similar interviews using similar tools and used clarification questions in the event that responses appeared to reflect a misunderstanding of questions. Interviews with groups of participants provided a forum for consistency of conceptual understanding.
Possibility that group interviews may have been dominated by the ideas of a few respondents	Care was taken during group interviews to canvass the responses of all participants.
There was a possibility that some participants may have "second guessed" the interview process by providing responses that they believed the interviewer wanted to hear.	The interview team's knowledge of SC programs, the beneficiary group itself and previous similar evaluations assisted in interpreting responses and making decisions in terms of further questioning to confirm the authenticity of responses. The openness and frankness of respondents experienced by the interview team also supported the view that respondents were keen to provide informative and accurate answers to questions asked.
The predominance of the semi-structured interview process may have limited the kinds of data gathered during the evaluation process.	The interview team used formal observation of an activity, informal observation in all interview contexts and gathered five case studies in order to diversity the evaluation process.

5 Findings

The findings of the evaluation are discussed under the headings of project relevance, effectiveness, impact, efficiency and sustainability.

5.1 Relevance

Project relevance relates to the degree to which the project intentions and goals were aligned with the needs and requirements of all stakeholders.

It was found that the project's holistic approach to family and child support was highly relevant to the need of participants interviewed. This approach aligns with research⁹ pertaining to the multiple factors that contribute to urban poverty and sought to strengthen the relationships within families and between family members and SC personnel, educational organizations, service providers and government institutions. SC's vision and strategies are aligned with Cambodia's Rectangular Strategy¹⁰, policy on gender equity¹¹, the education strategic plan¹² and the vision of ERIKS Cambodia Country Strategy 2016-2018 which seeks a better world where children's dreams come true. The respondents' high value ratings (as outlined below in the Impact section) also indicate that all stakeholder groups believed the SC programs to be relevant to their needs.

5.2 Effectiveness

Project effectiveness relates to the degree to which the intended project goals and objectives within the log frame had been achieved. Evidence exists that the project was effective in achieving the intention of the initial Project Description and accompanying log-frame. Table 5 below provides an indication of the achievement of project expectations and results for the July-December 2017 period of the project. It seems clear that the numerical targets in terms of participation levels and service provision for this period were met if SC's monitoring processes were accurately undertaken.

Project results for July-December 2017					
	Overall intention	Intervention / Support Activity	Intended level of support	Actual results	Details
1.	Objective 1: Increased opportunity for children and youth to get higher education for better employment options	Support children in formal school	98%	89% supported	Public / private school fees and university fees to enable enrolments and additional fees for teachers to provide extra tuition in order for children
2.		Support children in supplementary classes	90%	89% supported	
3.		Support school & university fees	100% of children & targeted university students	89% supported	
4.		Support for extra tuition fees	100%	94% children	

⁹ WORDSWORTH, D, et al. (2005), Understanding Children's Experience of poverty: An introduction to the DEV Framework – Children & poverty working paper 1, Virginia: CCF and WORLD BANK (2016), Poverty and Shared Prosperity – Taking in Inequality, Washington DC: World Bank.

¹⁰ RGC (2013), Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase III, Phnom Penh: RGC.

¹¹ MoWA 2013, Neary Rattanak IV – Five Year Strategic Plan for Gender Equity and Women's Empowerment, Phnom Penh: RGC

¹² MoEYS 2014, Education Strategic Plan 2014-2018, Phnom Penh: RGC.

		for supplementary classes		supported 12/13 university students supported	/ students to maintain expected learning progress
5.		School supplies / materials provided	100%	99% supported	Stationery & other classroom requirements to support participation
6.		School uniforms provided	100%	99% supported	348 uniforms provided
7.		Bicycle purchase & children's saving scheme	100%	66.7%	10 of 15 bicycles provided
8.	Objective 2: Increased the child and youth participation in decision making related to their lives.	Children's club / camp frequency	100%	100% frequency	208 sessions per semester
9.		Children's Club ./ camp attendance	90%	94% attendance	175-187 children per month
10.		Conduct devotion	100%	100% provision	30 minute sessions
11.		Music classes provided	100%	100% provided	4-5 time per month across 4 areas
12.		Art & creative classes provided	100%	100% provided	20 minutes in each Club session
13.		Social & life skills classes	90%	100% provided	60 minutes in each Club session
14.		Children's outings	100%	Nil	Not provided in this project sector
15.		Youth Club attendance	100%	96%	Conducted once every 2 months
16.	Objective 3: Increased capacity and responsibility of the parents to manage family well-being	Fathers' club attendance	100%	91.33%	Conducted in 9 areas with 18 father groups
17.		Mothers' club attendance	100%	96.34%	Conducted in 9 areas with 18 mother groups
18.	Objective 4: Increased income and savings. Parental training for improved employment and livelihood development	Vocational training support	100% (10 trainees per semester)	30%	One female and 2 males assisted
19.		MED training provision	100% (10 participants)	100%	One training session completed
20.		MED training participation	100%	80%	Participants from 4 areas
21.		Start-up business capital provision	100%	80%	Four women supported for Small business initiatives
22.	Objective 5: Improved health condition of SC families. SC beneficiaries enjoy better health, hygiene and access to health services	Basic health, hygiene & first aid training to families	100%	Nil	Training not provided
23.		Health, hygiene, first aid & social media training to children & youth	100%	97%	16 training across 4 areas
24.		Provision of toothbrushes & toothpaste	100%	99.57%	Provide every 6 months
25.		Community clean-up activity	100%	Nil	Expected 30 people per event in each community
26.		Health service access	100%	Nil	Not requested
27.		Emergency case support provided	100% (10 cases)	33.3%	Three cases supported

28.		Water filter provision	100%	100%	42 water filters distributed
29.	Objective 6: Decreased domestic violence and child abuse. Families function more harmoniously, with positive, violence-free relationships	Training on domestic violence / child rights & protection provide to parents	100%	91.19%	36 training events for 10 groups form 5 areas
30.		Training on domestic violence / child rights & protection provide to children / youth	100%	94%	271 Children / youth across 4 areas
31.		Awareness raising of child rights & protection	90% children 90% parents 70% Principals / teachers 70% local authorities	100%	All direct stakeholders trained (children, youth, parents, teachers, Principals & local authorities)
32.		Follow-up visits to children / families	100%	98%	384 clients visited from 60 families conducted at various locations
33.		Counseling service provision	100% of identified family requiring the service	NA	2 families supported
34.		Family goal setting facilitation	100% (60 families per month)	100%	60/200 families assisted per month
35.		Prayers for children & youth	100%	98%	150 families prayed for

Responses from SC staff members also support the effectiveness of the project in terms of alignment with the project's philosophy and intentions. SC staff stated that they measured the outcomes of the activities in which children, youth and parents were engaged through pre and post-tests, case notes from family visits, baseline surveys, mid-term/semester reports, online progress evaluation, stories of change and external evaluations. Beneficiary participation in program activities existed through high interest and attendance, involvement in group discussions with fathers, mothers, youth and children, interaction with beneficiaries in regard to specific problems and building a sense of participant "club ownership". Successful processes used by SC included the regular monitoring beneficiary progress, follow up on children's school attendance and school fee payments, teachers serving as mediators in situations of student disagreements and collaboration with the local authorities. Salient outcomes included greater parental value of children's education, a reduction in gambling and smoking, strong parental commitment to club meetings, increased verbal participation at Father's Club meetings, active participation in the children's and youth clubs, reduced tuition fees for SC students and improved family health and hygiene.

SC staff members also described what they believed to be their most important successes during the project period. These included funding stability and transparency, good relationships with local and international partners, project extension from 4 to 5 target areas, good teamwork, a committed and capable staff, gender equality for staff members and beneficiaries, collaboration with relevant stakeholders/partners, the use of up-to-date equipment, software and hardware as well as willingness to improve policies and procedures such as those associated with gender equity and child protection. Intended improvements included the need for a staff care / development plan, the use of gap analysis, greater feedback or inputs (from donors, NGO partners and staff members), strengthened collaboration with local authorities (e.g. Sangkat & Khan), a broader range of evaluation tools, the use of an online family visit up-dating system

and the re-scheduling of Children's Clubs to bi-monthly meetings to provide facilitator time to document outcomes.

The project's effectiveness was also apparent in SC staff's ability to reflect on project implementation issues. The 14 staff members interviewed also described their greatest challenges in the communities they served. These included the prevalence of drug and alcohol abuse, domestic violence, school dropout, grandparents being required to accept a parenting role, health and hygiene and lack of action by local authorities. While the MED program provided the opportunity for several families to learn about and make a business plan, those not funded felt disadvantaged. While the vocational education training offered an opportunity for enterprise skill development the expected duration was contrary to the meeting of immediate basic needs. Some university students were part-time employees and were unable to join monthly club meetings, and other beneficiaries sometimes found it difficult to attend due to work or study commitments. Although SC has engaged with local authorities in 4 communities / Sangkats, difficulty in engaging local authorities was noted. There was limited involvement by local government representatives in the events they were invited to attend. SC hopes to strengthen collaboration and expects local authorities to be future boundary partners. Strategies used to address these challenges included engaging with local authorities, such as CCWC officers and SC NGO partners, on issues such as drug abuse where SC staff lacked expertise. SC had positioned itself as a 'friend' and independent agent in working with local authorities and their beneficiaries. The mainstreaming of health, hygiene, DV, child rights and child protection in club meeting curricula was another key way to address community issues. SC had equipped beneficiaries with the knowledge and confidence to report issues they were experiencing to local authorities.

5.3 Impact

Project impact relates to the degree to which stakeholders believed that the project had benefited them individually, their family and the broader community. It seeks to assess the degree of change that has occurred as a result of project interventions. ANNEX 4 includes children's case studies that also provide evidence of the project's impact.

5.3.1 Impact on participation in education

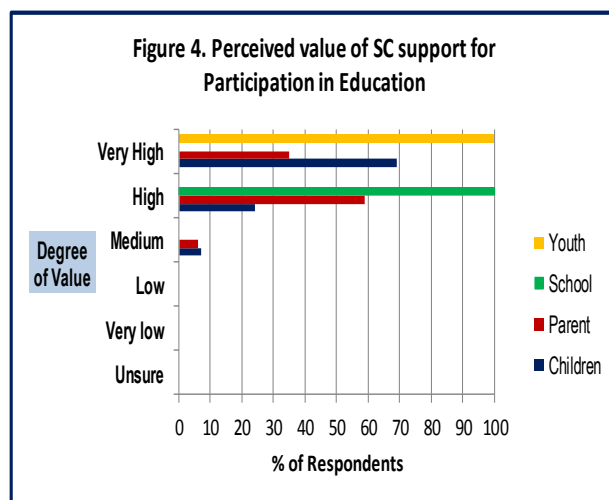
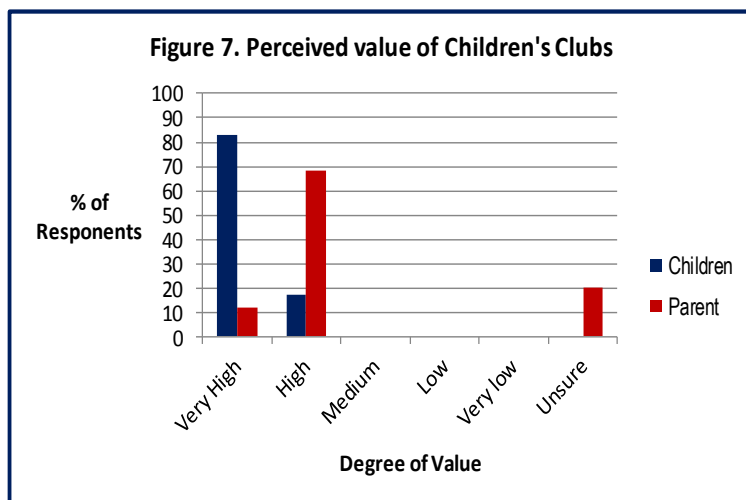
It is clear that SC's support for children and university students, and the relationships developed with families and schools, has made a very positive impact on school attendance and the learning outcomes of SC children.

All 29 children interviewed enjoyed attending school and stated that their attendance was good. A large majority (23) believed that their test marks were improving and 20 liked the environment at their schools. Seven described their teachers as helpful but 5 found some of the subjects hard to understand. Similarly all 5 youths interviewed liked going to school, maintained good attendance and were gaining improved test scores even though they found some subjects hard to understand. Three noted that SC always followed up their attendance every month and monitored their study progress. The four university students interviewed had received financial support from SC for studying four different majors - Accounting, Management, Law and Economics. SC provided 100% university fees to all of them for year 1 and this was reduced to 90% for year 2 due to budgetary limitations.

All 34 parents also indicated that their children liked going to school. Almost half (15) confirmed that their children's attendance was good and test marks were getting better - although a

minority (9) said their children's test marks were unsatisfactory. Eight parents explained that their children found some of the subjects hard to understand but 2 noted that English and Computers, both very popular with the children, had been included in the school curriculum. Consequently 3 parents indicated that their children's English was good and that the teachers were helpful and did not discriminate against the children from SC.

Two teachers explained that some students from SC gained good test scores because they tried to study, while others came to school very late almost every day and lacked interest in their studies. However 2 teachers from English schools believed that most of the students from SC were clever and punctual. Three SDs believed the relationship between SC students and other students was good, while another 2 SDs observed that the “characteristics” of some SC students were not good. Two SDs confirmed that SC staff followed up student's attendance and progress very often, while another two indicated that SC staff did not come to follow up student's progress very often. One SD explained that he recorded student's attendance lists by using a scanning machine. Three teachers and 2 SDs believed that some students found some subjects, like Mathematics, Physics and Chemistry, hard to understand. Three SDs interviewed noted that 50% to 80% of students from SC gained good marks, while two others explained that about 20% of students were absent very often while another noted SC student “drop out” rate was low. As illustrated in Figures 3 and 4, children and youth generally were more positive about educational outcomes achieved than parents and teachers but ratings across all stakeholders were generally high.

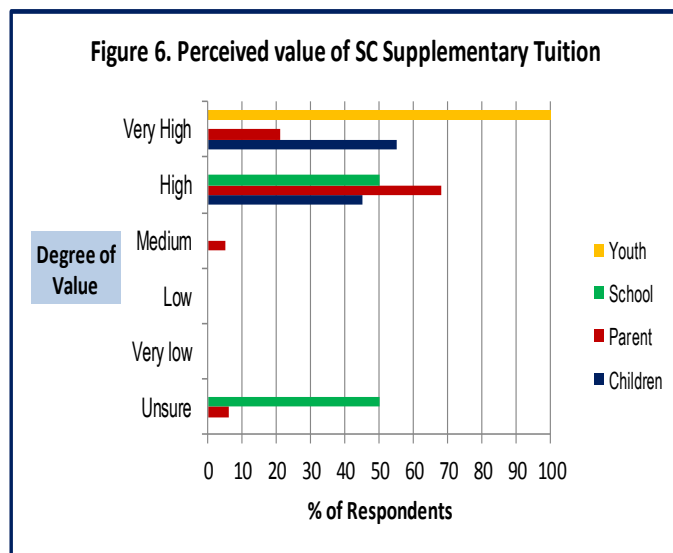
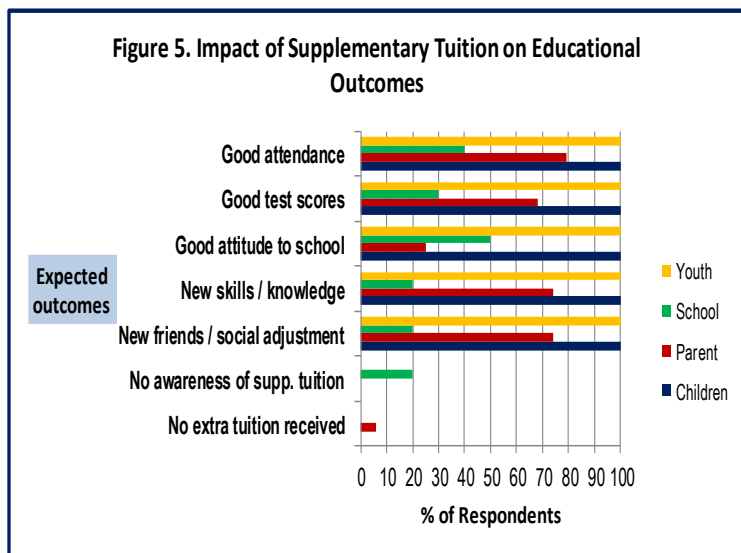


5.3.2 Impact of support for educational costs

Evidence gathered suggests that supplementary classes and school supplies funded by SC were positively regarded by children and parents as important contributors to their educational development (see Figures 5 and 6 below).

Over and above the purchase of test papers and costs involved with some secondary subjects there was no evidence that public schools required other fee payments associated with school attendance for SC children. All 29 children and 34 parents interviewed noted that SC helped pay for their English classes which cost around \$18-\$22 per month according to their levels. A majority of children (21) explained that they did not pay public school fees although 8 mentioned the need to pay for test papers. Similarly 28 parents said fees were only for the English school. Eight parents explained that they paid \$0.25 per month for ‘school utilities’ although 6 parents

were unaware of this. Three parents of youth explained that they were required to pay for testing papers and utilities, while 2 others indicated that such school fees were not required. Two university students interviewed explained that SC provided extra tuition fees for their English course while the remaining 2 indicated that extra tuition fees had not been paid.



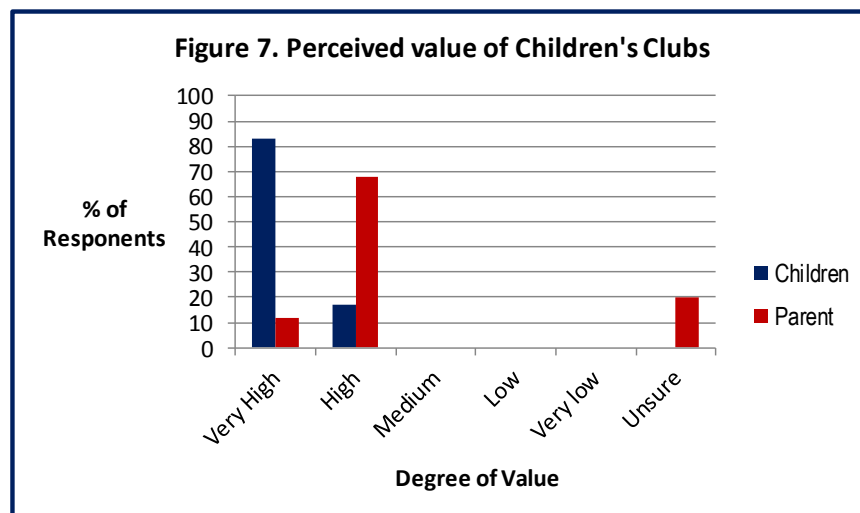
Public school teachers interviewed seemed less aware of support provided for English classes. Three teachers had heard from students that SC supported them to attend English classes, while 2 teachers and 3 SDs indicated that such support did not exist or that they were unaware of the provision of English tuition fees. Three teachers and 3 SDs confirmed that students were not required to pay for school fees but needed to pay for testing documents at \$0.10 to \$0.25 per copy. While all 29 children said they were not required to pay for extra tuition fees, youth interviewed stated that they were required to pay for four extra subjects at a cost of \$7.50 per subject. Thirteen parents noted that SC provided extra tuition fees for 2-3 secondary subjects such as Mathematics, Physics and/or Chemistry but there was some uncertainty among teachers and SDs in terms of SCs role in covering these costs. All 29 children and 34 parents interviewed confirmed that SC provided school supplies to them every year. Supplies included a bag, books, pen, pencil, ruler, white board, marker, eraser, pen/pencil box and school uniform.

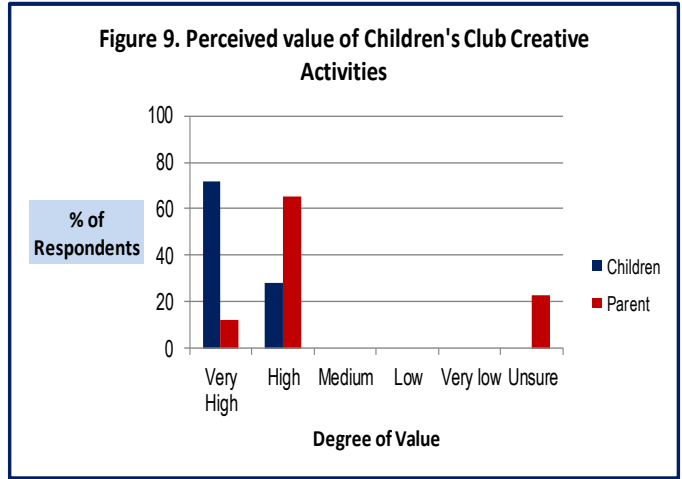
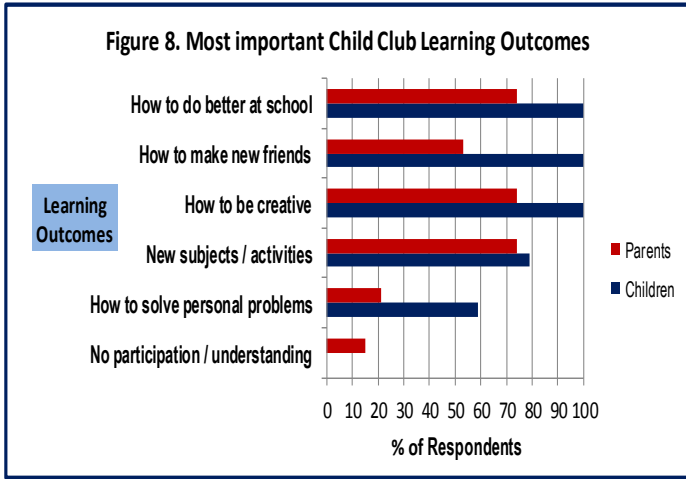
5.3.3 Impact of Child and Youth Clubs

All 29 children agreed that Children’s Clubs were for working and learning together on child rights and child protection, getting to know one another and to promote solidarity. Nineteen respondents added that Children’s Clubs were for learning about the Bible, while 8 believed that they were for helping Cambodian society and 3 others believed they existed to support poor students. Children interviewed believed they had learned how to protect themselves by “not going far from home when playing games” for example, and how to avoid using drugs. They could articulate their rights and understood the importance of education. A majority (25) of parents believed that Children’s Clubs were intended to lead children to learn about the Bible, child rights, DV, hygiene, teamwork, artwork and the impact of using drugs. Five parents explained that their children were involved in Youth Clubs and 4 were unaware of Children’s Clubs. One Child Club activity observed by the evaluation team took place at Prey Tea Village, Sangkat Chom Chao, Khan Po Sen Chey, Phnom Penh and was entitled “Devotion, Praying and Group Discussion on Child Rights”. Its purpose was to enable the children to know God,

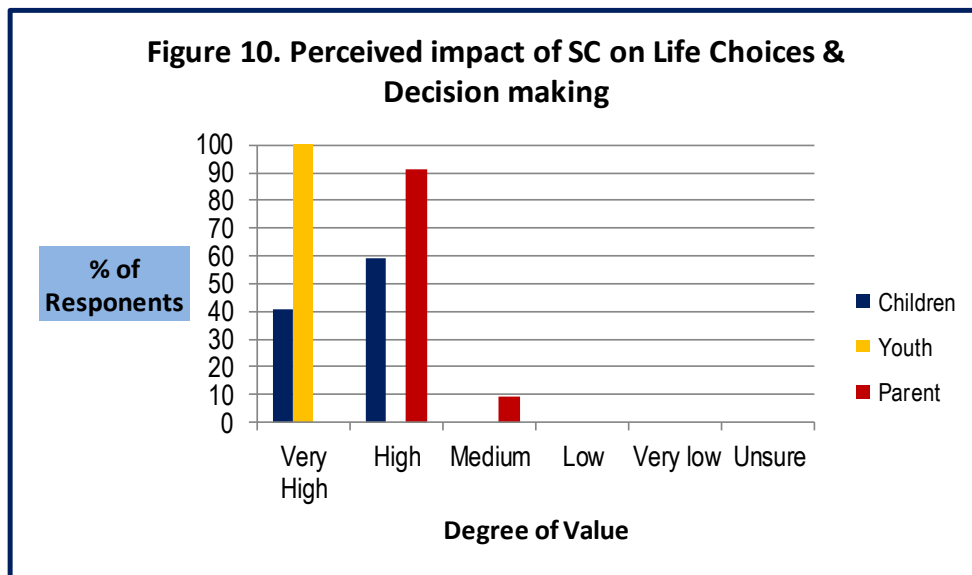
enable them to get to know each other, gain feedback from children and to help them understand their rights and need for self-protection. The session, facilitated by one female and one male facilitator, commenced at 9.am and concluded at 10:40am. It was expected that 30-35 children would attend each session (morning & afternoon) however 48 children ranging in age 7-15 years (50% females) were in attendance at the session observed. The facilitator had a clear activity plan and managed time for each activity well. In order to confirm attendance the facilitator lined the children up in 5 rows and called each of their names and checked records before finishing the session. The facilitator asked children to collect garbage and to wash their hands before the session concluded.

All children were actively engaged in the activities, listened to the facilitator during the session and seemed to understand the purpose of the session. All appeared to be enjoying the activities, which included singing and dancing. Any children “off task” were reminded of their responsibilities before continuing with the activity. During the session 70%-80% of children verbally interacted with one another and the facilitator positively. When the facilitator asked a question the children responded confidently. Both boys and girls were treated equally, having the same opportunity to practice the skills introduced during the session. The facilitator divided the children into five groups to discuss 'child rights' and 'child abuse' and asked them to draw some pictures. The intent was to give them the opportunity to think, share ideas, work together and to speak up. The facilitators actively participated in discussion with children and showed interest in the children’s opinions and actions. The facilitators also made suggestions and contributed ideas to activities and seemed to enjoy the shared interaction. The facilitators provided a rationale for session activities and responded in positive way to children by praising, nodding, confirming and asking open-ended questions to encourage children to express themselves. Most of the children were courteous, confident and seemed to fully understand the importance of teamwork and responsibility. During a group presentation one girl explained that, “child rights means a child has right to participate, right to life, right to development and right to education” and one boy believed that that “child abuse means a child is not allowed to study’. All youth agreed that Youth Clubs were for building relationships, developing leadership and learning about decision making. Youth Clubs also provided a space to reflect and set plans for their future. All youth interviewed rated the value of Youth Clubs as ‘Very High’. Although 31 parents interviewed had no knowledge of Youth Clubs and were uncertain about the frequency of their operation, 2 believed they were for learning about social issues, the impact of using drugs and traffic laws, while another parent believed they were for learning about first aid, violence against children, hygiene and health. The positive responses regarding club outcomes and value are illustrated in Figures 7-10 below.





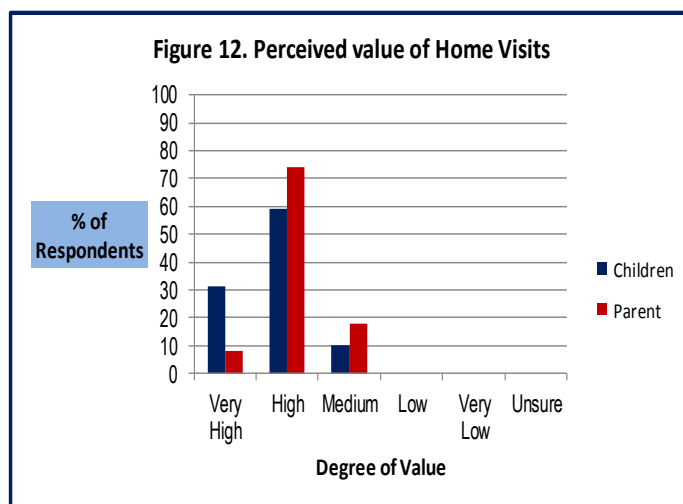
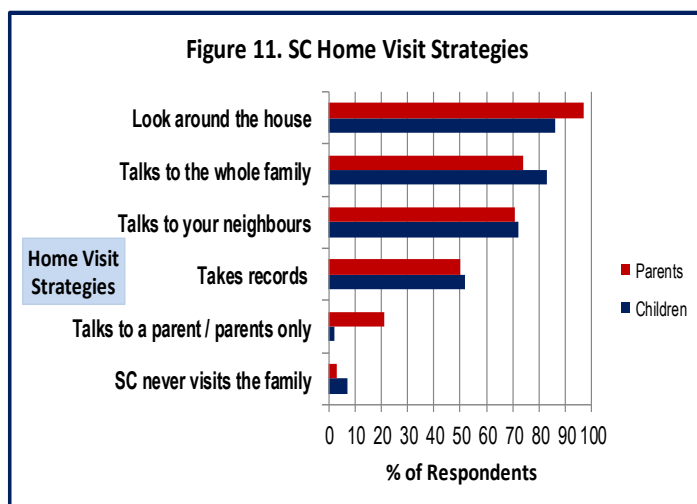
All 29 children and 25 parents explained that Child Club activities included art and creative classes such as drawing, coloring, making paper pictures, playing smart games and learning how to play the flute.



Fourteen children interviewed believed that knowledge of 'Khmer and English' was important for life decision making, while 8 believed that it was important to learn about morality and tolerance. Five others believed that 'building self-confidence' was important but 10 children were unsure about what learning was needed in terms of social and life skills. All youth interviewed explained that the learning required in order for the right decisions in life to be made were computer skills, foreign languages and how to build self-confidence. Twenty parents believed their children needed to learn English and computer skills while other parents included the need to learn the Chinese language (2), mechanical skills (3) and communication skills (1). Eight parents were unsure about what their children needed to learn.

5.3.4 Impact of SC family visits on family wellbeing

The SC home visits had a range of purposes and were highly valued by the majority of respondents as illustrated in Figures 11 and 12 below,



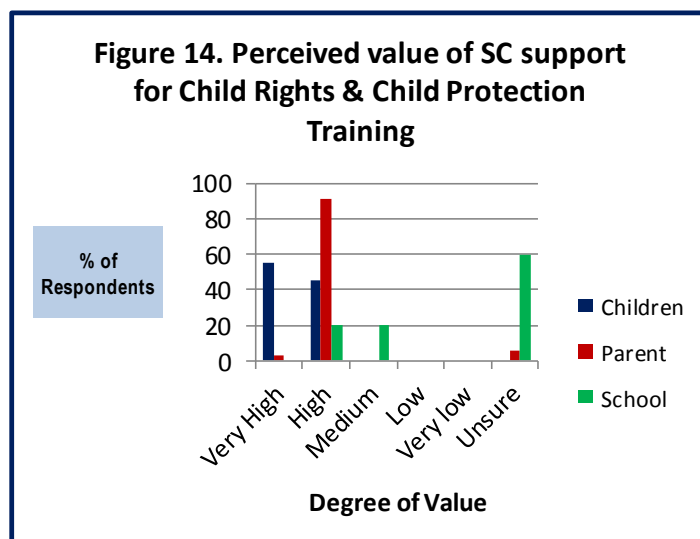
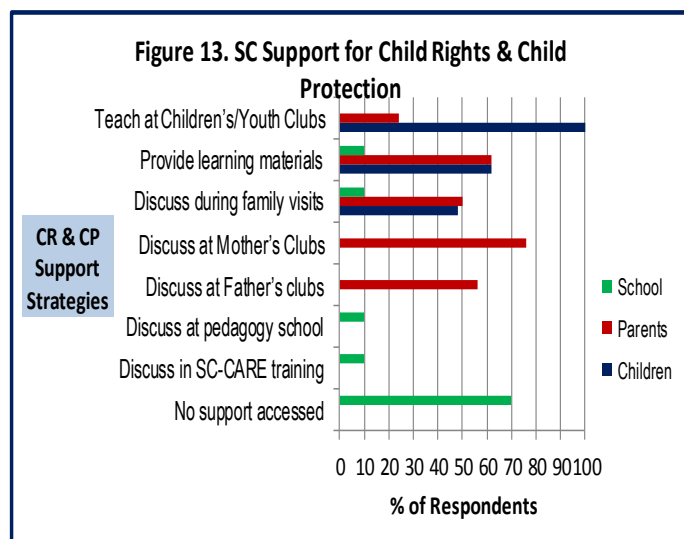
Evidence for the number of home visits received varied among respondents. Twenty parents stated that SC staff members visited their families 'once per month' or 'once or twice' per month (1). Others seemed to have more regular visits including 'twice to 3 times per month' (4) or '4 times per month' (2). Less frequent family visits were 'once every one or two months' (3) and 'once every two or three months' (2). However 2 parents had observed SC visits to their neighbours but they themselves had not received any visits. Eight children stated that SC family visits occurred 'once a month', with others (7) noting visits occurred 'twice to 3 times per month' or 'once every 2 or 3 months' (5). Six children noted that family visits occurred 'once a year' and for 3 children these visits took place 'occasionally' when SC staff delivered invitation letters to their parents

5.3.5 Impact of child rights - child protection training

While there was evidence of consistent notions about what constituted 'child rights' there was less agreement around the nature of 'child protection'. Eleven children perceived 'child rights' to mean children having right to life, right to development, right to protection and right to participation. Another 7 respondents believed that children have the right to go to school and to walk safely in the community. Six believed that children have a right to education, protection, participation and development and 5 noted the right to life, participation, development, protection and freedom of expression. The depth and value of SC support is illustrated in Figures 13 and 14 below.

In terms of child protection' some (8) children believed it to mean children being prevented from being too far from home, refraining from drug use and avoiding strangers. Eleven others saw child protection as being protected from violence and abuse. Seven respondents stated that such protection was provided by parents, relatives and neighbours, while 3 children explained that they could ask neighbours or local authorities for help in the event of serious problems. Twenty-six parents believed children have a right to life, right to protection, right to participation, right to development and right to express ideas. Child protection, it was suggested, meant that children are protected from abuse and violence. Other parents (2) believed that child rights and child protection meant that parents need to give advice and encourage children to go to school and not use violence and/or abuse. Before joining the program most parents had limited

concern for their children’s education and focused on meeting their family’s basic needs - they engaged their children to earn money by selling or other small business activity.



Another 2 parents believed that child protection included protection from violence and the process of informing local authorities in the event of kidnapping threats. Others believed that children have the right to participate in all activities in society and to be protected from ‘bad people’ (1) and children have equal rights as adults to participate in all activities in society (1). Child protection, it was argued, also included giving advice to children to study hard (1). Two other parents were unaware of child rights and child protection. Five teachers interviewed, along with two SDs, believed that children have right to life, participation, development, protection and freedom of expression and that they should be protected from any abuse and violence. Two SDs believed that child protection related to child-related national legal provisions which encompassed protection from violence, abuse and trafficking as well as having respect and providing care and education for children. These teachers explained that SC had not helped them to understand the importance of child rights and child protection but they had learned about these issues themselves from documents provided.

5.3.6 Impact of mothers’/ fathers’ clubs on parental attitudes and behaviours

Eleven parents explained that Father's Club meetings included child rights, child protection, child abuse, DV, health, hygiene and first aid while 20 parents noted that Mother's Club meetings included similar topics with the inclusion of gender issues. A large majority (91%) of parents interviewed stated that through parent meeting participation that had learned new parenting skills, shared ideas with other participants, made new friends and reflected on actions as parents, while 74% indicated that they had begun to put plans in place for change. All respondents rated the value of mothers' and fathers' meetings as ‘high’.

5.3.7 Impact of SC support for family livelihood development

Of the 20 families interviewed, 5 had received SC business start-up capital. Two had received \$150 each to establish small groceries stores, while others had received \$200 to buy a garbage cart (1), \$250 to buy an ice-cream cart and equipment for making Cambodian cookies (1) and \$250 to repair a Tuk-Tuk (1). All grant recipients rated the value of the Business Start-up initiative as ‘High’. Four TVET parents interviewed had participated in vocational training with

two completing the training and the other two withdrawing. One had learned about how to run a grocery store and the other learned barbering skills for 6 months. After the completion of the training, \$150 from SC was provided to the grocery store graduate to run her groceries business and the other young male graduate found employment at a barber's shop with an income of \$120 to \$150 a month. A third respondent was provided \$450 by SC for her cooking / chef training and the fourth was provided \$200 by SC to learn about car engine repairing. However both had suspended / discontinued their training and found employment as factory workers in order to meet their immediate basic needs. Four parents attended the MED training which helped them to save money, start a new business, assist them with an existing business and gave them hope for the future. However, the majority of parents interviewed (30) either did not participate in the MED training or were not aware of the initiative.

5.3.8 Impact of health, hygiene and First Aid training on family well-being

Evidence suggests that there were significant levels of parental, youth and child participation in this training and that it had influenced participant behaviours in health and hygiene. The large majority (91%) of parents indicated that household cleanliness, hand washing - personal care, hazard prevention and better food choices had resulted from the training. The evaluation team observed that approximately 80%-90% of households visited, even those from slum areas, were clean.

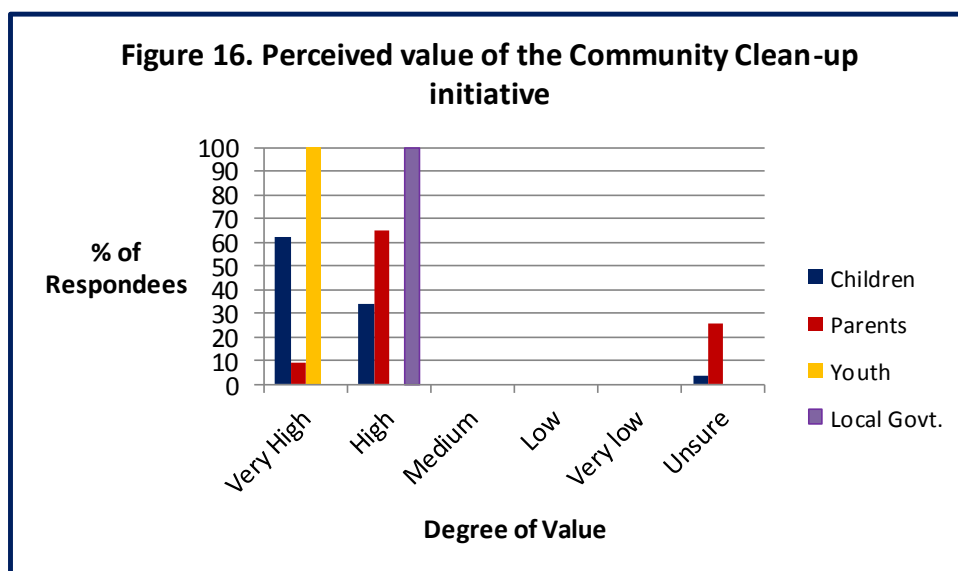
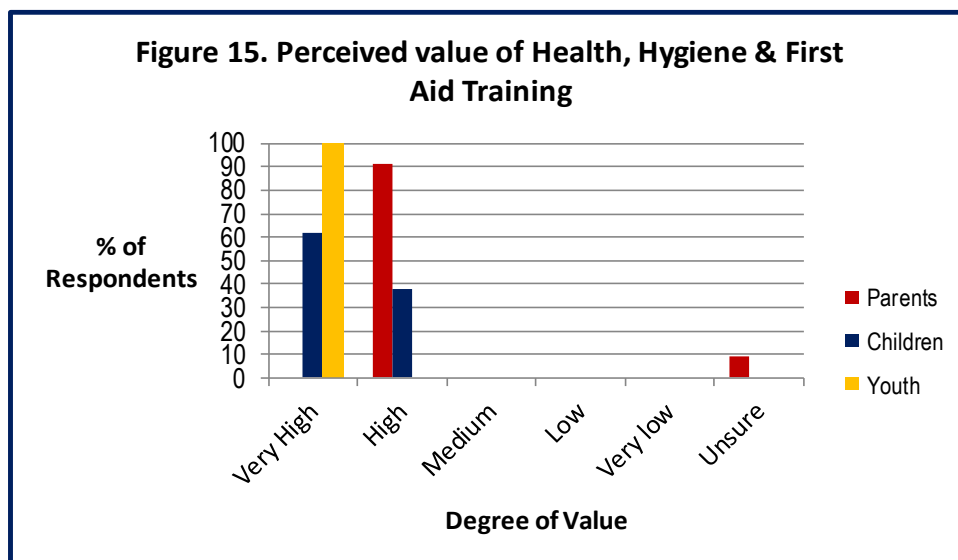
Only 3 parents indicated that they had not undertaken the training. In terms of dental hygiene, for example, all 29 children said SC encouraged them to brush their teeth twice or 3 times per day and they provided toothbrushes and toothpaste. Thirty parents confirmed that SC provided a toothbrush, toothpaste and soap as well as explanation about dental hygiene while 4 parents indicated that these services had not been received. All 34 parents accessed public clean water for which they spend around \$0.50 per cube. It was explained by local government authority representatives interviewed that families did not boil water because they used water filters provided by SC. Another 3 had not participated in the training.

The majority of school staff (2 directors and 5 teachers) had not undertaken training on health, hygiene and first aid but usually provided advice to students during teaching and meetings. However one SD had attended training organized by the Cambodian Red Cross and another had attended training organized by Japanese organization. Another indicated that he organized such training for teachers. Although there was less evidence of teacher preparation for, or participation in, these training activities some teachers had observed improved student cleanliness (e.g. clean fingernails and fresh smelling clothing). All children and youth interviewed had learned about the health, hygiene and first aid during Youth Club meetings. Children noted that a first aid kit available at their schools. The perceived value of the training is illustrated in Figure 15 below.

5.3.9 Impact of community clean up on community environment

All children and youth interviewed indicated that they had participated in the community clean-up program by picking up garbage along the road and within the pagoda, school and village. Twenty-five parents had joined the community clean-up program while another 9 parents had not participated in the program. The 2 government officials interviewed noted that local authorities cooperated with Centri Company and the villagers to clean the community. All children interviewed and 74% of parents were of the opinion that the community was now much cleaner that it had been previously, although all youth had observed that the community was 'a bit cleaner that before'. As illustrated in Figure 16 below, all respondents rated the value of the

clean-up activity as 'high' to 'very high' with only a very small minority of parents and children being unsure of its value.



5.3.10 Impact of support for family access to health and emergency services

The large majority of parents interviewed (30) indicated that they usually go to the pharmacy and to a private clinic or public hospital in case of emergency and 4 parents confirmed that SC assisted with travel and paid for some health service fees. The 2 government respondents agreed that family members usually go to the pharmacy and in case of emergency they go to private clinic or public hospital.

The majority (30) of respondents had not accessed SC support for health services but some (9) had been provided with information about health services. The 4 respondents who had accessed such services indicated that some health service fees had been paid and assistance with travel to health services had been arranged. Two respondents rated the value of SC support as 'Very High' and 2 others rated it as 'High'. Five families (8 parents) had received

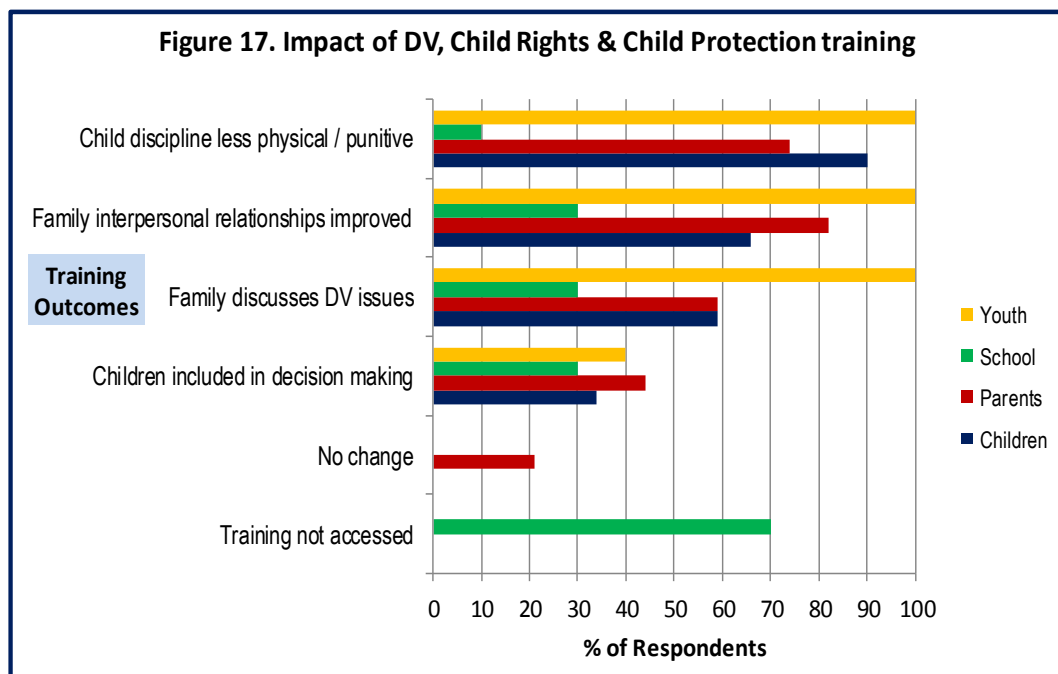
emergency support from SC when their houses had burned down. Each family had received 3 bags of rice, other food and materials for 3 months. All 8 respondents rated the value of the support as 'High' given that the program assisted with finances, helped to maintain school attendance and helped to keep the family together.

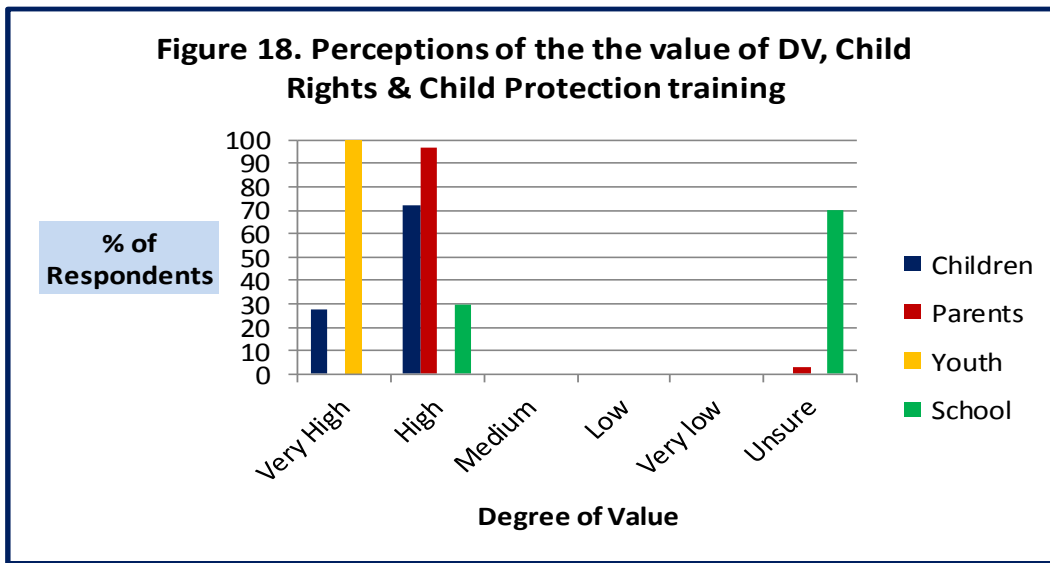
5.3.11 Impact of domestic violence, child rights & child protection training

All 29 children indicated that they learned about domestic violence (DV) and child abuse through participating in Children's Clubs. However 5 children believed that beatings by parents or relatives were not considered as 'violence' because this was a means of teaching or providing advice to children. Three children, however, did not seem to fully understand the meaning of child abuse. All youth interviewed said they learned about DV and child abuse through participating in Youth Clubs and workshops organized by SC, while all parents interviewed had learned about DV and child rights/abuse through participating in Parent Club meetings. However 5 teachers and 2 SDs interviewed indicated that they had not been invited to join any training on DV and/or child abuse although one female SD had been invited to be a guest speaker on DV and child abuse at a training seminar. Three SDs mentioned that DV and child abuse had decreased because most parents understood its impact on their children and one SD noted that a lesson on 'Violence' had been included in the curriculum for Grade 7 this year. Respondent perceptions about the impact and value of the training are illustrated in Figures 17 and 18.

5.3.12 Impact of counseling on family well being

Twenty-two parents had received counseling services in the form of home visits resulting from discussions with SC staff at parent club meetings with the remaining 12 not having accessed counseling services. These parents indicated that the counseling they received had reduced domestic problems, helped them plan for the future, encouraged reflective thinking and improved family relationships. Three youths interviewed confirmed that their families had received counseling services from SC regarding their livelihoods, while the remaining 2 noted that these services had not been accessed. Parents rated the value of the counseling as 'High' in value while 3 youth assessed its value as 'Very High'.





5.4 Efficiency

Project efficiency relates to the way in which project resources were utilized to ensure that the maximum benefits occurred for stakeholders. SC’s encouragement of families to contribute financially to child educational materials, bicycles and water filters encouraged beneficiary responsibility and ownership as well as greater efficiency in resource utilization. By using funds in cost-effective ways SC has been able to implement its holistic agenda. SC’s increasing use of technology for the management of information gathered from SC activities is a means of managing time more efficiently. The proximity of targeted communities enabled SC staff members to reach and serve beneficiaries and respond to their requirements with minimal travel time requirements. The community based model adopted by SC has expanded the range of service providers, particularly schools, thus maximizing the scope of service delivery and the depth of expertise within the project.

5.5 Sustainability

Project sustainability relates to the degree to which the project has the capacity to continue after project activities cease and project stakeholders accept responsibility for its continuation.

Learning organizations can be described as “organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together”¹³. In many way SC reflects, or is moving towards, such an organization. SC has worked towards greater collaboration with local networks and legal duty bearers (village chief and CCWCs). Reporting has evolved from being log-frame oriented towards an outcomes-oriented, more qualitative approach with a focus on knowledge, attitudinal and relationship change. SC has developed an internal case management and online monitoring tracking system using outcome harvesting. Its participatory approach confirms its openness to learning through feedback from the parents and other stakeholders. Suggestions

¹³ Senge, P. 1990 *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York: Doubleday, p3.

and recommendations from boundary partners/ beneficiaries are considered as strategies for improvement. SC has strong international support from faith-based organizations that share a commitment to contribute to poverty alleviation. Positive relationships exist with current key donor organizations, government partners and non-government partners. Currently however SC does not have a formal fund-raising strategy.

6 Conclusion

With a vision to see Cambodian families growing holistically SC sought, through the New Hope for Urban Poor project, to support holistic development of poor children and their families living in targeted communities, to pursue staff and organizational development towards greater professionalism, to increase sustainability as well as to raise regional and international awareness of urban development issues in Cambodia. Utilizing a range of support strategies including training, counseling, advocacy, resource provision, role modeling and case management SC consistently achieved to a high degree the intended levels of beneficiary involvement in planned support activities. SC has established strong credibility among beneficiaries and other stakeholders and a high degree of trust from project partners.

With a focus on gender mainstreaming and inclusiveness, SC has developed a child friendly, participatory, rights-based approach to its programs. Through partnerships with public and private schools, some teachers displayed a changed attitude that reflects less discrimination and a greater care for disadvantaged children as well as a reduction in normal school fee collection. Most children and youth maintained satisfactory school attendance and all valued the opportunity to participate in children's or youth clubs, although some children indicated that they were finding some components of the curriculum, like mathematics and science, difficult to understand.

Families benefited economically from vocational training and micro-enterprise start-up capital, and socially through parents clubs, family visits and counseling services. Parents reported an increased knowledge about child rights, child protection, family planning and domestic violence. Some had increased their daily income enabling them to contribute to their children's education and health. Participation by SC's young people in children's and youth clubs extended learning opportunities not accessible to them in formal schooling and contributed to their academic, physical, social, spiritual and emotional development. Programs sought to free children from discrimination in schools, reduce domestic violence and address child abuse.

Evidence gathered during the evaluation confirmed its relevance to the needs of beneficiaries and to broader donor, national and international policies. The project was effective in achieving expected numerical indicators documented within its log-frame and the project's impact, a key evaluation measure, was clearly positive as confirmed by those participating in the evaluation process. Continuing efforts had been made to maximize efficient use of time, funding and human resources to gain maximum benefit although sustainability was, to a large degree, dependent on the continuation of funding from existing donors.

However, the "holistic" philosophy to poverty reduction brings with it challenges of project planning, management and monitoring. This complexity was evident in the lack of clear alignment among the intended indicators within the Project Description, Log frame and Six-monthly project reports. Accurately managing the participation levels of the various activities

numerically, although important, did not fully measure the achievement of the expected beneficiary change and learning outcomes that was an inherent expectation of the project.

7 Lessons learned

Commitment to shared values and philosophical beliefs seems to be at the heart of the work being undertaken by SC. For SC, these values are based on a Christian world view that is shared among staff, donors and other partners. Children's Clubs, for example, include 'Devotion' and Bible studies which may be contrary to the religious beliefs that families currently hold. There was no evidence, however, that the religious element of SC's education program was of concern to children, youth and parents interviewed.

It seems that those parents who have been prepared to, or have the insight / skills to, reflect on the factors that may be contributing to their family situation and make plans for change may have benefited from SCs support at a more fundamental level.

The importance of beneficiaries' capacity, especially children and youth, to perceive themselves positively and to view their future with a greater confidence, seemed to underpin SC programs. This, however, presents a challenge for SC in terms of how such change is identified and assessed. It may also be important for SC to ascertain any additional (e.g. educational or socio-economic) support, if any, its beneficiaries may be receiving from other government, private sector or NGO sources. The project could be based on assumptions that need to be tested such as the belief that "many children are slow learners" when in fact this might not be the case given the improvements that seem to have occurred in at least some of the children and youth interviewed.

8 Recommendations

It is recommended that SC:

1. Retains its focus on holistic development through the identification of factors contributing to urban poverty and the development of initiatives that support family economic and social wellbeing, but reduces the scope of these factors to those that are proving to lead to demonstrated educational, social and economic change for beneficiaries.
2. Develops a closer correlation between the numerical indicators associated with each project objective and the intended outcome of each objective. Currently statistics are gathered about the frequency of project activities but these do not necessarily correlate with the intended change outcome of the objectives.
3. Utilizes an approach such as action learning to enhance knowledge about project outcomes, continuous improvement and problem solving, by systematically gathering outcome based (research quality) data, using this data to encourage innovation and publicize achievements more widely for the benefit of government, non-government and private sector players.

4. Reviews and rationalizes all of its documentation to include clear definitions of all terms used within this documentation to enhance consistency and mutual understanding.
5. Focuses more on the learning outcomes of the children, youth and parents it serves and develops processes that will measure enhanced academic, intellectual and social learning (see ANNEX 5 for an example). This could include the continued creation of videos of good practices to help beneficiaries 'visualize' the kind of outcomes that are being, or could be, achieved.
6. Better meets the expectations that parents, children and youth have in terms of English (or other language) development and computer literacy for children and youth.
7. Continues to work with School Directors and teachers as key partners in poverty reduction through a focus on better teaching, learning environments, student welfare / protection, family participation in school education and an extended curriculum. SC staff could, through their experience in facilitating children's and youth clubs, assist (coach, train or advise) teachers to better understand students' learning style preferences and consequently diversify learning / teaching to better cater for children's individual needs.
8. Identifies those children / youth who are experiencing difficulties with subjects within the school curriculum, or who are inconsistent in attendance, to meet their specific needs and facilitate academic coaching for these students to enhance their school success.
9. Develops a clearer, consistent and shared notion of "child protection" and works through schools, child clubs, youth clubs and parent clubs to promote a better understanding of the need for, and nature, of child protection. Additionally, specific training could be provided for teachers on child rights, child protection, DV, and First Aid.
10. Extends opportunities for technical and vocational education to include youth in order to create opportunities for youth to gain employability skills to complement their school-focused academic education. This could be achieved through the extension of partnerships with government, other NGOs, private training providers or directly through local enterprises who could offer enterprise-based training or internships.
11. Aspires to greater levels of, and approaches to, child / youth participation and child / youth leadership to extend the outcomes already being achieved regarding children's / youth school achievements, community participation and levels of personal self-esteem and confidence.
12. Reviews the frequency and process for follow-up on student school progress and family visits to ensure that consistency and equity are maintained and that goals are negotiated with beneficiaries for future follow-up visits.
13. Introduces, or extends, counseling training for appropriate SC staff to enhance the impact of this process on family problem resolution and to better meet beneficiary expectations of participation in this process.

14. Takes an even greater leadership role in coordinating NGOs working in SC's targeted communities to maximize outcomes and target resource utilization for disadvantaged children / families.
15. Develops a fundraising strategy in collaboration with partners / partner organizations that will diversity funding sources and complement the current dependency of donor funds, given that such donor funding, or its value, may decrease in the future.
16. Reviews Board numbers (e.g. to 5 or 7 members for voting purposes) and encourage the Board to take a greater strategic and advocacy role in promoting the work of SC and to extend its network of government, non-government and private sector partners.

9 ANNEXES

9.1 ANNEX 1: List of documents accessed during the study

	Title	Author	Date
1.	Evaluation Program Audit Report	Da Gracia Almeida Prado, M. & De Graeve, M.	2017
2.	Three-Year Strategic Plan July 2015-June 2018.	Sunshine Cambodia	2015
3.	Stakeholders Protection Policy (including Child Protection Policy)	Sunshine Cambodia	2015
4.	Log-Frame for Organizational development	Sunshine Cambodia	2015
5.	Log-Frame for Fiscal Year July 2015-June 2018	Sunshine Cambodia	2015
6.	Six monthly Progress report to Global development Group July-December 2017	Sunshine Cambodia	2018
7.	Six Monthly Progress report to Global Development Fund July-December 2016	Sunshine Cambodia	2017
8.	Six monthly progress Report to Global Development Fund January-June 2017	Sunshine Cambodia	2017
9.	Six monthly Progress Report to Global Development Fund January- June 2016	Sunshine Cambodia	2016
10.	Sunshine Cambodia Annual Report 2015-2016	Sunshine Cambodia	2015
11.	Baseline Survey for Family Development Program 2015-2018	Sunshine Cambodia	2015
12.	Sunshine Cambodia Terms of Reference / Contract for External Evaluation	Sunshine Cambodia	2018
13.	Preliminary Narrative report to ERIKS – Fire Victims Emergency Relief	Sunshine Cambodia	2016
14.	New Project Description – New Hope for Urban Poor	Sunshine Cambodia	2015
15.	Sunshine Cambodia Annual Report 2016-2017	Sunshine Cambodia	2016
16.	Sunshine Cambodia External Evaluation	Carter, L.	2015
17.	Baseline Survey for Child Development Program 2015-2018	Sunshine Cambodia	2015
18.	Baseline Survey Results for Child Development Program	Sunshine Cambodia	2015
19.	Annual Progress Report July 2017-June 2017 for ERIKS – Development Cooperation Intervention	Sunshine Cambodia	2017
20.	Bi-Annual Progress Report July 2015-December 2015 for ERIKS	Sunshine Cambodia	2016
21.	Annual Progress Report July 2015-June 2016 for ERIKS	Sunshine Cambodia	2016
22.	Bi-Annual Progress Report July 2017-December 2017 to ERIKS	Sunshine Cambodia	2018
23.	SC Strategic Planning FY 2018-2021	Sunshine Cambodia	2018
24.	Project description – New Hope for Urban Poor-11	Sunshine Cambodia	2018

9.2 ANNEX 2: Evaluation Daily Schedule

Evaluation Daily Timetable						
Time	Thu, 28th June (SKS)	Tue, 3rd July (SKS)	Wed, 4th July (SKS)	Thu, 5th July (Prey Tea & TA)	Fri, 6th July (SKS)	Mon, 9th July (SKS)
8:30-9:30am		AR: FGD (Primary School 1, 6 Students) SS: Case study of one student	AR: School 1 Director SS: Teacher (Phsar Derm Tkov School)	AR & SS: Observation Children Club (Prey Tea)	AR: FGD with SC Youth (6) SS: Interview with 1 university student	AR: School 1 Director SS: Teacher (Sansom Kosal School)
9:30-10:30am	AR & SS: Sangkat / Kahn Representative (1)	AR: FGD (Primary School 2, 6 Students) SS: Case study of one student		Observation (continued)	AR: Interview with 1 university student SS: Interview with 1 university student	
10:30am-12:00pm		Concurrent interviews Family 1 & Family 2 (AR & SS)	AR: School 1 Director SS: Teacher (Dambok Kpous School)	AR: FGD (Primary School 5, 6 Students) SS: Case study of one student Concurrent interviews Family 5 & Family 6 (SS)	Concurrent interviews Family 13 & Family 14 (AR & SS) AR: Interview with 1 TVET / VTC / MED trainee / graduate	AR & SS: FGD (SC staff - 14 staff members)
1:30-2:30pm		AR: FGD (Primary School 3, 6 Students) SS: Case study of one student	AR: School 1 Director SS: Teacher (Jansana School)	Concurrent interviews Family 7 & Family 8 (AR & SS) Location: Tropaing Anchanh (TA)	Concurrent interviews Family 15 & Family 16 (AR & SS) SS: Interview with 1 TVET / VTC / MED trainee / graduate	
2:30-3:30pm		AR: FGD (Primary School 4, 6 Students) SS: Case study of one student	AR: School 1 Director SS: School 1 Teacher (The Best Way School)	Concurrent interviews Family 9 & Family 10 (AR & SS) Location: Tropaing Anchanh (TA)	Concurrent interviews Family 17 & Family 18 (AR & SS) AR: Interview with 1 TVET / VTC / MED trainee / graduate	
3:30-4:30pm			Concurrent interviews Family 3 & Family 4 (AR & SS)	Concurrent interviews Family 11 & Family 12 (AR & SS) Location: Tropaing Anchanh (TA)	Concurrent interviews Family 19 & Family 20 (AR & SS)	

9.3 ANNEX 3: Data gathering instrument

SC Evaluation Questions for Interviews and FGDs (excluding SC staff, Board members & Partner NGOs)		
Interview Group		
<input type="checkbox"/> Child/Children <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Youth <input type="checkbox"/> SC staff <input type="checkbox"/> Local Govt <input type="checkbox"/> School Director <input type="checkbox"/> School Teacher <input type="checkbox"/> TVET trainee/graduate <input type="checkbox"/> University student / graduate Other:		
Location:	Interviewer/s:	Interview time:
Name/s of interviewees:		
1	2	3
4	5	6
7	8	9
10	11	12

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
1.	Support to attend formal schooling	Child Parent School Youth TVET trainee Uni student	Tell me about how (you, your child, the student) is / are going at school.	In what ways has SC support influenced (your / your child's / the student's) school / educational performance?	<input type="checkbox"/> Good attendance <input type="checkbox"/> Good test scores <input type="checkbox"/> Good attitude to school <input type="checkbox"/> New skills / knowledge <input type="checkbox"/> New friends / social adjustment Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
2.	Support to attend supplementary classes	Child Parent School Youth TVET trainee Uni student	Tell me about any extra school help that SC provides?	In what ways has SC extra tuition influenced (your / your child's / the student's) school / educational performance?	<input type="checkbox"/> Good attendance <input type="checkbox"/> Good test scores <input type="checkbox"/> Good attitude to school <input type="checkbox"/> New skills / knowledge <input type="checkbox"/> New friends / social adjustment Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
					<input type="checkbox"/> Support has not been provided <input type="checkbox"/> Kept me/my child/student at school <input type="checkbox"/> Maintained school attendance <input type="checkbox"/> Helped plan future goals <input type="checkbox"/> Assisted the family financially Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
3.	School fees paid	Child Parent School Youth TVET trainee Uni student	What school fees is/are (you/your child/the student) required to pay?	In what ways has having school fees paid influenced (your / your child's / the student's) school / educational performance?	<input type="checkbox"/> School fees have not been paid <input type="checkbox"/> Kept me/my child/student at school <input type="checkbox"/> Maintained school attendance <input type="checkbox"/> Helped plan future goals <input type="checkbox"/> Assisted the family financially Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
4.	Extra tuition fees paid	Child Parent School Youth TVET trainee Uni student	What extra tuition fees is/are (you/your child/the student) required to pay?	In what ways has having extra tuition fees paid influenced (your / your child's / the student's) school / educational performance?	<input type="checkbox"/> Extra tuition fees have not been paid <input type="checkbox"/> Kept me/my child/student at school <input type="checkbox"/> Maintained interest in school <input type="checkbox"/> Helped plan future goals <input type="checkbox"/> Assisted the family financially Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
5.	School supplies provided	Child Parent School	What school supplies are provided to (you/your child/the student) to assist with education?	In what ways has the provision of school supplies influenced (your / your child's / the student's) school / educational performance?	<input type="checkbox"/> No supplies received <input type="checkbox"/> Maintained interest in school <input type="checkbox"/> Completing class activities <input type="checkbox"/> Completing homework <input type="checkbox"/> Better social adjustment <input type="checkbox"/> More confident learner Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
6.	Children's club participation	Child Parent	What are Children's Clubs for?	How often do/does (you/your child) attend a Children's Club?	<input type="checkbox"/> I / my child do/does not attend a children's <input type="checkbox"/> Once per week <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per month <input type="checkbox"/> More than once per month <input type="checkbox"/> Less than once per month Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
					club	
7.	Participation in art and creative classes	Child Parent	Tell me about the Children's Club that (you/your child) attend/s.	What are the most important things that (you/your child) has/have learned at the Children's Club?	<input type="checkbox"/> New subjects / activities <input type="checkbox"/> How to be creative <input type="checkbox"/> How to make new friends <input type="checkbox"/> How to solve personal problems <input type="checkbox"/> How to do better at school Other: OR <input type="checkbox"/> I / my child do/does not attend a children's club	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
8.	Participation in social and life skill classes	Child Parent Youth	Tell me about the things (you/your child) need/s to learn in order to be able to make the right decisions in (your/your child's) life.	How is SC helping (you/your child) to live a successful life?	<input type="checkbox"/> Support education and training <input type="checkbox"/> Runs children's / youth clubs <input type="checkbox"/> Provides counseling service <input type="checkbox"/> Visits families Other:	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
9.	Dental hygiene practiced on a daily basis	Child Parent	Tell me how SC has assisted you with dental hygiene.	How often do/does (you/your child) brush your/his/her teeth?	<input type="checkbox"/> Twice per day <input type="checkbox"/> Once per day <input type="checkbox"/> Occasionally (one every few days) <input type="checkbox"/> Rarely (every now and then) <input type="checkbox"/> Never Other: <input type="checkbox"/> No assistance provided	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
10.	Participation in Youth Clubs	Parent Youth	What are Youth Clubs for?	How often do/does (you/your child) attend a Youth Club?	<input type="checkbox"/> Once per week <input type="checkbox"/> More than once per week <input type="checkbox"/> Once per month <input type="checkbox"/> More than once per month <input type="checkbox"/> Less than once per month Other: OR <input type="checkbox"/> I/my child do/does not attend a youth club	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
11.	Home follow	Child	Tell me about how often someone from SC visits your	What happens when SC	<input type="checkbox"/> Talk to the whole family	<input type="checkbox"/> VH

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
	up with children	Parent	family.	visits your family?	<input type="checkbox"/> Talk to a parent / parents only <input type="checkbox"/> Look around the house <input type="checkbox"/> Talks to your neighbours <input type="checkbox"/> Take records (sheet or photos etc.) Other: OR <input type="checkbox"/> SC never visits the family	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
12.	Awareness of child rights and protection	Child Parent School	What is meant by “child rights” and “child protection”?	How does SC help you to understand the importance of “child rights” and “child protection”?	<input type="checkbox"/> Teach these at Children’s/Youth Clubs <input type="checkbox"/> Discuss these during family visits <input type="checkbox"/> Discuss these at Father’s clubs <input type="checkbox"/> Discuss these at Mother’s Clubs <input type="checkbox"/> Provide learning materials Other: OR <input type="checkbox"/> SC does not assist	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
13.	Participation in Father’s club	Parent (father)	Tell me about what happens at Father’s Club meetings.	How have you benefited from attending Father’s club meetings?	<input type="checkbox"/> Learn new fatherhood skills <input type="checkbox"/> Share ideas with other fathers <input type="checkbox"/> Make new friends <input type="checkbox"/> Reflect on my actions as a father <input type="checkbox"/> Put plans in place for change Other: OR <input type="checkbox"/> I never attend Father’s Clubs	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
14.	Participation in Mother’s club	Parent (mother)	Tell me about what happens at Mother’s Club meetings.	How have you benefited from attending Mather’s club meetings?	<input type="checkbox"/> Learn new motherhood skills <input type="checkbox"/> Share ideas with other mothers <input type="checkbox"/> Make new friends <input type="checkbox"/> Reflect on my actions as a mother <input type="checkbox"/> Put plans in place for change Other: OR <input type="checkbox"/> I never attend Mother’s Clubs	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
15.	Participation	TVET trainee	Tell me about the vocational training you completed.	How has the training	<input type="checkbox"/> Gained a job / better job	<input type="checkbox"/> VH

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
	in Vocational training	(parent who is engaged or has completed SC supported vocational training)		been of benefit you and / or your family?	<input type="checkbox"/> Learned new skills for the future <input type="checkbox"/> Started a new business Other: OR <input type="checkbox"/> Training of no benefit	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
16.	Participation in MED training	Parent (mother / father)	Tell me about how the Micro Enterprise Development (MED) system works?	How has the MED training been of benefit you and / or your family?	<input type="checkbox"/> Helped to save money <input type="checkbox"/> Started a new business <input type="checkbox"/> Held an existing business <input type="checkbox"/> Gave hope for the future Other: OR <input type="checkbox"/> I did not join the training	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
17.	Business Start-up capital provided	Parent (mother / father)	Tell me about how the Business Start-up capital system works.	How has the Business start-up scheme assisted you and / or your family?	<input type="checkbox"/> Helped to save money <input type="checkbox"/> Started a new business <input type="checkbox"/> Held an existing business <input type="checkbox"/> Gave hope for the future Other: OR <input type="checkbox"/> I did not join the training	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
18.	Participation in health, hygiene, first aid, reproductive health, social media, and goal setting	Parent School Youth	Tell me about the health, hygiene and first aid training.	What are you doing differently at home since doing the training?	<input type="checkbox"/> household cleaning <input type="checkbox"/> hand washing / personal care <input type="checkbox"/> hazard / accident prevention <input type="checkbox"/> better food choices / diet other: OR <input type="checkbox"/> I did not join the training	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
19.	Participation in community	Child Parent Youth	Tell me about the community clean-up program.	How rubbish-free is your community at the moment?	<input type="checkbox"/> Completely rubbish free <input type="checkbox"/> Much cleaner than before <input type="checkbox"/> A bit cleaner than before	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
	cleanup activities	Local govt.			<input type="checkbox"/> About the same as before <input type="checkbox"/> Worse than before Other: OR <input type="checkbox"/> No participation in the program	<input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
20.	Access to family health services	Parent Local govt.	Tell me about the health services available to your family.	How does SC help to connect you / your family with health services?	<input type="checkbox"/> Provide information about health services <input type="checkbox"/> Pay some health service fees <input type="checkbox"/> Assist with travel to health services <input type="checkbox"/> Find alternative health services Other: OR <input type="checkbox"/> Health services not accessed	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
21.	Emergency case support provided	Parent	Tell me about any emergency support you have received from SC.	What impact did the emergency support have on your family?	<input type="checkbox"/> Paid the bills <input type="checkbox"/> Enabled school attendance <input type="checkbox"/> Kept the family together Other: OR <input type="checkbox"/> Emergency support not accessed	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
22.	Clean water accessed	Parent Local govt.	Tell me about how you access clean water for drinking and household use.	How has SC helped you gain access to clean water?	<input type="checkbox"/> Provided water filter <input type="checkbox"/> Provide clay pot <input type="checkbox"/> Provide advice on clean water Other: OR <input type="checkbox"/> no support for clean water	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U
23.	Participation in domestic violence and child abuse / rights	Child Parent School Youth	Tell me about any domestic violence and /or child abuse training you have attended.	What changes have occurred within your family since participating in the training?	<input type="checkbox"/> Family discusses these issues <input type="checkbox"/> Children are included in decision making <input type="checkbox"/> Child discipline is less likely to be physical / punitive <input type="checkbox"/> Family interpersonal relationships have	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL

	Focus area for question	Target group for questions	Initial response	Question	Options for responses	Value of the support / service
	training				improved <input type="checkbox"/> No change Other: OR <input type="checkbox"/> Training not accessed	<input type="checkbox"/> U
24.	Participation in counseling services	Parent Youth	Tell me about the counseling serves provided by SC.	How has the counseling provided impacted on you and/or your family?	<input type="checkbox"/> Reduced domestic problems <input type="checkbox"/> Helped plan for the future <input type="checkbox"/> Encouraged reflection / thinking <input type="checkbox"/> Improved family relationships Other: <input type="checkbox"/> Training not accessed	<input type="checkbox"/> VH <input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/> VL <input type="checkbox"/> U

Children's Club Observation checklist

NHUP Evaluation – Activity Observation Sheet			
Activity title:			
Activity purpose:			
Observation location:			
Duration of observation:	Time start:	Time finish:	
Name of SC facilitator:			Position title:
Observation focus	Expected outcome	Comment on achievement of	

			outcome
1.	Client attendance	Number expected to attend:	
		Actual number attending:	
		Age range of children (e.g. 6-12 years)	
		Process for monitoring attendance by Club facilitator/s	
2.	Activity planning	Evidence of an activity plan and connectivity of the activity with previous and future club activities	
3.	Children's engagement	All children activity engaged in the activity	
		Children seem to understand the purpose of the activity	
		Children seem to be enjoying the activity	
4.	Communication	Children verbally interact with one another positively	
		Children interact verbally with the facilitator positively	
5.	Skills introduced / practiced	Children have the opportunity to develop / practice skills (e.g. speaking, listening, reading, writing, drawing, singing, poetry, drama, team work, thinking, reflection, crafts etc.	
6.	Other observations (responses from individual children; actions by facilitator; physical / emotional condition of children etc.)		

Questions for Board

1. What is your role in supporting SC in the achievement of its mission?
2. How relevant are SC's project log frame indicators as a means of assessing progress towards improved outcomes for children and families?
3. How well does SC's monitoring and evaluation system provide relevant data for project assessment and future planning?
4. How well targeted are SC financial and human resources in terms of meeting the needs of targeted children and their families?
5. What evidence are you aware of that SC's "holistic" approach to providing hope and reducing poverty is a successful one?
6. What changes are you aware of within SC staff members that indicate their professional growth and increasing capacity to meet complex child, family and community needs?
7. What have been SC's most significant achievements over the last 3 years?
8. In what ways, if any, would like to see SC change or improve in its operations and management?
9. Any other comments or observations regarding the New Hope for Urban Poor project?

Questions for SC staff

1. How do you measure the longer term outcomes of the activities in which your clients - children, youth and parents - are engaged?
2. What evidence is there that these individual / groups have increasing levels of *participation* in the activities in which they are engaged? (I.e. steer the agenda, provide inputs, make strategic decisions, take ownership, critique / question etc.)
3. In which of your project areas are you finding the greatest challenges? Why is this? What is your approach to address these challenges?

4. SC makes considerable effort to set numerical targets for activity participation and measures success against the achievement of these numerical targets. What are the advantages and disadvantages of this approach?
5. What strategies have been used to engage local government / authorities in SC activities / projects? What challenges, if any, have you experienced in seeking such partnerships?
6. What have been your greatest personal / organizational successes?
7. Reflecting on the project over the 2015-2018 period – what improvements would you like to see happen to strengthen the next phase of the project?
8. What evidence is there that SC's child protection education and services are available for men / boys, women / girls and children with a disability?

9.4 ANNEX 4: Case Studies

Vari Seiha's Story

The older of two siblings, 13 year-old Vari Seiha is a grade 5 student at Stung Meanchey primary school. He lives in a \$30 per month rented room with his father, a Tuk Tuk driver, and his mother who is a factory worker. Sunshine Cambodia (SC) support for his family began when Seiha was in grade 3 where his attendance was poor due to his family situation. On advice from the family's neighbours, SC decided to support Seiha after visiting and identifying his family situation in 2017. With the school materials and tuition fees provided by SC Seiha attended Khmer public school in grade 4 and an English course at Milkyway International School. Seiha is now committed to achieve his goal of being an engineer. By joining the Children's Club, Father's Club and Mother's Club regularly, Seiha and his parents gained a lot of knowledge about healthcare, hygiene, child rights, child protection and first aid as well as the causes of violence and the impact of smoking, drinking and gambling. Seiha also had a chance to participate in activities such as drawing, coloring, singing, dancing and music. Seiha's family situation has continued to improve since then. They will never forget Sunshine Cambodia for their kind support and

Chan Sreylis's Story

Chan Sreylis, the older of 2 siblings, was 9 when she first came to Sunshine Cambodia in 2016 and now she is 11 years old. Her mother is a factory worker and her father is a Tuk Tuk driver. Nowadays Sreylis is in grade 4 at Hun Neang Toul Tumpong II primary school. She has been trying very hard to study Khmer and English but finds some subjects – like mathematics and physical chemistry - hard to understand. However she attends school every day and completes her class activities and homework on time. Now she doesn't need to borrow or use her classmate's materials because SC provides her with school supplies and a uniform! Sreylis is so proud of being one of the students from SC. She also joins the Children's Club once a week where she has learned how to work in a team and how to draw, dance and sing. Her parents have benefited too. By attending the monthly Parents Club they are now able to discuss domestic violence, violence against children, hygiene and first aid with the family. Sreylis emphasized that SC had contributed a lot to her life so she wants to study as hard so she can to repay SC's good deed... and to become a ballet dancer in the future. With the support from SC her family has new hope in life.

Oung Savat's Story

Oung Savat was 11 when he first came to Sunshine Cambodia in 2015. He is now 14 years old and has a younger brother. His father is a construction worker and his mother is a tailor but their income could not sustain their daily lives. Savat's parents heard about Sunshine Cambodia through their neighbours and requested support for his Khmer studies at public school and an English studies at a private school. He is currently attending grade 6. The \$15 per month provided for Savat's English school as well as school supplies and a uniform every year has ensured Savat's school attendance and interest in school - as well as assisting his family financially. Being a smart and creative boy he often achieves high marks for English and Mathematics which will help to fulfill his ambition to be an engineer...and he promises to always do his best in order to reach this goal. Savat and his parents were so very happy and excited that they could not express their feelings in words. By participating in Children's Club every week, Savat has learned a lot about child rights, child protection, the Bible, healthcare, hygiene and participating in art and creative classes which include drawing, coloring, making paper pictures, playing smart games and learning how to play the flute. Savat regards SC as his second home and conveyed his sincere thanks and best wishes to SC.

Mao Channa's Story

Living in slum area, 12 year-old Mao Channa is the sixth child of eight siblings in her family. Currently Channa is in grade 5 at Wat Sansom Kosal primary school. Her father is a construction worker and her mother is a bag tailor. Channa didn't attend school when she was younger due to her family's very low living conditions. During that time she collected scrap materials on the street to sell which was very hard and dangerous work - she was working under the sun around dirty areas and busy streets. She explained that her parents earned only around \$4 to \$5 per day and could not afford her study. Fortunately her aunt introduced Sunshine Cambodia to her family. SC has supported Channa to attend public school and English school since then. They paid \$12 per month for English course at Milkyway International School and also provided her with school supplies and uniform every year. By having school fees paid Channa's family situation is much better - her good school attendance enabled her to become an outstanding student in her class. At weekly Children's Club she has made new friends and built her confidence and capacity. For Channa the Children's Club is for learning together on child rights and child protection, getting to know each other, teamwork, art and Bible studies. Her parents also participated in the Father's and Mother's Club every month where they learned about how to be good parents. Channa, who want to become a teacher, is grateful for SC's support which she hopes will continue for her and for other needy children in Cambodia.

Khun Nita's Story

Ten year-old Khun Nita, the younger sister of two siblings, is a grade 4 student at Wat Sansom Kosal primary school. Nita's attendance was not good in grades 1 and 2 because she was required to help with her parent's small business. Her father is a motor-taxi driver but earns very little and her mother is a seller who could earn around \$10 to \$15 a day – not enough to cover their living expenses. Fortunately, through the assistance of neighbours, SC made a visit to Nita's family. When Nita's family found that Sunshine Cambodia would help Nita's education and her family's business they were very excited. Nita was supported for both Khmer and English school which included \$12 per month for English class, school supplies and a school uniform every year. This has maintained her attendance at school and improved her test scores even though she finds some of the subjects hard to understand. Nita wants to further her education and fulfill her desire to be a doctor. Nita joined the Children's Club to learn new skills and knowledge related to artwork, creativity, child rights, child protection, domestic violence and the Bible. Her parents joined the Mother's Club and Father's Club where they have gained an understanding of the importance of education, the impact of using violence against children and the parenthood skills. Nita is very appreciative of Sunshine Cambodia moral and financial support for her family

9.5 ANNEX 5: List of Evaluation Participants

	Name	M/F	Position	Organization
1.	Kaing Sanary	F	Program Monitoring Officer	ERIKS
2.	Ruos Yeng	M	National Director	Chab Dai Coalition
3.	San Sreypich	F	Child and Family Development Facilitator	Sunshine Cambodia
4.	Lim Pheara	F	Child and Family Development Facilitator	Sunshine Cambodia
5.	Seng Sreyta	F	Child and Family Development Facilitator	Sunshine Cambodia
6.	Prak Sovanchenda	F	Child and Family Development Facilitator	Sunshine Cambodia
7.	Ou Chantheth	F	Child and Family Development Facilitator	Sunshine Cambodia
8.	Im Phary	F	Admin and Accountant	Sunshine Cambodia
9.	Ty Sreysros	F	Admin and Accountant Assistant	Sunshine Cambodia
10.	Nop Sen	M	Program Manager	Sunshine Cambodia
11.	Sou Kimthuon	M	Case Manager	Sunshine Cambodia
12.	Ken Chaova	M	Child and Family Development Facilitator	Sunshine Cambodia
13.	Hy Kimhon	M	Child and Family Development Facilitator	Sunshine Cambodia
14.	Ky Sovanndech	M	Child and Family Development Facilitator	Sunshine Cambodia
15.	Long Samnang	M	Program Manager	Sunshine Cambodia
16.	Nop Channy	M	Director	Sunshine Cambodia
17.	Soy March	F	Mother	Sansom Kosal
18.	Morm Poeun	M	Father	Sansom Kosal
19.	Sroeung Sokhim	F	Mother	Sansom Kosal
20.	Man Srey	F	Mother	Sansom Kosal 1
21.	Ma Sok Hay	M	Family member	Sansom Kosal 1
22.	Mean Samnang	M	Family member	Sansom Kosal 1
23.	Pring Sary	F	Mother	Sansom Kosal 2
24.	Long Lay	M	Father	Sansom Kosal 2

25.	Keo Tharibo	F	Mother	Stung Mean Chey 1
26.	Sok Nhon	F	Mother	Stung Mean Chey 1
27.	Doeur Deth	M	Mother	Stung Mean Chey 1
28.	Soy Soapea	F	Mother	Thnoat Chrum
29.	Jav Sophoan	F	Mother	Thnoat Chrum
30.	Pov Roeun	M	Father	Thnoat Chrum
31.	Yan Neang	F	Mother	Thnoat Chrum
32.	Roeung Chomrong	M	Father	Thnoat Chrum
33.	Heam Mao	F	Mother	Thnoat Chrum 3
34.	Phorn Savan	F	Mother	Thnoat Chrum 3
35.	Yan Mao	M	Father	Thnoat Chrum 3
36.	Chaev Eth	F	Mother	Thnoat Chrum 3
37.	Mao Panha	F	Family member	Thnoat Chrum 3
38.	Noeun Samnang	M	Father	Prey Tea
39.	Khun Chanly	M	Father	Prey Tea
40.	Say Sreypech	F	Mother	Prey Tea
41.	Horm Phari	F	Mother	Tropaing Anchanh
42.	Kong Ni	M	Father	Tropaing Anchanh
43.	Khean Samnang	F	Mother	Tropaing Anchanh
44.	Sin Kosal	M	Father	Tropaing Anchanh
45.	Loan Sreytha	F	Mother	Tropaing Anchanh
46.	Sen Makara	M	Father	Tropaing Anchanh 1
47.	Neang Pov	F	Mother	Tropaing Anchanh 1
48.	Seang Thy	M	Father	Tropaing Anchanh 6
49.	San Sanglay	F	Mother	Tropaing Anchanh 6
50.	Heng Sokuntheary	M	Father	Tropaing Anchanh 6
51.	Keo Yari	F	Youth	Cheasim Samaky High School
52.	Ti narachna	F	Youth	Phsar Derm Thkov High School
53.	Vun Samply	M	Youth	Phsar Derm Thkov High School
54.	Moeun Socheata	F	Youth	VANDA Accounting Institute
55.	Soeun Soshani	F	Youth	Dombok Khpoh High School
56.	Sum Chantha	F	University student	Royal University of Law and Economies (RULE)
57.	Chan Pheari	F	University student	Royal University of Law and

				Economies (RULE)
58.	So Somaly	F	University student	National University of Management (NUM)
59.	Moeun Socheata	F	University student	National University of Management (NUM)
60.	Keo Tharibo	F	TVET trainee	Stung Mean Chey
61.	Khun Chanly	M	TVET trainee	Prey Tea
62.	Chaev Eth	F	TVET trainee	Thnoat Chrum 3
63.	Mean Samnang	M	TVET trainee	Sansom Kosal 1
64.	Moung Sithiri	F	School Teacher	Sansom Kosal School
65.	An Chan Thoeun	M	School Teacher	Phsar Derm Tkov School
66.	Sreng Long	M	School Teacher	Dambok Kpous School
67.	Yin Makara	F	School Teacher	Jensana International School
68.	Hoeung Sreynoch	F	School Teacher	Best Way International School
69.	Khat Pet	M	School Director	Phsar Derm Tkov School
70.	Sar Sokunthearos	F	Secretary	Sansom Kosal School
71.	Som Soth	M	School Director	Dambok Kpous School
72.	Heang Chenda	F	School Director	Jensana International School
73.	Kin Theary	F	Branch Manager	The Best Way International School
74.	Nov Sonita	F	District/Khan Councilor	Sangkat Boeung Tumpun
75.	Khem Meak	F	First Deputy Commune Chief	Sangkat Boeung Tumpun

Children participant details

No	Name	M	F	Age	Grade	School
1	Dy Kim Sros		√	11	5	Chamroeun Phal
2	Kim Sok Seiha		√	11	3	Chamroeun Phal
3	Kim Panha	√		13	3	Chamroeun Phal
4	Thai Chakriya		√	9	3	Stung Mean Chey
5	Sroeun Lyheng	√		9	2	Stung Mean Chey
6	Vari Seyha	√		13	5	Stung Mean Chey
7	Lorn Leangkea	√		10	3	Jesus School
8	Heang Bun Heng	√		12	2	Jesus School
9	Rong Rayuth	√		12	5	Jesus School

10	Peou Sovann Thai		√	13	4	Jesus School
11	Mao Chanthea		√	12	5	Jesus School
12	Taing Sreymech		√	11	4	Jesus School
13	Ny Meta		√	12	5	Dambok Kpous
14	Chea Davin	√		9	3	Sansom Kosal
15	Sreng Sovannara	√		13	5	Sansom Kosal
16	Va Vyreaksmey		√	10	4	Sansom Kosal
17	Siek Sreyneth		√	11	3	Sansom Kosal
18	Phaly Sivjing		√	11	5	Sansom Kosal
19	Khon Nita		√	10	4	Sansom Kosal
20	Sreng Sovannary		√	9	3	Sansom Kosal
21	Ly Menghong	√		12	5	Sansom Kosal
22	Chan Sreylis		√	11	4	Hun Neang Toul Tumpoung 2
23	Phea Raksmeay	√		11	4	Hun Neang Toul Tumpoung 2
24	Phea Sothearath		√	9	3	Hun Neang Toul Tumpoung 2
25	Sour Sreymean		√	15	5	Tuol Sophea Khuon Primary School
26	Beng Somaly		√	12	6	American Bridge
27	Keng Sok Heng		√	13	5	Tuol Sophea Khuon Primary School
28	Ung Savath	√		14	6	Chumpouvorn High School
29	Chhan Rachana	√		13	4	Tuol Sophea Khuon Primary School

9.6 ANNEX 6: Example of potential outcomes and indicators

Learning Outcomes	Example of Indicator
Children & Youth	
Consistent school attendance by student	At least 90% attendance rate verified by school records.
Satisfactory school test scores in all subjects	Scores of at least 60% in each subject as verified by school records.
Good attitude to, interest in, school by student	Verified through public & private school teacher reports, interviews with teachers, student, parents and observation of student behaviours.
New skills / knowledge developed by student	Verified through public & private school teacher reports, interviews with teachers and student and observation of student behaviours.
New friends / social adjustment made by student	Verified through public & private school teacher reports, interviews with teachers, student, parents and observation of student behaviours.
Student is a more confident learner	Verified through public & private school teacher reports, interviews with teachers, student, parents and observation of student behaviours.
Student has a flexible future learning plan	Verified through observation of plan and discussion with student.

Student is improving English language level	Analysis of initial language test (e.g. IELTS) and follow up assessments of speaking, listening, reading and writing to gauge improvements and areas for further development. Student can demonstrate the ability to converse in another language and to write creatively in another language.
Student is improving computer skills	Student can demonstrate competency in word processing, self-learning activities, internet use and email.
Student displays creativity in Children's Club activities	Student can demonstrate interest and skills in at least one of the visual or performing arts (e.g. painting / drawing, singing, dance, drama).
Student can leads a group activity	Child or youth can coordinate a small group of peers to complete a class activity.
Student achieves satisfactory outcomes in all school subjects	Verified through public & private school teacher reports, interviews with teachers, student and parents.
Takes responsibility for school material provided	Inspection of school materials provided.
Parents	
Parent/s have plans for the future – set goals	Goals can be verbally described and justified by parents.
Family income is increasing	Changes in current income can be described by parents.
Home cleanliness is satisfactory and poses no health or hygiene issues	Observation confirms that the household is free from litter, sanitation is satisfactory, premises are clean and hand washing and bathing are frequent.
There are no potential safety hazards within the home or around the home	Observation confirms that their household is free from litter and dust, sanitation is satisfactory, and cleaning equipment is evident. Fire extinguishers are located in homes susceptible to fire.
Domestic violence does not exist or is being reduced	Parents, children, neighbours and local government officials confirm no incidents of domestic violence are occurring.
Regular meals and improved food quality / diet	Parents and children can describe their daily and weekly food intake.
Parent/s have capacity to discuss issues with one another and with their children	Parents and children can describe the kinds and frequency of issues discussed with the family.
The community is rubbish free	Observation confirms the degree of community cleanliness.
Parent/s holds decent employment	Parents can describe their current employment, their monthly income from this employment and the prospects it holds for continued employment.
Child discipline by parents is less likely to be physical	Children and parents can describe the kinds of behaviours that are unacceptable within the family and the non-violent actions used to respond to, or prevent, these behaviours.
Training programs commenced by parents are completed	Training provider and trainee confirm attendance at training and the certificate / qualification / competencies achieved.
A new business commenced or an existing business improved	Parent/s can describe a clear business plan, equipment acquired to run the business and the knowledge & skills they possess / need to be able to maintain the business.
Family saves money for future needs	Parent/s provide documentary evidence that a savings plan is in place and can describe the intended outcome for the savings being acquired.
Health / emergency services are accessed in the case of sickness or emergency	Parent/s can identify local health care providers and the circumstances that would require contact with these services.
Permanent clean water is accessible for the family	Process for ensuing safe drinking water is observed and can be justified.