

SUNSHINE CAMBODIA ORGANISATION (SCO)

Strategic Plan

2020-2025

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STRATEGIC PLAN: 2020-2025

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1.0 INTRODUCTION

1.1 Rationale

The date of the current Strategic Plan is: “SC Strategic Planning FY 2018-2021 (Updated on 13-June-2018)”. The arrival of a new Director (February, 2020), combined with a new potential resourcing opportunity for work in a rural location, motivated Sunshine Cambodia to review and revise that Strategic Plan.

The Strategic Plan being replaced was written using an Outcome Harvesting Framework, rather than using SCO’s traditional logframe approach to planning. Currently, SCO is using both systems, depending on the donor. Thus, this revised plan is written at a more strategic level and outlines “Operational Priorities” to guide programming going forward; but it does not include the degree of specificity as the former Strategic Plan. In this way, SCO is intentionally creating more flexibility for itself, a wise move in light of the COVID-19 pandemic which will certainly affect needs, funding, and modalities of operation.

1.2 Strategic Planning Process

The Strategic planning process initiated by Sunshine Cambodia Organisation was implemented over a period of about two months during May - July, 2020. A first step was for Sunshine Cambodia to provide a set of background documents to the Consultant, Dr. Jill Reimer, who subsequently developed a process outline and proposed agenda for a 3-day workshop. Once that was agreed upon, the Sunshine Cambodia team completed several preparatory exercises in advance of the workshop, including: River of [Organisational] Life, Reflection on Achievements vs. Aims, Review of “Organisational Health” (against the Chab Dai Charter), and the Start/ Stop/ Continue exercise. All of this information was reviewed and further refined during the Strategic Planning Workshop, conducted 24-26 June, 2020 at Sunshine’s office site in Prey Tea.

The entire SCO team participated in some/all of the “homework” exercises led by the LMT prior to the workshop, and the entire team participated in the 3-day workshop. In addition, at least one Board Member came to each of the 3 workshop days; and on the final day of the workshop one representative from ERIKS, a major donor, actively participated the full day.

Though participation and vies of community members and beneficiaries were not specifically solicited for this Strategic Plan, due to the COVID-19 pandemic restrictions and to time constraints, nevertheless the SCO team incorporated information that had previously been gathered directly from these stakeholder (e.g. survey information).

1.3 Organisational profile

Sunshine Cambodia has been active for 20 years. During that time there have been many changes to the organisation. This section outlines the current “state of play” for SCO.

- **START-UP:** Sunshine Cambodia started its work in July 2000, as SUNSHINE CENTER FOR CHILDREN and was based in Tuol Thom Pong.
- **ORIGINAL SPONSOR:** It was a project under Christian Care For Cambodia (CCFC).

- **NAME:** Organisation’s name was changed from Sunshine Centre for Children to Sunshine Cambodia in 2013. Then very recently, SC was required to add the designation of “Organisation” to its official name, so it is now Sunshine Cambodia Organisation (SCO).
- **REGISTRATION:** Sunshine Cambodia was formally registered as a local NGO on 18 September 2013.
- **LINE MINISTRY:** Currently SCO has a formal MoU (memorandum of understanding) with MoSVY (Ministry of Social Affairs, Veterans, and Youth). Additionally, SCO is seeking to sign an MoU with the Ministry of Education, Youth, and Sport because of SCO’s focus on education.
- **BOARD:** Currently, Sunshine has a fully functioning Board comprised of 5 board members (2 expats and 3 Khmer). Ideally, SCO wants to have 7 Board members, but is a struggle to recruit and maintain Board members. The Board meets quarterly. A member mandate runs from minimum of 2 years to a maximum of 6 years.
- **MAJOR DONORS:** SC has four main donors, ERIKS (Sweden), Global Development Group (Australia), the Condor Project (USA), and Mustard Seed Mission (Taiwan).
- **ANNUAL BUDGET (USD):** FY Jul 2020–Jun 2021 = \$276,073; FY Jul 2019 – Jun 2020 = \$261,123; and FY Jul 2018 – Jun 2019 = \$253,972.
- **LOCATIONS:** Currently, SCO works in 5 urban locations (Phnom Penh only). Those are: Sansamkosal, Tnout Chrum, Stung Meanchey, Prey Tea and Tropaing Anchanh. Currently, SCO is considering opening a new project in a rural location in Prey Veng province.
- **ORGANISATIONAL ASSETS:** Two land/buildings; 10 motor bikes; 10 Air Conditioners; 13 laptops; 3 LCD projectors; 4 printers; 1 refrigerator; 2 safe boxes.
- **NO. STAFF:** 16 full time staff (8 women, 8 men); and one part-time music teacher.
- **BENEFICIARY NUMBERS:** Currently, Sunshine Cambodia serves the following number of locations/beneficiaries

Khan/ District	Sangkat/ Commune	Villages	No. children		No. parents	
5 total	15 total	42 total	350 total		444 total	
			192 girls	158 boys	247 mothers	197 fathers

1.4 Cambodia: Overview

1.4.1 Location & history

Cambodia is located in the southern portion of the Indochina Peninsula in South-East Asia, covering a total land area of 181,035 square kilometres. Cambodia shares a border with Thailand and Laos to the north, Viet Nam to the east and southeast and, to the west, with Thailand and the Gulf of Thailand.

Cambodia gained notoriety for the Khmer Rouge. In the four years that the Khmer Rouge ruled Cambodia, it was responsible for one of the worst mass killings of the 20th Century. The brutal regime, in power from 1975-1979, claimed the lives of ~2 million people. This dramatic attempt at social engineering had a terrible cost: whole families died from execution, starvation, disease, and overwork.

1.4.2 Population & Demographics

The nation's population is about 16.7 million people in 2020. Cambodia's population grew 1.41% from 2019 to 2020, adding over 232,000 people to the population. The nation's current fertility rate of 2.52 births per woman is a significant decline from the rate of 5 children per family which has long been the average.

Cambodia's population is relatively young, with 43% under 20 years and 35% of Cambodians younger than 15 years of age. This younger generation is more likely to attend school than previous generations, with 89% of primary school-age children attending school. However, rates of primary school completion and secondary school enrollment remain low, with children expected to attend just 4.7 years of school.¹ This low education rate risks the country's future economic development; more worrying is that the limited learning gains resulting from school attendance threaten to disrupt the country's widely publicised development trajectory.

Cambodia's population is also largely homogenous, comprised of a majority Khmer population (~16 million) with roughly a half million people who are indigenous ethnic minorities from 24 different groups (~150,000). The Cham people make up more than half the total number of indigenous residents in the country (~350,000). These figures do not include Chinese or Vietnamese.

About 15-17% of the total population lives in urban areas with an increasing trend toward urbanisation. Like other developing countries in Asia, the Cambodian economy still relies heavily on the agricultural sector; about 75% of the population make their living by subsistence farming – cultivating rice, growing fruit-trees and vegetables, making palm sugar, and fishing.²

According to Government figures, around 76% of women and 84% of men are literate, with higher literacy in urban than in rural areas.³

1.4.3 Regional Cooperation

In 1999 Cambodia joined ASEAN⁴ (Association of Southeast Asian Nations), as the last of the 10-member bloc which includes Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei, Vietnam, Lao, Myanmar.

The ASEAN Declaration states that the aims and purposes of the Association are: (1) to accelerate the economic growth, social progress and cultural development in the region through joint endeavors in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of Southeast Asian nations, and (2) to promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries in the region and adherence to the principles of the United Nations Charter. In 1995, the ASEAN Heads of State and Government re-affirmed that “Cooperative peace and shared prosperity shall be the fundamental goals of ASEAN.”⁵

2.0 SITUATION ANALYSIS

The following components of the situation analysis are listed in alphabetical order which is not necessarily the order of importance. The purpose of this section is to give a broad overview of the country of Cambodia, as the context within which the SCO work occurs. The next Section (3.0 “Problem Analysis”) much more specifically relates to the actual locations where SCO is implementing its projects.

2.1 Country Overview

Currently, Cambodia ranks 114/157 countries in terms of progress toward meeting the Sustainable Development Goals (Sachs et al. 2017) and ranks 146/189 on the 2018 Human Development Index⁶ (UNDP 2019). Amid the improved prosperity, however, are challenges of **corruption**⁷ (Cambodia is once again ranked a Southeast Asia’s most corrupt country, as the Transparency International’s 2019 Corruption Perceptions Index, released on 23 January 2020, has placed Cambodia at 162/180 on a worldwide list, a slight decline from last year’s ranking of 161); **human trafficking**, (in 2019, Cambodia was on the Tier 2 Watchlist of the Trafficking in Persons (TIP) Report produced annually by the US Department of State) and **human rights**⁸.

As of the most recent census (2008), the population is growing at an annual rate of 1.54 percent (UNICEF 2017; NIS 2008). However, Cambodia has experienced decreasing fertility in recent years and the 2014 total fertility rate was 2.7 children per woman, with higher fertility among women in rural areas, women with no education, and the poorest (NIS, DGH, and ICF 2015). According to the most recent DHS (2014), 9 percent of deaths among females 15–49 are related to pregnancy or childbearing. The maternal mortality ratio has decreased from 472 per 100,000 live births in 2005 to 170 in 2014. However, most of that improvement took place between 2005 and 2010, with no significant improvement since 2010. Although infant and under-5 mortality have improved steadily since 2000, one in 29 children dies before reaching 5 years of age (NIS, DGH, and ICF 2015).⁹

2.2 CEFM (Child, Early, Forced Marriage)

Marriage before the age of 18 is a fundamental violation of human rights. Many factors interact to place a child at risk of marriage, including poverty, the perception that marriage will provide “protection”, family honor, social norms, customary or religious laws that condone the practice, an inadequate legislative framework and the state of a country’s civil registration system.¹⁰ Child marriage negatively impacts the lives of 14 million girls around the world each year, interrupting schooling and limiting career choices. Child marriage often results in early pregnancy and social isolation and can lead to an increased risk of domestic violence.

In Cambodia, there is a persistent (mis)understanding that child marriage is exclusive to indigenous ethnic minority communities, when in fact it is an (underreported) issue in the majority Khmer population. Available statistics are as follows:

- 2% of girls in Cambodia are married by age 15; 17% by age 18.
- According to UNICEF, one in three girls aged 15-19 who have never attended school have started to bear children, which often leads to child marriage.

Relevance to SCO: SCO is aware that there may be CEFM happening in its locations, though this is not a widespread practice in urban areas. Sunshine Cambodia will include in its programming, prevention messages for parents and relevant stakeholders, and will also talk about the negative consequences of forced child marriage with groups that engage in the activities of Sunshine Cambodia in order to protect them from this issues.

2.3 Child labor

Verisk Maplecroft’s recently compiled 2020 Child Labour Index ranked Cambodia 28th in the world (with #1 being the worst), and the highest risk among Southeast Asian countries, for the use of underage workers.¹¹ In 2018, Cambodia made a moderate advancement in efforts to eliminate the worst forms of child labor. The government issued a Royal Decree authorizing the National Committee on Child Labor, within the Cambodian National Council for Children, to begin operations. In addition, the labor inspectorate revamped its factory inspection questionnaire to align with the ILO Better Factories Cambodia questionnaire. Moreover, the government institutionalized a counter trafficking in persons training curriculum for the Cambodian National Police Academy.

However, children in Cambodia [still] engage in the worst forms of child labor, including in forced labor in brickmaking, as well as in commercial sexual exploitation, sometimes as a result of human trafficking. Due to challenges in accessing basic education and the absence of a compulsory education requirement, children are vulnerable to involvement in the worst forms of child labor. Insufficient resources also hamper the labor inspectorate's capacity to enforce child labor laws, especially in rural areas where the majority of child laborers work.¹²

Relevance to SCO: *There are many children in SCO's target locations who do "child labor" because their parents believe it is necessary for family survival that their children earn income – it may not be official a "worst form of child labour" but it is still child labour and therefore it is illegal. To address child labour in its target communities, SCO will strengthen and mainstream anti-child labor messaging especially in the target communities by including the messages of child labor prevention to all kinds of people that it works with and by making and using some existing resources and materials of Partners to do awareness and posting publicly in the communities. It is necessary that people understand the ways of allowing the children to do the works properly based on the labor law of Cambodia and based on the international and national conventions for child rights.*

2.4 Child protection¹³

Both physical and emotional violence are prevalent in Cambodia, with the majority of children aged between 13 and 17 reporting experiencing physical violence (61.1% of females and 58.2% of males) and emotional violence (24.3% of females and 27.3% of males). The majority of children experiencing both types of violence reported it occurring multiple times.

- Parents, especially mothers, caregivers, and other adult family members, are the most common perpetrators of physical and emotional violence against children. In fact, "home" is the most common place where children experience violence, most of it through corporal and humiliating punishments.
- Sexual violence is also prevalent, with 6% of females and 5% of males aged 13 to 17 reporting at least one experience of sexual abuse before the age of 18. For boys this mostly occurred at home from family members, while girls often experience sexual violence from romantic partners, peers and from teachers (with school being the most common place of the first incident of sexual violence).
- Outside of home settings, teachers (especially males) are the most common perpetrators of physical violence. Over half of both girls and boys aged 13 to 17 years reported experiencing physical violence by a male teacher (58.6% and 51.7%, respectively) at least once, 70 and 29% of children 12 to 15 years old have had direct experience of physical punishment by a teacher over the last 12 months .
- Studies show that corporal punishment in schools is a widely accepted form of discipline and training for children – 63% of teachers reported to have used corporal punishment against children over the last 12 months. Students between the ages of 6 and 14 report that being hit with a hand or stick is the most common form of corporal punishment by teachers in primary schools.

Relevance to SCO: *Sunshine Cambodia will strengthen and develop a strong structure and network of child safe-guarding in its own work place, and in target communities. Safe-guarding is much more proactive than is "child protection".*

SCO will try to develop strong child safeguarding practices in its member and partners agencies (including Royal Government of Cambodia).

At the organizational level, SCO will nominate/recruit a staff in charge to take responsibility for child safeguarding. S/he will work strongly to build and strengthen child protection in the working place, the target communities and other relevant target areas. The safeguarding will include response mechanisms to report and take action on time in case of a suspicious activity in all those place.

2.5 Child rights

The Child Rights Now! Coalition’s 2019 report¹⁴ clearly identified six key areas of change required in order for Cambodian children to be able to access and utilize their rights. Those priority areas of intervention include: ECCD; Education; Child protection; Nutrition; WASH; and Participation. See Annex 2 for a record of the discussion SCO had about how it can employ the recommendations to its own work.

2.6 COVID-19 Pandemic

The pandemic has had enormous negative impact around the world, and perhaps even more so in low-income countries like Cambodia.¹⁵ There have been three major negative impacts (in addition to the loss of life) and these affect females (girls and women) disproportionately.¹⁶ First, during this pandemic, rates of violence have increased (gender-based violence, violence against children, etc.). Second, children’s schooling has been severely disrupted and this will have long-term repercussions on their futures – in Cambodia, children lost nearly a whole semester and may yet lose a second semester. Third, millions of people already on the edge of poverty, are economically affected – factories in Cambodia have closed leaving tens of thousands of people (mostly women) without income; migrants to Thailand were forced to return to Cambodia, leaving their families without income; street vendors had no customers (e.g. snack sellers at schools were abruptly put out of business); laborers found their construction sites closed; etc. And fourth nutrition and health status of vulnerable populations, including children, is negatively impacted.

Relevance to SCO: *Sunshine Cambodia will continue to stay up on the situation of COVID-19 in Cambodia, and will respond accordingly with both its internal practice (meetings, social distancing, wearing masks, etc.).*

To address the negative employment situation caused by COVID-19, SC will also focus more on how to help and develop the target families that we will work with on their income generation opportunities to support their family needs. We will develop both the existing program and the new program by considering to extend on occupation and business start-up as much as based on resources and funding, to help and increase the possibility of starting and extending the works

of the families, so they will have enough incomes to support the needs of their families.

Depending upon how long the COVID-19 restrictions last, it will be important for SCO to also consider how it can support child learning during this time. Public schools will be the last to open because they cannot afford to do the rigorous controls that private schools can do; so the poor in Cambodia will once again be most adversely affected. SCO can/will/should develop creative ways to promote child learning (e.g. Reading Camps, Learning Clubs, etc.) which will not contradict Government restrictions but which will allow children to have structured and supervised learning opportunities.

2.7 C-SDGs¹⁷

The Cambodian Government is strongly committed to the UN Sustainable Development goals, or SDGs). Compared to the 9 targets and 14 indicators of global SDG 5, the CSDGs have 7 targets and 12 indicators.¹⁸

Relevance to SCO: *Sunshine Cambodia will contribute to the achievement of 7 of the SDGs:*

- *Goal 1: End poverty in all its forms everywhere*
- *Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture*
- *Goal 3: Ensure healthy lives and promote well-being for all at all ages*
- *Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
- *Goal 5: Achieve gender equality and empower all women and girls*
- *Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*
- *Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*

2.8 Education

The primary duty-holder for provision of public education for children from pre-school to tertiary level, is the Ministry of Education, Youth, and Sport. While the access to and quality of public education has been steadily improving, especially for females, recently the nation's enrollment and completion rates have actually been declining. And poor learning outcomes persist, indicating a serious quality issue.¹⁹

- Education quality remains low:
 - In a 2014 Early Grade Reading Assessment (EGRA), only 35.2% of grade 3 children passed the Khmer language test; and only 45.7% of grade 6 students

passed Khmer language test. In other words, less than half of the children who complete grade 6 have basic Khmer language literacy skills.

- Education completion rates remain low (figures not specified by sex, from 2017-2018 school year):
 - Primary school completion rate is 82.7%; boys are less likely to complete than girls are to complete.
 - Lower secondary completion rate is 46.5%.
 - Upper secondary school completion rate is and 23.6%.
- National expenditure on formal education remains low:
 - Public education expenditure and per child spending is US \$217 in Cambodia, compared to US \$1,200 in Asia Pacific.
 - The proportion of GDP dedicated to education is at 2.7% (2018); while the share of national budget is 18.3% (2016).
- Higher education enrolment remains lowest among ASEAN nations; and the quality and relevance of that education is questionable.

Quality deficiencies are demonstrated by recent PISA-D²⁰ results, illustrated by the following two quotes from that report²¹:

The performance gap between the 10% best-performing students in Cambodia and those in ASEAN countries is 124 score points, equivalent of more than 4 years of schooling. This shows that Cambodia’s education system needs to focus more on student’s competence from the low grades in order to compete with the students in ASEAN countries or beyond.”

In Cambodia, student performance in reading...is significantly below PISA-D average.... Reading appeared to be the weakest of the three PISA-D subjects. Across OECD and ASEAN countries, higher performances in mathematics and science tended to be strongly associated with the higher performance in reading, reflecting that improving reading literacy among students is key to student performance in other subjects.” (p. 28)

Limited quality of education has serious implications for Cambodia’s aspiration to become a middle-income country by 2030. WEF 2019 Global Competitiveness Report ranks Cambodia as 94th out of 137 countries. That report identified “corruption” as the most important reason for limited competitiveness; an “inadequately educated workforce” was the second most important reason; and “insufficient capacity to innovate” and “poor work ethic in national labor force” were also in the top 11/16 variables listed that negatively affect Cambodia’s economic competitiveness.

The MoEYS clearly (and publically) recognizes the gaps:

Despite its demographic advantage, Cambodia's labor force is characterized by low-education and low-skills. As a result, Cambodia finds itself in the challenging process of economic transition as it aims to move beyond low-skill, low-value activities and expand its industrial base to generate broad-based inclusive growth. Multiple studies have pointed to skills mismatches and shortages in the labor market, especially lower to middle skills. The shortage of educated and skilled labor...make it difficult for Cambodia to compete with neighboring countries for foreign direct investment. The Industrial Development Policy clearly recognizes the need to develop a proper human resource capacity. Cambodia should as a priority develop...technical know-how...to diversify [from] production into higher value-added activities and improve the country's skills base. Nutrition, early childhood and quality primary and basic education, TVET and higher education among others are the foundation for skill development. (p. 6).

Relevance to SCO: *The core work of Sunshine Cambodia is improve the life chances of children from poor families through improving access to quality education. Sunshine Cambodia will implement two approaches to accomplish this:*

(1) The first approach is to work directly with children and their parents/guardians.

- *With children, SC facilitates Child Clubs and Youth Clubs (distinguished by age of participants). Only children/youth who are formally enrolled by SCO can participate in the Clubs.²²*
- *For children's public school education: SC supports by paying rien kuar (informal) fees to teachers and simultaneously advocating that teachers do not charge these fees to poor students; by paying for classes additional to public school (mathematics, Khmer, English, computer), and by providing study materials, uniforms, and bicycles.*
- *SC creates opportunities for children to express their rights through some activities such as activity plan for helping the communities (e.g. physical clean-up of garbage to make community clean and tidy), facilitate some activities with the local authorities, and other development works.*
- *For parents/guardians, SC does Club.²³*
- *For parents/guardians SC helps by providing training, education about planning and business, and small loans/grants for family business start-up in the communities. The purpose is to help families become self-sufficient and earn enough income that they can provide for all the needs of their own children and members, including education fees and expenses.*
- *For parents/guardians, SC also provides teaching about child's rights, parenting skills, and family financial management – again, with the goal of helping to improve family dynamics and parenting.*

(2) The second approach is to work directly to strengthen some elements of the public school system. This is new for SCO.

- *SCO will work with school principals, teachers, education officials, School Support Committee, and Student Councils to improve the*

quality of their functioning, their accountability to rights-holders (students, families), to improve their pedagogical skills so that children actually learn basic numeracy and literacy (as well as other subjects)

- *As possible, SCO will help to improve the school physical environment to be in line with Government standards.*

2.9 Gender Equality

“Gender equality has never been part of Cambodian society and women are still often regarded as subordinate and dependent on their male family’ (Baudinet 2018, 6) and “Cambodia has a strong tradition of enforcing cultural norms pertaining to women – how they should look, act or think (Thon 2017, 32).”²⁴ In summary:

To a considerable degree, traditional gender norms that position men as breadwinners and women as homemakers and/or child caretakers still prevail in Cambodia and are at the root of many development challenges for both men and women. As a result of these embedded norms, women face multiple burdens on their time and energy, as well as limited opportunities, mobility, and agency. Lower educational attainment and illiteracy, which disproportionately affect women, compound women and girls’ disadvantages, undermine their confidence, and stymie efforts to increase women’s voice and agency. Men, who face the traditional burden of breadwinner, can be left out of development activities and benefits as a result of their roles and responsibilities.²⁵

Over the past decade, Cambodia has made some progress in closing the gender gap in terms of political, economic, health, and education measures. According to the World Economic Forum’s Global Gender Gap Index 2020, Cambodia ranks 89 out of 153 countries,²⁶ and has only marginally increased its overall gender equality score in recent years, from .648 in 2010 to .662 in 2016 to 0.694 in 2020 (a score of 1.0 represents gender equality). The sub-indices are instructive. Cambodia is doing well on the relatively simplistic health and survival measures included in the scale (.975, a slight drop from 0.98 in 2016) and has made steady progress in the past decade to close the gender gap within the educational attainment category²⁷, currently at 0.939 (significantly up from 0.891 in 2016 and .866 in 2010). Cambodia scores 0.759 for economic participation and opportunity (up from .681 in 2016 and .638 in 2010); and scores lowest for political empowerment at 0.103 (up from .098 in 2016, but a decline from .110 in 2010).

Separating the average by region, the WEF estimates that East Asia and Pacific will take another 163 years to close the gender gap, the longest compared to any other region including the Middle East and North Africa.

Relevance to SCO: *Sunshine Cambodia recognizes the importance of promoting gender equality and appreciates the fact that this is a priority for ERIKS and that ERIKS provides training accountability. SCO will make a greater effort under this new Strategy, to engage with other groups such as GAD-C who can train SCO staff in skills of gender analysis and gender responsive/transformational programming.*

2.10 Nutrition

This prevalence of under-nutrition in Cambodia constitutes a public health emergency, according to World Health Organisation (WHO) standards: 32 percent of children under 5 years suffer from stunting, 24 percent are underweight, and 10 percent are wasted. Interestingly, while poverty is certainly one cause of malnutrition, 18% of children under-5 in wealthy families are also stunted suggesting that feeding practices.

Children malnutrition is caused by a number of factors²⁸ including: (1) lack of awareness of nutritious foods from food variety providing protein, energy, and micro-nutrients that human needs for healthy growth and development, (2) inadequate infant and young child feeding and care practices referring to breastfeeding, complementary feeding, (3) low utilization of health services for treatment and prevention, (4) and limited access to food and food availability, and (5) lack of sanitation and hygiene. One of the primary causes of child malnutrition in Cambodia is diarrhoea as a result of poor sanitation in households and community.²⁹

Relevance to SCO: *Sunshine Cambodia will focus more in the area of nutrition. This part is very important, still there are a lot of children have malnutrition in the communities. Parents lack of understanding of the nutrition, they do not care of what their children eat, and also do not know on how to feed their children with the right and safe foods. SC will study more in this area to gain more of knowledge and experiences in order to help the parents and their children to avoid from malnutrition.*

2.11 Policy environment

Cambodia has a very robust policy environment, supported by a multitude of bilateral, multi-lateral, and non-governmental agencies. Cambodia has signed on to nearly all international conventions. This includes commitments to child rights (UN-CRC), women’s rights (CEDAW), gender equality, nutrition, decent work and workers’ rights, indigenous people’s rights, environmental conservation, and so forth. Recently, there has been a lot of action around “Social Protection” with the passage of the *National Social Protection Policy Framework 2016-2025* in June, 2017 and the *National Policy On Child Protection System 2019-2029* in May, 2020. However, the implementation of all these good policies falls very short of the documented commitments.

Relevance to SCO: *SCO will ensure that staff are aware of and knowledgeable about the policy context in which their programming sits. This awareness forms the basis on which SCO can motivate appropriate action by legal duty-bearers at community level. Where relevant, SCO may choose to engage in advocacy with other NGOs as a way to promote local action on national policy commitments.*

2.12 Poverty³⁰

The definition of “poverty” in Cambodia is hotly contested.³¹ The RGC measures the poverty rate based on earnings only. Defining as “poor”, those who earn less than \$1.90 a day. With this measure, the poverty rate was 13.5% at the end of 2018. So, strictly speaking in RGC terms, one person can be said to be in poverty if they earn \$1.89 per day but another not in poverty if they earn \$1.91 per day.³² Another definition of poverty was put forward by the UNDP in 2018, called “multi-dimensional poverty.” This index takes into consideration health, education, and living standards, in addition to income. By that measure, the percentage of poor in Cambodia is 35% (not 13.5%).

As the World Bank reported in 2019, there are still many households that are only just above the poverty line (of earning \$1.90 per day) and have limited ability to absorb shocks, even small ones. Any negative shock reducing consumption per capita by Cambodian riel 2,000 (US\$0.50) will double the poverty rate. As the WB Report notes, poverty reduction continues but the bottom 40% of the population are doing “less well” than before.

- Most of those living in urban poor communities are employed in low-skill occupations, and 60 percent of households earn less than \$75 a month.
- More than two-thirds of the urban poor are in debt, with loan payments forming a “significant portion of monthly expenditures.” Most of these payments go towards paying down interest rather than the principle.
- 44% of population engaged in service employment had increased to 46% from 2015-2016, while it was stable in industry sectors with 27%. But the employment in agriculture had fallen from 29% to 27%.
- Around 4.5 million people remain near-poor, vulnerable to falling back into poverty when exposed to economic and other external shocks.

In summary, Cambodia’s Human Capital Index score³³ demonstrates gaps in health, early childhood nutrition, education, and skills which constrain the productivity of the future labor force. Cambodia has an overall HCI value of 0.49, meaning that—based upon the status of health and education outcomes—a child born today will be 49 percent as productive when she grows up as she could be if she enjoyed complete education, good health, and a well-nourished childhood.

Relevance to SCO: *Sunshine Cambodia has strong belief that in order to address the root causes of poverty, it is important to start with good education for children. For this reason, SC has chosen to invest on education sector with the children, especially the poor and vulnerable children that they do not have much opportunity for studying. We have invested and also continue to invest stronger on this sector, because we want to see a long-term solution and free from the poverty.*

At the same time, SC also has to focus more on how to increase the activities that can help especially the parents/guardians of the children to have enough income to

support the needs of their family. In addition to support with skills development and small loans/grants to start-up businesses, SCO knows it is absolutely vital to also work with all family members to improve their financial management. So that will be a new focus under this Strategy.

2.13 Urbanisation

Nearly 21% of people in Cambodia live in cities – by 2050 that figure is expected to be at 36%. Phnom Penh has an estimated 2 million residents currently and is the largest and fastest growing city in the country.³⁴

Relevance to SCO: *Sunshine Cambodia extend the activities based on the trend of the people and their problems. For this reason that Sunshine Cambodia decide to keep its activities in the city in order to response to the needs of the people that would be happen in the next changes. At the same time, SC still consider to start its programs in the rural communities to deal with any issues, especially, the issues of children and their study, safety and health. We will consider to work both in the city and in the rural communities.*

3.0 CURRENT EXPERTISE / LESSONS LEARNED

Sunshine Cambodia was founded in an urban setting to address urban poverty, and has for the past 20 years, continued to engage with beneficiaries in the urban context. Thus, the organisation has developed expertise at community engagement in urban locations. The “River of Life” exercise, and ensuing discussion during the Workshop, helped the team to identify some of the major and fundamental changes to the organisation, changes that were made based on lessons learned. Those are listed below:

1. Shift from Centre-based to community-based work.
2. Emphasis on getting kids into the local public schools rather than providing classes for them independently of the public school system.
3. Increasingly paying attention to parents and families, as recognition increased that these are the moral duty-bearers who are ultimately responsible for the childrens’ well-being (rather than SCO as the responsible one). This includes equipping parents to care better for their children.
4. Moved from TTP to Sansom Kosal and added a few other urban locations of operation.
5. Shifted from a non-sustainable approach of giving “[harmful] hand out” to a more empowering philosophy of providing a “hand up”.
6. Increasingly engaging with local (RGC) authorities. This has been a recent priority, and SCO is engaging with Government authorities as a “sustainability strategy”, because it recognises that ultimately they are responsible for the care of Cambodians.

4.0 STRATEGIC RESPONSE

4.1 Our Vision

Every child accesses a good quality education so that they can have options for a better quality of life.

4.2 Our Mission

SCO is a Christian LNGO supporting poor children to have educational opportunities by **empowering** girls and boys to exercise their four basic child rights, **enhancing** family well-being, and **enabling** duty-bearers to fulfill their obligations.

“Supporting poor children to have educational opportunities” means:

- Ensuring that all children are registered at birth (have an official birth registration document). SCO staff identify pregnant women, monitor them, and encourage them to go to HC to deliver the baby, tell mothers the importance of doing a Birth Registration form. Without such a form, it is not possible to access various rights and privileges, including public school.
- Identifying “poor children” who are out of school.
- Providing the basic fees and materials necessary for those children to be in school.
- Linking teachers to the child caregivers (by having staff meet with the teachers at beginning of the program to inform teachers about the purpose of the program and ask for collaboration with the program activities; and special effort is made to help teachers make a direct link to caregiver so that SCO can “get out of the middle”).
- SCO encourages beneficiary families to create a positive home environment that will facilitate their children’s schooling outcomes.

“Girls and boys exercise their four basic child rights” means:

- Are protected in all spheres, including home, community, and school (“protection”).
- Are healthy (“survival”).
- Go to school regularly and learn well (“development”).
- Children and youth are self-confident and can express themselves (“development” and “participation”).
- Participate in family life, school life, community life (“participation”).

Family well-being means:

- Caregivers have the means and motivation to take responsibility for the holistic development of their own children, including ensuring that their children attend and achieve well at school.
- Caregivers have decent work¹ and economic stability.
- Caregivers model good habits (defined by SCO as: they do not gamble, do not do violence, they do not drink excessive alcohol, etc.)
- Caregivers have good communication and positive relating within the family; and from family to the community.

Duty-bearers (moral and legal) fulfill (related) obligations means:

- Moral duty-bearers include: religious leaders, community members, caregivers & parents.
- Legal duty-bearers include: teachers, local authorities (Khan, etc.), CCWC, the RGC.
- In both instances, SCO recognises that it provides a temporary link between the rights holders and the duty-bearers and that its role is enable direct links between rights holders and duty-bears and then “get out of the way”.

4.3 Our Values

This list of values is slightly different from the previous list of values; but in substance it has not really changed. The acronym for our values is CHRIST: Collaboration, Honesty, Responsibility, Improvement, Servanthood, Transparency.

SUNSHINE CAMBODIA ORGANISATIONAL VALUES	
Collaboration:	We work with all kinds of relevant groups of people. Our work is intentionally engaged and collaborative; we work closely partners, stakeholders, target people, and donors locally and internationally.
Honesty:	We are honest and truthful. We commit strongly to express truthful words and actions toward all people we work with.
Responsibility:	We take full responsibility for what we do. We regard every person as worthwhile, a unique individual. We do our work systematically and fairly – with clear plans, clear processes, and clearly defined results. We acknowledge both our successes and failures; and we learn from both.

¹ “Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.” (ILO Definition, accessed from <https://www.ilo.org/global/topics/decent-work/lang--en/index.htm>).

SUNSHINE CAMBODIA ORGANISATIONAL VALUES

Improvement:	We recognize that we do not always have a clear picture of what “improvement” looks like from the perspective of our beneficiaries. But, we are committed to making changes that lead to better results. We have a heart to grow, which we do by intentionally learning from our implementation, our partners, our beneficiaries, and our donors.
Servant-hood:	We intentionally help the poor. We treat people equally, without special regard for high status. We make our image and identity to be humble in serving others, seeking to serve and not to be served.
Transparency:	We do all our work with openness and accountability – project implementation, operations, and relationships.

4.4 Our Priorities

4.4.1 We will address the needs of:

1. **Education (for children):** ensuring that children have access to quality education. SCO will facilitate child participation in school From Grade 1 to Grade 9, with possibility and considering (case by case) to extend upward to high school and to university level. The rationale for support through Gr. 9 completion is that this is the minimum certification required for participation in formal TVET (Technical and Vocational Education and Training) programmes in Cambodia.
2. **Life skills (for children):** providing extra-curricular Club activities in which children and youth can get to know their peers, develop soft skills such as communication, learn new things like child rights and cooperation, and so forth.
3. **Employment (for adults):** linking adults with appropriate training and necessary start-up resources.
4. **Income generation for families:** providing necessary start-up resources & support.

4.4.2 We will focus our work on:

1. The **poor**; marginalised.
2. We have a **family focus**: we do not separate children from their families and we recognise that helping children requires helping their parents to have meaningful work and that helping parents requires providing direct assistance to their children for education and skills training.
3. **Children (girls and boys; with preference given to girls** who have more challenges to confront than do boys in getting an education and deciding their future).

4.4.3 We will work with/through:

1. Legal duty bearers (community authorities, teachers, school directors, appropriate government actors).
2. Moral duty bearers (e.g. religious leaders, churches).
3. Other organisations, in collaboration and not competition.
4. As much as we can we will not re-create materials or systems but we will learn about the good work of other organisations and we will utilise their materials and approaches which have been shown to be effective.

4.5 Our Approach

1. We are **compassionate**: we care for the poor and marginalised.
2. We are **holistic**: we address people and issues holistically.
3. We **create opportunities**: knowing that we cannot force anyone to change, we recognise our role as creating opportunities and providing key inputs which can foster good decision-making.
4. We are **community-focused**: we work at individual level and community level.
5. We are **empowering**: we give a hand-up (through training and enabling) and not a harmful hand-out.
6. We aim toward **sustainable solutions**: we strive to make our clients independent of SCO and able to provide for themselves, and even to reach out to help others around them when they have achieved a stable income and life.
7. We are **advocates**: We work to motivate and to enable duty-bearers (legal and moral) to fulfill their obligations for the people that we serve.

5.0 ORGANISATIONAL DEVELOPMENT & RESOURCING

Organizational Objectives	Organizational Outcomes	Activities
<p>SC will have robust HR processes; including assigning (or recruiting a new staff member) to take responsibility for HR</p>	<ul style="list-style-type: none"> ▪ JDs, appraisal performance for staff, and some necessary policies will be created and developed according to best practice/high standards. ▪ More systematic recording of employee activities; e.g. all leave and public holidays will be recorded. ▪ Semi-annual and annual Performance Review will be conducted on time and regularly. 	<ul style="list-style-type: none"> ▪ Ensure budget is adequate ▪ Develop JD. ▪ Recruit using appropriate channels and platforms (e.g. Bong Thom, Chab Dai network, etc.). ▪ Hire using best practice (e.g. ensure that references have been followed, ensure that candidates take a written test, etc.).
<p>SC will nominate/recruit an existing staff member to take responsibility for Child Safeguarding.</p>	<ul style="list-style-type: none"> ▪ All staff will know clearly about Child Safeguarding, including reporting channels if a suspected violation is noted by staff. ▪ The structure and procedures of Child Safeguarding will be developed and put into practice in place and in the target communities. 	<ul style="list-style-type: none"> ▪ Proper and thorough on-boarding once the person has been determined. ▪ Put a “capacity development plan” into place for all existing staff (related to the specific cross-cutting issues of HR, CS, and M&E).
<p>SC will improve its M&E system; including assigning (or recruiting a new staff member) to take primary responsibility for M&E.</p>	<ul style="list-style-type: none"> ▪ M & E framework developed and employed. ▪ M&E tools developed and employed. ▪ All staff are knowledgeable about new M&E system. ▪ Data is properly handled. ▪ Reports are robust and on time. 	<ul style="list-style-type: none"> ▪ Develop and communicate the new tools, systems, mechanisms to all staff.
<p>Current Program reviewing and new program extending</p>	<ul style="list-style-type: none"> ▪ Current program will have clear model, good, outcome and output and activities or having clear progress markers to implement. ▪ Have opportunity to start a new program to help the 	<ul style="list-style-type: none"> ▪ Meet with key staff to review and update processes. ▪ Review & revise training curricula to be systematic. ▪ Review all training materials to ensure that

Organizational Objectives	Organizational Outcomes	Activities
	<p>children in the rural communities.</p> <ul style="list-style-type: none"> ▪ Instructional materials for all Clubs and other trainings will be current and relevant and systematic. 	<p>they are relevant, appropriate, interesting, and cater to different learning styles. This include researching what other organisations are using which is shown to be effective; and borrowing as appropriate.</p> <ul style="list-style-type: none"> ▪ Conduct the survey/assessment to identify the problems in rural areas. ▪ Conduct new fund raising campaign for rural work if decision is make to work in rural location/s.
Staff capacity building	<ul style="list-style-type: none"> ▪ Staff will have knowledge and skill more in implement the works ▪ The SC work will be of higher quality. ▪ Staff will be more productive, more effective, and more strategic in all their work. 	<ul style="list-style-type: none"> ▪ Carefully identify required competencies for all positions. ▪ Conduct training needs assessment for all staff. ▪ Put in place a capacity development plan for each staff member. ▪ Link staff to external or internal trainings, whichever is most appropriate. ▪ Ensure that when staff return from trainings they conduct an “echo” training to their colleagues so everyone benefits from the investment in training.
Staff responsibility and benefits	<ul style="list-style-type: none"> ▪ Staff will have clear roles and responsibilities. ▪ Staff benefits and costs will be reviewed and improved based on the scope of works and their responsibilities 	<ul style="list-style-type: none"> ▪ Extend the scope of works and responsibilities of each staff ▪ Review the existing fund ▪ Do fund raising more

Organizational Objectives	Organizational Outcomes	Activities
Office/s developed	<ul style="list-style-type: none"> Working environment will be safe. Working environment will be more conducive to effective and efficient working by staff. 	<ul style="list-style-type: none"> Office will be repaired and innovation on some parts. Internet service will be considered to improve. Staff will be trained to use fire extinguisher in the office.
Financial management and system	<ul style="list-style-type: none"> Financial system will be improved: more efficient, more simple; more straight-forward but without any compromise of integrity or safe-guards. 	<ul style="list-style-type: none"> Financial staff trained. Buy necessary materials.
Fund raising for programming stability.	<ul style="list-style-type: none"> Greater diversity of funding sources, which will make SC more stable. 	<ul style="list-style-type: none"> Pursue funding and donor relations opportunities as they arise. Be pro-active about finding new donors. Ensure that SC complies with high standards such as CCC's Good Governance certification. Ensure that current donors are well cared for – e.g. follow donor templates and standards; give fast and thorough communication when they have questions; take initiative to inform donors of new ideas.

6.0 RISK ANALYSIS

Risk Descriptions	Level of Risks			Risk Management
	Low	Med.	High	
Some staff may find it difficult to adapt to the changes in SC	✓			Meet individually and as teams; explain about the clear reasons for change.

Risk Descriptions	Level of Risks			Risk Management
Staff capacity and skills are not yet adequate for the responsibilities they have.	✓			Create opportunities for staff development, internal and external
Staff may find the new scope of work more difficult.		✓		Encourage, guide and coach more of their capacity and responsibility
Program approach (OM & OH and Logframe)	✓			Help and support all level of staff to understand clearly about the different but related concepts of Logframe and OM & OH
Limited funding may not allow for extending programming to rural areas; and/or to new areas in Phnom Penh.			✓	Ask current donors about funding status; find new donors.
New SC Structuring may be difficult for staff to understand.	✓			<ul style="list-style-type: none"> ▪ Involve staff in developing new Structure. ▪ Ask Board for input on new SC structuring. ▪ Ensure that new structure is clearly communicated to donors.
Challenging financial system		✓		Improve capacity of Finance team members; buy additional materials as necessary.
External Risk	Low	Med	High	
Donors and funding trend			✓	<ul style="list-style-type: none"> ▪ Strengthen quality of work (both program and finance) ▪ Keep good relations with current donors with consistent and pro-active communication. ▪ Find new donors including local sources (not only international funds).
Political changes	✓			Strengthen relationships and collaboration with RGC that we work with.
Economic impact			✓	Fund has to be used in smart and saved way in SC.
Legal restriction for NGOs	✓			<ul style="list-style-type: none"> ▪ Follow the requirements of Cambodia laws. ▪ Stay active in CCC so we know what is happening with LANGO.

7.0 MONITORING & EVALUATION

7.1 Overview

To monitor the implementation and results of its programming, SCO is currently using a combination of and Results-based planning (e.g. Logical Framework) and Outcome Mapping/Harvesting. While SCO recognises that there many benefits of OM/OH, it is also the case that the majority of donors still utilise the logical framework approach to programming. Therefore, in the Strategy period, SCO will develop a logframe for each and every project, and may also employ OM/OH as appropriate.

SCO acknowledges that it needs to improve its capacity and quality of monitoring, evaluation and research and has determined that one way to do that is to hire a full-time M&E person who can take primary responsibility for (re)constructing a robust M&E system for the organisation. Going forward with this new position in place, SCO will work to follow global best practice when it comes to defining/developing and measuring indicators. SCO will employ both qualitative and quantitative means for measuring its work and progress with beneficiaries.

SCO is committed to ensuring that it is participatory rather than extractive; therefore, SCO will build-in feed-back loops which will send information both “up” (to management and donors) as well as “down” (back to the beneficiaries from whom the data was generated). In addition, SCO will seek to employ global best practice for facilitating child participation in those pieces of programming which affect their lives.

SCO has an exemplary record of submitting timely reports; and complete reports to its donors. The organisation will continue to maintain this high level of quality for the new Strategy period.

SCO will regularly solicit external expertise for developing a more robust M&E system; and for conducting reviews/evaluations (determining impact)

7.2 Data flow and data management

After creating the tools required to gather data on all indicators, SCO will determine responsibility for the various steps in the M&E system. This includes who will be responsible for using the tool to collect the data, who will enter the data into the computer, who will analyse it, and who will create the final report. It also includes participation of community members in analysis and “creating meaning” from data.

SCO will establish and document a clear data management system in the first year of this new Strategy. This includes specifying who is responsible to collect what data and when (frequency); by what means data will be gathered (e.g. upgrading to digital form such as smart-phones or tablets; or on paper as is current practice); where data will be stored (on a computer, in hard copy files, in a database, etc.); what software will be used to analyse data; and how privacy will be maintained. The organisation’s data flow and management system will include a feedback loop back to community/beneficiaries.

8.0 COMMUNICATIONS

SC understands the importance of communicating to multiple stakeholders about its work; and is therefore committed to building and maintaining a strong communication strategy. This strategy refers both to internal communication within SCO; as well as external communication that is sent out by SC.

SCO does not have a Communications Department; but SC's Director and LMT will focus on the following aspects of Communications.

8.1 Consistency in representation

Sunshine Cambodia will develop the practice of presenting a consistent image by setting up an organizational email address for all staff, establishing an official font and official font size for both Khmer and English language, and formalising the colour/s for using in SC. Once developed, the new scheme will be carefully explained to all staff and subsequently enforced.

This use of consistent imaging will enable the organisation to more professionally and more effectively promote Sunshine Cambodia Organisation's unique brand.

8.2 Internal Communications

Internal communication is most often done at the request/direction of the LMT and the staff responsible for HR (Human Resources); or with the relevant responsible staff by department (based on staff policy and authorized guideline). The LMT will assign one of its members to be primarily responsible for ensuring positive and consistent internal communication. Internal communication tools and practices will consist of the following:

- Drafting emails and memos announcing the organization news and initiatives. These will primarily be sent from the Director.
- Compiling staff resources to make it more accessible to staff (e.g. information about employee benefits).
- Creating printed materials, such as a staff handbook, or flyers that can help to tell staff messages from leadership.
- Facilitating group brainstorming sessions and training sessions amongst staff to build their confidence and sense of ownership in SCO; as well as to develop their capacity to contribute to the well-being of SCO's beneficiaries.
- Making use of an Internal FB page.
- Managing internal blogs, newsletters, or other publications

8.3 Fund raising and Marketing

In order to extend the marketing and promotion of Sunshine Cambodia, to keep good reputation of the organization, and also to protect the children and their families from all from of abuses and exploitation, SCO will generate various communication marketing materials and including but not limited to the following:

- SCO's website will be updated monthly.
- SCO's Facebook Page will be updated monthly.
- Brochures
- Flyers
- Website copy
- Both verbal and written communication
- Social media strategy

Annex 1: Acronyms and Abbreviations

ASEAN	Association of Southeast Asian Nations
CEFM	Child, Early, Forced marriage
GBV	Gender-based violence
LMT	Local Management Team
MoEYS	Ministry of Education, Youth, and Sport
Mol	Ministry of Interior
SC	Sunshine Cambodia
SCO	Sunshine Cambodia Organisation
VAC	Violence Against Children
VAW	Violence Against Women

Annex 2: SCO - Problem Analysis

The following information is taken from a survey that SCO conducted in ~Nov. 2019. Most of the questions on the survey were open-ended, to allow for maximum variability in responses. Nearly all of the SCO client families responded to the survey (~200/240 families). The survey responses were then bolstered by general observation also from the team who used their case notes regarding how families have evolved to try to get information so they can reduce the workload, etc. Together these different sources of information give a clear picture of the situation as it is within SCO's communities. This information has been applied by SCO to contribute to its response to the various pieces of the Situation Analysis which is included in the main body of the Strategic Plan.

According to the June, 2017, a survey of SC families and children (200 parents and 300 children), their major problems were (1) "Education", (2) "domestic violence" (between the spouse and parents to child abuse), (3) health and hygiene (a lot of sickness and an inability to pay for treatment), and (4) poverty (low income with little or no savings). However, in discussion with families it is clear that these problems are very inter-related and it's not always easy to know what the cause is and what the consequence is. Details from the survey are below.

Poverty:

- Thousands of poor families in Phnom Penh has struggled for supporting their children's basic needs such as education, food, healthcare and suitable shelter. As a result, many children drop out of school when they reach their early teens, mostly between grades 5-9. A low level of education and lack of vocational skills make these children vulnerable to abuse including illicit drugs, human trafficking and child labor. These children will also have fewer choices in regards to where they can live, what occupation they could have and their level of engagement in community life.
- 50% of SC households live under or close to the Cambodian poverty line (\$120 - \$150 per month). They do not earn or save much because they lack job skills and have low education meaning they don't have high income jobs, the job and business market is narrow and hard with a lot of competition, they do not manage their income well, they spend a lot on healthcare so have no savings and they waste money on non-essentials like alcohol, smoking and gambling. Even though, many families had income over national poverty line, but they need to support many other dependences in the families (62.5% of them have more than 6 dependent family members, while 37.5% have less than 4 members).
- Actually, the poor families who do manage to send their children to school must bear many costs: costs for school uniforms, study materials and school registration, daily costs for food and parking, teachers' informal fees and lesson handouts and exam papers (those are additional costs for stationery), bike maintenance, gifts for teachers and ceremonies, water, electricity and garbage which sometimes they were asked to pay for from teachers, especially as the quality of teaching during the formal public

hours is limited, and most of the students are needed to take extra private tuition on English, Mathematics, Khmer, Physics and Chemistry etc. so that they can catch up the lessons.

Education:

- Many children were considered to be “slow learners” and many dropped out from school.
- Families said that they could not afford to pay for education related cost such as uniform, stationery and particularly the extra tuition fees
- and teacher’s understanding on child rights is limited),
- 36% of SC children were weak (5%) and (31%) average academically and therefore more likely to play truant and drop out of school. The average ones, even though they passed and advanced their grades, but they are more likely hard to catch up when they are in the higher grades in high school and those may lead them to drop out from schools. The causes for poor results at school were:
 - Some parents/older siblings did not help with homework.
 - Some parents were illiterate and could not help with revision.
 - The children had chronic health problems so that they brain did not work well as well as they missed some lessons when they got sick.
 - Domestic violence between father and mother which also affect the feeling of the children, caused trauma which leads to poor memory and difficulty concentrating.
 - Game addiction (they sometimes went to play computer games in the computer game shops near their schools during the school hours, so they lost and did not catch up the lessons), and 6- Lack of healthy and nutritious food made the brain and body grow slower. The families are also hard to afford to pay for their children’s education relevant cost which mentioned above because of poverty.

Domestic violence:

- 52.33 (52% occasionally happened while 0.33% happened almost every day) SC children experience abuse such as hitting, cursing, neglect, and inadequate food because due to the following: parents believed some amount of hitting and cursing was a traditional and acceptable form of parenting, the children were naughty and disobedient and parents didn’t know what else to do, and when parents got angry with their neighbors or the neighbors’ children they take their anger out on their own children.
- 19% of SC spouses experience domestic violence including hitting one another, locking in the house, forced sex, withholding money and cursing. Some of the reasons for domestic violence are: lack of understanding and this led to misunderstanding and conflict, jealousy, gambling, drunkenness, power struggle, low of education, lack of money to spend, and joblessness etc. The percentage here is very low, only 19%, answered that they experienced in domestic violence. However, according the real work that SC staff who worked directly with them, there are still more families had

domestic violence, but they are shy to answer in the survey as they thought it is common and internal issues in each family.

Health and Hygiene:

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

In addition, in early 2020 SCO management team has done surveys and observations with teachers and primary schools in Prey Veng Province, in two districts, Bar Phnom and Preah Sdach. As the results, we have found the result as following:

Knowledge and practice of child rights:

- Most of the teachers do not understand much about the details of what the child rights are. What they knew and understood just only some points related to the physical violence. The other significant parts of the child rights, they are not clear. Because they do not understand about the child's rights fully, so that's why they do not pay attention much in mainstreaming and reminding about it in their teaching activities. For the children, there are very small amount of them new a little bit of the child's rights, most of them do not know what the child's are (based on the descriptions and sharing of the principals)

Knowledge and practice of child protection:

- The Child protection area in the schools are very poor. Most of the schools have only the principles of child protection, but they do not have clear guideline, regulation, and person in charge to take responsible for child protection that make teachers and children easy to report. The schools do not have clear measures to protect the children, do not have any messages and signs for the children to be aware or learning to protect themselves from those things. Most of teachers do not know on how to do risk assessment to make safe for the children at the schools.

Knowledge and practice of positive disciplines:

- Most of the teachers showed up with good manners in their teaching performance, but they do not have enough knowledge and experiences in using the positive disciplines with the children. The violent disciplines in the schools are decreased, but some of the teachers still have any impolite words, attitude and behaviors to the children, especially they do not know about what kinds of disciplines that they can use with the children who make the mistakes and they can learn and grow through the disciplines.

Knowledge and Practice on health and hygiene:

- The health and hygiene in the schools a big issue. The schools do not prepare and implement well about this factor. The knowledge and practices of some teachers are

limited, they do not focus much about this factor, and they do not have any specific lessons and practices in the schools, so it can affect the education and lives of the children.

Communication Skills:

- All of the teachers lack of communication skills. During the our conversation and asking some questions, we have understood that they are afraid in making communication with the others, some teachers never communicate with community leader or local authorities, so this is the challenge that they are difficult to invite and communicate other people to get involve in supporting their schools and the schools also lack of support and networks to protect the children.

Plan and Budget Preparation experiences:

- All the teachers also lack of knowledge and experiences in prepare the proposal and budget plan. Most of them never prepare any proposal and budget plan to submit to partners to raise fund to support works of the schools. This area also difficult for them to mobilize people to involve in developing the schools.

Annex 3: Child Rights Now! SCO discussion of recommendations

Sector	Call for change	Recommended actions/ commitment from SCO
Early Childhood Care & Development (ECCD)	Improve access to quality Early Childhood Education	<p>8 recommendations:</p> <ul style="list-style-type: none"> ▪ SCO not doing ECCD; given the effectiveness of ECCD at improving life changes of children, SCO should consider doing ECCD work.
Education	Address poor access to education, and ensure provision of quality education	<p>10 recommendations</p> <ul style="list-style-type: none"> ▪ No. 3 – the teachers where SCO supported children attend school are reducing informal fees, based on advocacy from SCO. But SCO should advocate to eliminate these fees entirely. ▪ No. 4 – SCO should consider how to help its target children and caregivers improve their basic numeracy & literacy skills. ▪ No. 5 – Make schools safer. SCO will be using the CFS Dimension 4 (Safety, health, protection). In CFS Dimension 4 there is much included. (work with and not for; fill the gap; care for ‘left behind’) ▪ No. 6 – Social Accountability (Kila explained briefly what this is...SCO could consider) ▪ No. 7 – SCO is doing some work with migrant families. ▪ No. 10 – SCO is going to start working on budget planning and assistance.
VAC / Child Protection	Address the high prevalence of child protection abuses	<p>9 recommendations:</p> <ul style="list-style-type: none"> ▪ No. 1 – tell teachers to not hit kids (Kila to send them the Positive Parenting document from MoWA / MoEYS / UNICEF) PP strategy 2017-2021. ▪ No. 3 – CCWC they are already working with them now. ▪ No. 4 is being done with Dimension 4 CFS work.
Nutrition	Significantly reduce the rates of child malnutrition	<p>7 recommendations:</p> <ul style="list-style-type: none"> ▪ SCO provide snacks, etc. Need to know more. ▪ SCO focuses on personal hygiene teaching & instruction for the kids. ▪ No. 5 – teach about good nutrition. SCO currently does not do this because they do not have the expertise. It is recommended that SCO can go to learn from other NGOs, such as Helen Keller International (HKI), and use their training

Sector	Call for change	Recommended actions/ commitment from SCo
		resources too.
WASH	Improve access to basic drinking water, sanitation services and hygiene	<p>6 recommendations:</p> <ul style="list-style-type: none"> ▪ SCO already does provide clean water through providing filters for drinking water. ▪ SCO can consider putting water systems into place. ▪ If SCO works in schools, Kila mentioned need for MHM (Menstrual Hygiene Management) work (SCO is encouraged to learn from PLAN who has excellent work in this regard; and UNICEF has books to use to teach about adolescence (for boys and girls) in school).
Participation	Increase meaningful child participation in decision making processes	<p>7 recommendations:</p> <ul style="list-style-type: none"> ▪ SCO uses ERIKS standards – which are superior to MoSVY. ▪ SCO will need to work on SSCs and Child Councils in schools for the next project. ▪ SCO is aware of the needs of addressing children with disability but it has no expertise in this area so it does not work with CWD.

END NOTES

¹ *Cambodia Education Roadmap 2030*.

² <https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS?locations=KH>

³ This information taken from: <https://www.usaid.gov/sites/default/files/documents/1864/Cambodia-Nutrition-Profile-Mar2018-508.pdf>

⁴ ASEAN was established on 8 August 1967 in Bangkok by the five original member countries: Indonesia, Malaysia, Philippines, Singapore, and Thailand. Brunei Darussalam joined on 8 January 1984; Vietnam on 28 July 1995; Laos and Myanmar on 23 July 1997; and Cambodia was the final member, joining on 30 April 1999.

⁵ Retrieved from the following site: <https://www.nti.org/learn/treaties-and-regimes/association-southeast-asian-nations-asean/#:~:text=The%20ASEAN%20Declaration%20states%20that,prosperous%20and%20peaceful%20community%20of>

⁶ The HDI is a summary measure for assessing long-term progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living. A long and healthy life is measured by life expectancy. Knowledge level is measured by mean years of schooling among the adult population, which is the average number of years of schooling received in a life-time by people aged 25 years and older; and access to learning and knowledge by expected years of schooling for children of school-entry age, which is the total number of years of schooling a child of school-entry age can expect to receive if prevailing patterns of age-specific enrolment rates stay the same throughout the child's life. Standard of living is measured by Gross National Income (GNI) per capita expressed in constant 2011 international dollars converted using purchasing power parity (PPP) conversion rates. For more details on Cambodia's scoring, see http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf

⁷ As another indicator of corruption, Cambodia ranks at a low 185 out of 190 economies globally on ease of starting a business, according to *Doing Business 2019*.

⁸ See for instance, the *Human Rights Watch report 2019* available at: <https://www.hrw.org/world-report/2019/country-chapters/cambodia>

⁹ This Overview section was copied from *USAID's Cambodia Nutrition Profile March, 2018* though with some of the statistics updated by the Consultant. <https://www.usaid.gov/sites/default/files/documents/1864/Cambodia-Nutrition-Profile-Mar2018-508.pdf>

¹⁰ UNICEF. <https://data.unicef.org/topic/child-protection/child-marriage/>

¹¹ For more details, please see <https://southeastasiaglobe.com/child-labour-index-southeast-asia/>

¹² For extensive detail about policy environments, risks, etc., please see: https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2018/Cambodia.pdf

¹³ Information in this section is taken from the Child Rights Now! Report.

¹⁴ Child Rights Now!. (2019). *Unlocking Cambodia's future. How child rights are the key to economic growth and development in Cambodia*. Phnom Penh, Cambodia: TdH, WV, SCI, SoS, ChildFund, PLAN International.

¹⁵ World Vision Cambodia. (2020). *Rapid Assessment of the impact of COVID-19 on child wellbeing in Cambodia Summary Report*. <https://www.wvi.org/sites/default/files/2020-06/Rapid%20assessment%20Covid%2019%20report-02June20.pdf>

¹⁶ Plan International. (2020). *COVID-19 Impact on girls*. Retrieved from: <https://plan-international.org/publications/covid-19-impact-girls>

¹⁷ For excellent discussion about CSDG's see: <https://opendevlopmentmekong.net/topics/sustainable-development-goals>. RGC. (2018). *Cambodian Sustainable Development Goals (CSDG) Framework, 2016-2030*. Approved by Council of Ministers in full cabinet meeting on 19 Nov. 2018.

¹⁸ <http://mop.gov.kh/DocumentEN/CSDG%20Framework-2016-2030%20English.pdf>

¹⁹ All statistics here are taken from MOEYS's *Cambodia's Education 2030 Roadmap, 2019*.

²⁰ The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading. PISA for Development is adjusted to reflect the resource-poor realities in low-income nations.

²¹ MoEYS (2018). Education in Cambodia: Findings from Cambodia's experience in PISA for Development.

²² SCO describes its work with Children's and Youth's Clubs as follows: *Children and youth learn various lessons concerning their life through the SCO Clubs. Additionally, they gain new friends and have the opportunity to get to know each other well and to build good relationships with peers. They also have had a great time together, lots of fun. Other benefits include learning and practicing about child rights, hygiene, future plan preparation and the motivation on how to improve their lives, studies and their future plan. Before Covid-19, Clubs met as a big group 2 times per month and usually mid-week as that is when children/youth are most free. Clubs are held both morning and afternoon so that facilitate participation by children/youth regardless of whether they attend public school in morning or afternoon. The content of Clubs is decided by the SCO Program Team.*

²³ SCO describes its work with Parent's Clubs as follows: *Through this event, parents have a chance to get to know each other and build good relationships with one another as well as with SCO staff. Parent's Clubs play a very important role and allow us to share many useful lessons for improving their parenting skill, increase their knowledge of child rights, help them with financial family management, and provide business start-up training. We conduct Parent Clubs one time per quarter, mostly in the middle of the week in the afternoon so more people can join. The content is decided by the SCO Program Team, but the Team often asks parent what they would like to learn and incorporates their suggestions.*

²⁴ Un,L., Somolireasmey, S., Serey, S. (2019). P.xii.

²⁵ USAID Gender Assessment 2016.

²⁶ ASEAN Nations vary on the global ranks with Philippines at 16th (0.781) and Myanmar at 114th (0.665).

²⁷ This is defined as: "Percentage of the population age 65 and over, both sexes, with at least a primary education." So it masks the persistent disparity for females in Cambodia for higher levels of education.

²⁸ This list is taken from UNICEF. (June, 2015). Approach to scaling up nutrition for mothers and their children.

²⁹ Child Right Now! 2018 Country Report. (p. 23).

³⁰ World Bank. (May, 2019). *Cambodia economic update: Recent economic developments and outlook. Selected issue investing in Cambodia's Future: Early Childhood Health and Nutrition.* Phnom Penh, Cambodia: World Bank.

³¹ Please refer to: <https://thediplomat.com/2018/10/why-cambodias-poverty-statistics-dispute-matters/>

³² It must be noted that as many as another 20 percent of the Cambodian population earn only slightly more than \$1.90, ~\$3 per day, and therefore they are in grave danger of falling back into poverty at any time.

³³ World Bank (2020). *Cambodia Economic Update.*

<http://documents1.worldbank.org/curated/en/843251556908260855/pdf/Cambodia-Economic-Update-Recent-Economic-Developments-and-Outlook.pdf>

³⁴ World Bank. Accessed from <https://www.worldbank.org/en/country/cambodia/publication/urban-development-in-phnom-penh#:~:text=presenting%20an%20enormous%20opportunity%20for,will%20live%20in%20urban%20areas.&text=l%20is%20the%20largest%20and,gateway%20to%20the%20global%20economy.>