



# **PLAN INTERNATIONAL CAMBODIA**

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## **COUNTRY STRATEGIC PLAN 2016-2021**





## OUR PURPOSE

We strive for a just world that advances children's rights and equality for girls.

We engage people and partners to:

- Empower children, young people and communities to make vital changes that tackle the root causes of discrimination against girls, exclusion and vulnerability.
- Drive change in practice and policy at local, national and global levels through our reach, experience and knowledge of the realities children face.
- Work with children and communities to prepare for and respond to crises and to overcome adversity.
- Support the safe and successful progression of children from birth to adulthood.

# EDITORIAL

This document is Plan International Cambodia's third Country Strategic Plan (CSP-III), which will guide its work between July 2016 (FY17) and June 2021 (FY21). Plan International strives for a just world that advances children's rights and equality for girls.

In Cambodia, Plan International will work towards this goal by focusing on five key programmes: Early Childhood Care and Development; Child Protection; Water, Sanitation and Hygiene; Nutrition; and Education (including Technical Vocational Education and Training).

The Child Rights Situation Analysis findings indicated that although there are improvements, Cambodia still faces significant challenges in achieving child rights.

In response to this, Plan International, a child centred community development agency, will continue to strengthen local civil society to support the fulfillment of children's rights and gender equality, especially for children in remote, indigenous communities.

Strategic objectives and interventions have been developed to reflect the approach Plan International is taking to address the particular context in Cambodia, but also applying the Child Centred Community Development (CCCD) Standards.

To achieve its goals, Plan International will develop stronger partnerships with local organisations and provide them with the necessary capacity support to enable them to more effectively and efficiently deliver programmes.



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Country Director



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*The text in this publication is an adjusted version of the original document as approved by Plan International on 14 July 2016*



# ACRONYMS

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<b>ADB</b>	Asian Development Bank	<b>LNGO</b>	Local Non-Governmental Organisation
<b>APPR</b>	Annual Participatory Progress Reviews	<b>LSS</b>	Lower Secondary School
<b>ARO</b>	Asia Regional Office	<b>M&amp;E</b>	Monitoring and Evaluation
<b>ASEAN</b>	Association of South East Asian Nations	<b>MDG</b>	Millennium Development Goals
<b>BDD</b>	Business Development Department	<b>MNCH</b>	Maternal, Neonatal, and Child Health
<b>CBO</b>	Community Based Organisation	<b>MoEYS</b>	Ministry of Education, Youth, and Sports
<b>CC</b>	Commune Councils	<b>NAP</b>	National Action Plan
<b>CCC</b>	Cooperation Committee for Cambodia	<b>NCDD</b>	National Committee for Sub-national Democratic Development
<b>CCCD</b>	Child Centred Community Development	<b>NCDM</b>	National Commission for Disaster Management
<b>CCWC</b>	Commune Committees for Women and Children	<b>NO</b>	National Offices
<b>CDC</b>	Council for Development Cambodia	<b>NSDP</b>	National Strategic Development Plan
<b>CNCC</b>	Cambodian National Committee for Children	<b>ODA</b>	Official Development Assistance
<b>CO</b>	Country Office	<b>PEM</b>	Programme Effectiveness Manager
<b>CPP</b>	Cambodia People's Party	<b>PU</b>	Programme Unit
<b>CRC</b>	Convention on the Rights of the Child	<b>RM</b>	Resource Mobilisation
<b>CRSA</b>	Child Rights Situational Analysis	<b>RTK</b>	Ratanak Kiri
<b>CSP</b>	Country Strategic Plan	<b>SAM</b>	Severe Acute Malnutrition
<b>D&amp;D</b>	Decentralisation and Deconcentration	<b>SDG</b>	Sustainable Development Goal
<b>DAC</b>	Development Assistance Committee	<b>SRP</b>	Siem Reap
<b>DRM</b>	Disaster Risk Management	<b>SSC</b>	School Support Committees
<b>DRR</b>	Disaster Risk Reduction	<b>STR</b>	Stung Treng
<b>ECCD</b>	Early Childhood Care and Development	<b>TBK</b>	Tboung Khmum
<b>ECE</b>	Early Childhood Education	<b>TVET</b>	Technical Vocational Education and Training
<b>GDP</b>	Gross Domestic Product	<b>UNICEF</b>	United Nations Children's Fund
<b>GNI</b>	Gross National Income	<b>USS</b>	Upper Secondary School
<b>GPP</b>	Good Practice Project	<b>VHSG</b>	Village Health Support Groups
<b>HR</b>	Human Resources	<b>WASH</b>	Water Sanitation and Hygiene
<b>INGO</b>	International Non-Governmental Organisation		
<b>KR</b>	Khmer Rouge		

# AT A GLANCE

## Plan International Cambodia's programmatic focus 2016-2021



Interventions in Climate Change Adaptation and Disaster Risk Management will complement the core programmes.



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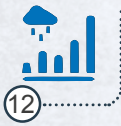
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## COUNTRY CONTEXT

The Kingdom of Cambodia covers a total landmass of 181,035 km<sup>2</sup>, bordering Thailand, Laos, Vietnam and the Gulf of Thailand. It is a young population with 41% under 18 years. Cambodia is still a largely rural country, despite increasing urbanisation over the past 5 years; 21.4% of the population currently live in an urban area. Officially people with disabilities are 5% of the population though it is widely believed to be much higher.

Cambodia is mostly ethnically homogenous with 90% of the population Khmer, 5% Vietnamese, 1% Chinese, and 4% other minority groups. There are 19 indigenous languages; the official language is Khmer. The majority of Cambodians are Buddhist but animism is still practiced, particularly in the northeast among indigenous communities. Some also practice Islam, Christianity and other religions.

Cambodia was devastated by conflict and serious social upheaval during the rise and fall of the Khmer Rouge (KR) regime from 1975-79. During this time, an estimated two million people were killed. The long lasting effects continue to influence Cambodia on individual, community, and societal levels.

In 2014, Cambodia experienced 7.4% GDP growth and is on track to achieve lower-middle-income country status. In terms of infrastructure, Cambodia has made considerable progress with its road network, including access to remote areas. Between

1995 and 2015, Cambodia's Human Development Index value increased and Cambodia is now in the medium human development category. Nonetheless, it only ranks 136 out of 187 countries and territories, and remains one of the poorest countries in the South East Asia region.

The population living below the poverty line reduced from 22.89% in 2009 to 13.5% in 2014. However, the majority of households that escaped poverty are still at risk to falling back into poverty. Women headed households are highly vulnerable with many living in poverty. About 90% of Cambodia's poor live in rural areas. Up to 48.7% of the employed population remains engaged in agriculture, with 31.5% engaged in services and just 19.9% in industry.

Climate change and environmental degradation from deforestation, plantation agriculture and dams threaten livelihoods and food security of many rural Cambodians. Cambodia's largely agrarian society is highly vulnerable to climate change. Droughts are increasingly common and have severely impacted food security and nutrition in Cambodia. Nonetheless, a substantial number of dams are scheduled to be constructed over the next few years that will further impact the environment in Cambodia.





## REGULATORY AND POLICY FRAMEWORK



The Royal Government of Cambodia's socio-economic policy agenda for 2013-2018 is set in the Rectangular Strategy for Growth, Employment, Equity, and Efficiency - Phase III. The road map to implement the priority policies is formulated in the National Strategic Development Plan 2014-2018, for Growth, Employment, Equity and Efficiency to Reach Upper-Middle Income Country status.

Since 2002 the government has been implementing administrative and governance reform through a Decentralisation and Deconcentration (D&D) process. The D&D process aims to delegate power and functions to commune/sangkat level to promote the local democratic development and delivery of public services and infrastructures.

Women's participation in public decision making remains low. While they represent today about one third of civil servants in the country, women are still vastly underrepresented on the political scene at the national and sub-national levels.

Cambodia is party to the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women, which were both ratified in 1992. The Cambodian National Committee for Children (CNCC), created in 1995, is entrusted with coordinating relevant policies and programmes related to children. Implementation of recommendations has however been slow and whilst policies and legislation are in place, enforcement remains weak.

Cambodia relies heavily on foreign aid and foreign loans, Official Development Assistant (ODA) to Cambodia in 2012 was US\$807 million, constituting 6% of its gross national income (GNI). ODA received per capita increased from US\$40 in 2005 to US\$54 in 2012. Cambodia also receives millions of dollars annually in loans from development banks and foreign governments. In 2014, the Asian Development Bank (ADB) announced a loan of US\$800 million and China agreed to provide Cambodia with up to US\$700 million yearly in loans or grants.





## EMERGING TRENDS

**Urbanisation and Migration:** Due to urbanisation, there are growing numbers of street and working children, child domestic workers, and increased risks of economic and sexual exploitation, and drug use. Migration also increases the risks of human/ child trafficking. Children left by migrating parents face increased risks of neglect, discrimination, school drop-out and exploitation. Migrant children and families often face difficulties accessing basic services and are more likely to come into conflict with the law. Approximately 50% of migrations are to Phnom Penh and about a third go overseas, mostly to Thailand.

**Economic and Livelihood Trends:** The opening up of the markets in the Association of South East Asian Nations (ASEAN) region may bring increased investment and economic opportunities in Cambodia, however, the benefits may not reach the poorest. This will also mean increased competition in the workforce with skilled workers coming from other ASEAN countries. There are concerns that increases in large scale agricultural production may negatively impact small land owners, and the use of chemical fertilisers and other agricultural practices can cause environmental damage and health concerns.

**Household Debt** has been shown to be a key factor that can lead to the sale of productive assets, pushing poor households even further into poverty. The majority of loans are taken out to pay for immediate needs such as medical costs, rather than for investment purposes. A third of those in debt had multiple loans which indicates a cycle of indebtedness and impoverishment.

**Trends Affecting Protection:** Tourism is increasing in Cambodia, however, it can increase the risk of economic and sexual exploitation, including risks of child sex tourism. Orphanage tourism has increased in recent years, leading to large numbers of children who are not orphans in alternative care under poor conditions, exposed to protection risks and deprived of a conducive and caring developmental environment.

**Information Technology & Mobile Phones:** Whilst improved access to technology and the internet can potentially increase protection risks for children, particularly teenagers, it can also open up education and skills building opportunities and increased access to information that is productive and useful. Almost 94% of Cambodians claim to own their own phone, and more than 99% are reachable through some sort of phone. The young, urban population are also increasingly accessing the internet.





## CHILD RIGHTS SITUATION

Cambodia has made considerable progress over the past 5 years on the [right to a healthy start in life](#). The country has achieved its national Millennium Development Goal (MDG) target for <5 mortality and is on track to achieving its global MDG target. The maternal mortality rate and the infant and <5 mortality rates have also reduced. The use of health facilities and services from health professionals for birth delivery and access to ante-natal care has also drastically increased.

The government budget for health increased from 10.8% in 2006 to 12.5% in 2012, however, maintenance of the health system is reliant on donor contributions. Whilst policies and strategic programmes are in place, the marginalised, and remote communities still face access challenges.

Child and maternal malnutrition currently appears to be one of the biggest health problems in Cambodia. Malnutrition is the underlying cause of 45% of all child deaths and 20% of maternal deaths. A lack of sufficient nutritious foods at household level combined with a lack of knowledge on appropriate feeding practices for infants and young children contribute to malnutrition. Poor hygiene and sanitation, insufficient health services, and changing land use and livelihood patterns also contribute to high malnutrition rates. National stunting rates have reduced from 40% in 2010 to 32% in 2014 but 9% out of all children aged under 5 in 2014 were reported severely stunted.

Early stimulation and parenting of children aged 0-5 years are largely weak due to lack of quality time brought on by work commitments and the lack of awareness of the benefits of early

stimulation. Domestic violence and harsh discipline are also serious concerns for small children.

On the [right to education](#), access to education is increasing at pre-primary and primary levels, however, at lower secondary (LSS) and upper secondary (USS), little progress has been made to increase enrolment and retention. Enrolment in early childhood education (ECE) recently showed progress. At the policy level, a National Committee for ECCD was established, and the ECCD National Policy and National Action Plan was launched. However there remain concerns with the low quality of the schools in the rural areas, the poor training of the teachers, and high turnover.

Cambodia is signatory to the education for all framework and the SDGs, and has developed a national action plan to improve the quality of education. However, the allocation of 2.3% of the GDP on education is less than half the world average (4.8%) leaving the sector underfunded with difficulty improving completion and learning outcomes though enrolment rates are improving at the primary level. Enrolment and completion in LSS and USS remain low, particularly in the most remote provinces.

High dropout rates are part of a cycle where poor learning outcomes lead to a lack of value placed on education. Because many students still are unable to read or write after primary school, the advantages of education are not apparent to many parents, particularly in the rural areas. Many children at risk of dropping out are absent due to illness or disability, or teacher abuse or absenteeism. Corporal punishment and violence

### Barriers to Achieving Girls' Rights

Primary school gender parity indexes are generally good at 1.0 in most provinces and districts, however, in Ratanak Kiri they range from 0.90-0.96 in Plan International target districts. Equity analysis indicates that gender parity decreases in the lower wealth quintiles. The rate of teenage pregnancy has increased slightly over the past four years, with up to 33.8% of women aged 15-19 having begun childbearing in Ratanak Kiri and Mondol Kiri, highlighting the need for increased awareness on sexual and reproductive health, including birth spacing, family planning and delaying first pregnancies. Furthermore, malnutrition rates are highest among adolescent girls in the poorest quintile, with potential implications in pregnancy outcomes.

in schools are still prevalent. At the LSS and USS levels, the distance to school and the need to contribute to household incomes promote poor enrolment and completion.

Teachers are underpaid and receive low quality training. Due to a shortage of trained teachers, many rural areas do not have qualified teachers. Dropout rates are higher for indigenous minorities in remote areas due to language barriers. School governance and leadership is problematic with limited capacity or mandates to manage schools and staff or improve pedagogy and teaching standards.

On the [right to water and improved sanitation](#), Cambodia has achieved or is on track to achieve its MDG goals on access to safe water and improved sanitation, however in rural areas, only 50% have access to safe water and 40% to improved sanitation.

Challenges associated with lack of sanitation and hygiene in rural areas relate to the difficult environments in which to maintain an affordable latrine. Affordable latrine construction materials are unavailable and efforts to promote sanitation marketing have often targeted the easiest to reach, middle to upper income level villages, with no options for the poorest. As a result, access to WASH facilities is low in the poorest rural households with 82% practicing open defecation compared to only 38% in the highest wealth quintile in rural areas.

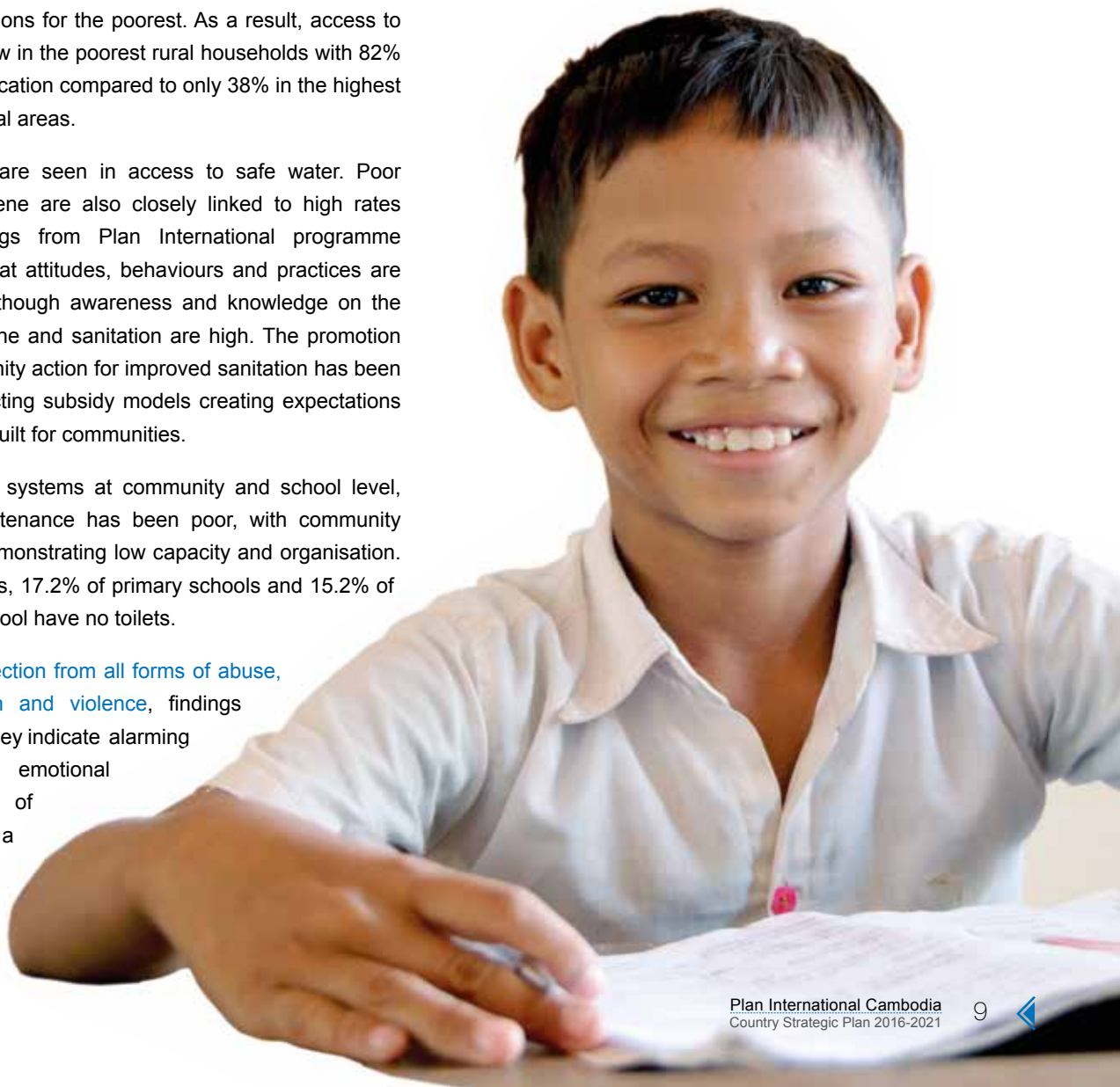
Similar differences are seen in access to safe water. Poor sanitation and hygiene are also closely linked to high rates of stunting. Findings from Plan International programme evaluations show that attitudes, behaviours and practices are difficult to change, though awareness and knowledge on the importance of hygiene and sanitation are high. The promotion of collective community action for improved sanitation has been hampered by conflicting subsidy models creating expectations that latrines will be built for communities.

In regards to water systems at community and school level, operation and maintenance has been poor, with community level committees demonstrating low capacity and organisation. 80.8% of pre-schools, 17.2% of primary schools and 15.2% of lower secondary school have no toilets.

On the [right to protection from all forms of abuse, neglect, exploitation and violence](#), findings from a national survey indicate alarming rates of physical, emotional and sexual abuse of under age 18 by a parent, caregiver or other adult relative.

Anecdotal evidence suggests an increase in drug use among children and the youth. Between 10-11% of children are working, mostly in agriculture and its allied activities. Child labour rapidly decreased from 20% in 2009 and 9.9% in 2013, corresponding with increases in school enrolment and opportunities for technical and vocational training.

Poverty and lack of adequate family and social support are leading vulnerable families to resort to negative coping strategies, such as unsafe migration, child abuse and exploitation, abandonment and neglect. There is also discrimination against children with disabilities, orphans, children in conflict with the law, and victims of violence. At the institutional level, human and financial resources for child protective services are limited and infrastructure or models of intervention for child protection at the commune level are absent. Rule of law is weak and specialised social services for children with disabilities are unavailable. The national child protection system is fragmented, uncoordinated, NGO-driven; the service has no clear mechanism for regulation or licensing in a cross-sectoral environment.



On the [right to economic security](#), most rural households are highly vulnerable to economic, social or environmental shocks. Small farmers and the landless are engaged in low agricultural productivity activities having few options for occupational diversification. Increasingly restricted access to forestry and fishery resources and the potential impacts of climate change will only worsen their situation.

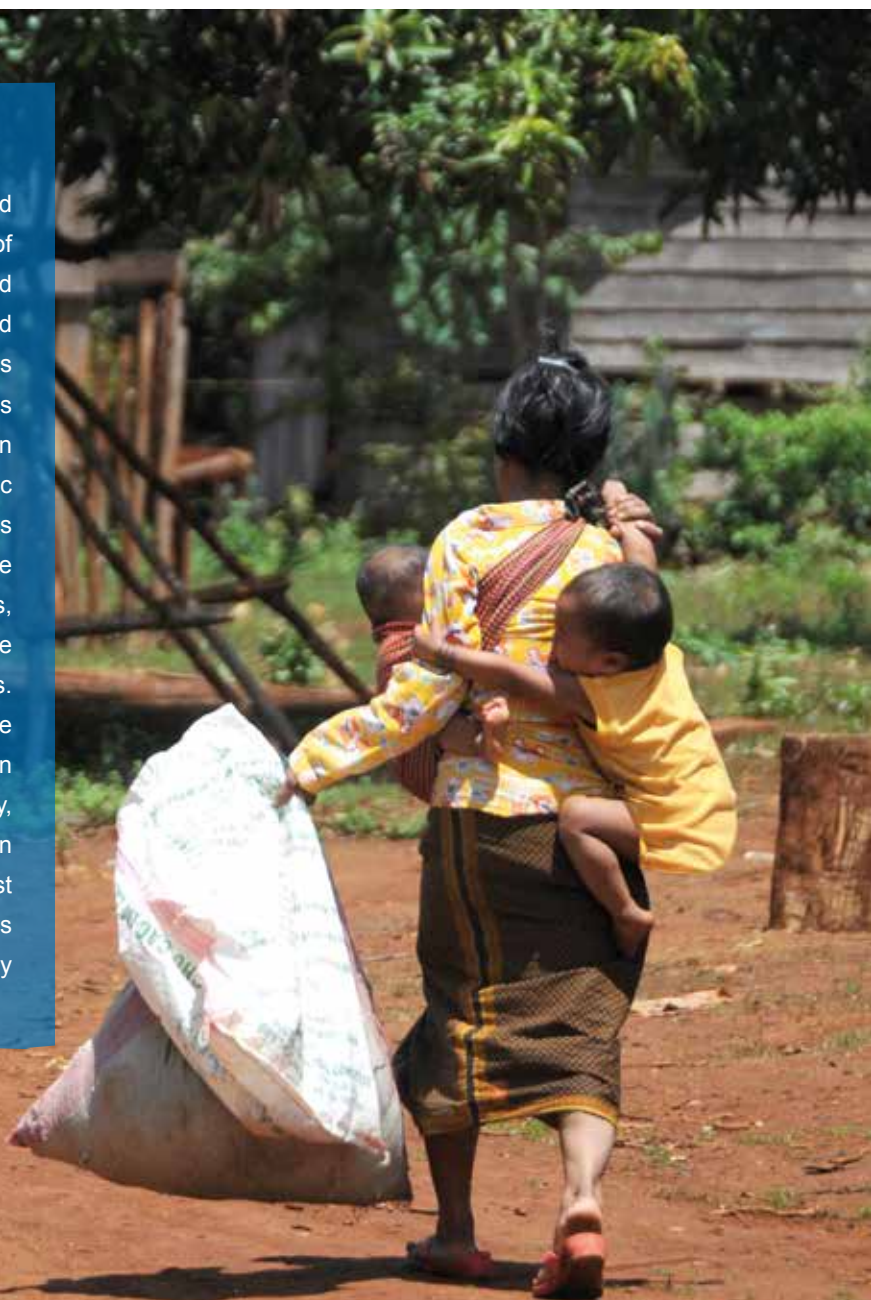
Although official unemployment in the country is low, 80% of workers are employed in the informal economy. People with disabilities, youth and ethnic minorities face difficulties finding work and skills training due to lack of formal schooling. Despite about 250,000 youth joining the labour market annually, there

are human capability deficits for both low-skill and skill intensive sectors. As a result of the limited domestic opportunities, approximately 1.1 million Cambodians in 2015 are estimated to be working outside of Cambodia.

On the [right to protection and assistance during emergencies](#), relative to its neighbours, exposure to hazards in Cambodia is quite low. Nonetheless, it ranks poorly in its adaptive capacity. Efforts to increase its adaptive capacity and reduce vulnerability should focus on socio-economics, technology and infrastructure. Cambodia largely faces flooding, drought, storms and epidemics. Flooding mostly occurs along the Mekong and Tonle Sap, and in the low-lying southeast of the country.

## Cambodia's Northeast

The challenges in Cambodia are significantly pronounced in Cambodia's northeast, including the provinces of Stung Treng and Ratanak Kiri. They are highly exposed to human induced disasters such as flash floods caused by unscheduled and unannounced releases from dams within Cambodia, Vietnam, and Laos, and flash floods caused by extensive deforestation. Deforestation and plantation agriculture has also resulted in drastic changes in livelihoods, and food environments and systems. Indigenous communities living there distinguish themselves by their specific languages, norms, traditions, and religious beliefs and typically have high levels of poverty and low access to social services. Their remote location and semi-nomadic lifestyles make them particularly difficult to reach. Though newborn mortality rates have improved in the rest of the country, rates in the northeast remain high due to issues on quality of health care. Stunting rates are also highest here. Immunisation and institutional birth delivery rates are low. Teenage pregnancy also remains remarkably higher than the rest of the country.





## LOCAL CIVIL SOCIETY CONTEXT

Plan International implements the majority of its programmes through local NGO partners. In 2015, Plan International had 27 local NGO partners with varying levels of capacities. Many of Plan International's existing local partners, consistent with most local NGOs in Cambodia, are not sector specialists and require substantial capacity building in specific sectors. Majority of organisations operate in and around major cities such as Phnom Penh and Siem Reap, with very few in remote provinces.

The law on associations and NGOs provides the legal framework under which civil society can establish a relationship with public authorities and work in partnership with them. Various mechanisms exist whereby civil society can engage in policy dialogue with the government, such as Technical Working Groups and formal and informal sectoral and regional networks.





## RISKS AND RESILIENCE CONTEXT

Cambodia is prone to seasonal floods with droughts and epidemics becoming more common. Between 2014-16, Cambodia experienced severe droughts caused by a strong El Niño weather phenomenon. This has caused water shortages and impacted agriculture and food security of rural populations.

In 2015, both the National Action Plan (NAP) 2014-2018 and the new Disaster Management Law were passed by the government. However, the limited capacity of the National Commission for Disaster Management (NCDM) and its provincial counterparts may undermine its implementation.





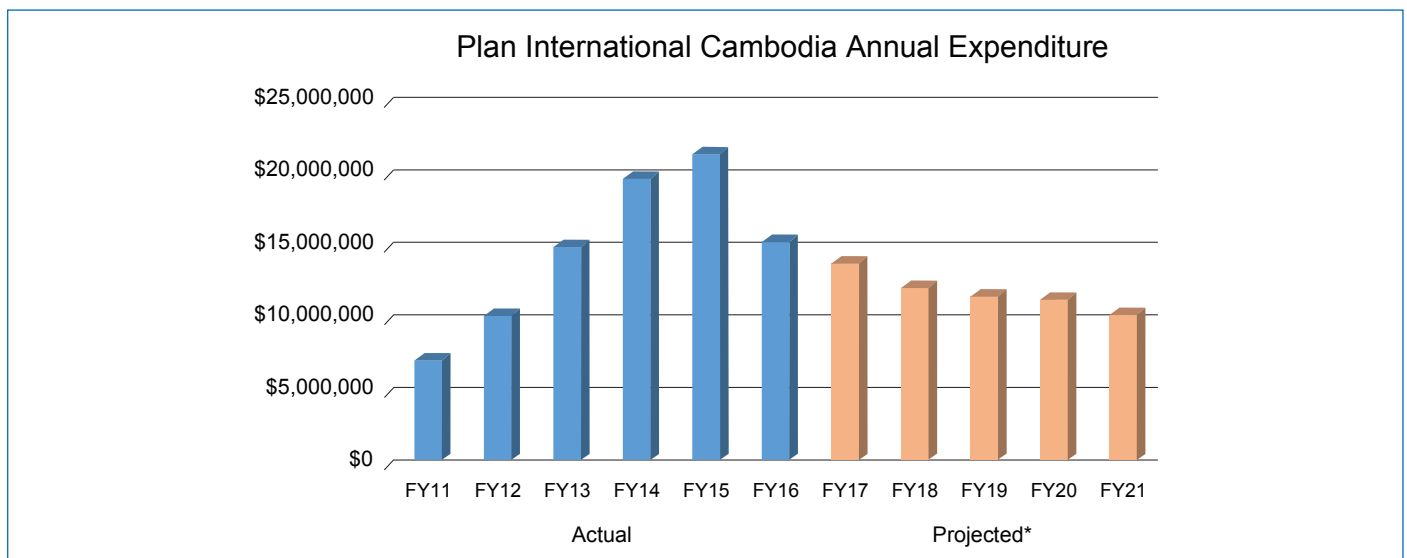
## FUNDING CONTEXT

While Cambodia still receives high levels of external aid (US\$804 mil in ODA in 2013), the country is not a priority for Development Assistance Committee (DAC) donors, and is receiving increasing support from other donors, such as China. The allocation of ODA across sectors is typical of a country transitioning from low to middle income status, with decreasing net ODA disbursements as a share of Gross National Income (GNI) and increasing investments in infrastructure in the form of concessional loans.

As a result, grant funding invested in service delivery and social sectors is decreasing. The health sector has experienced

the fastest decrease in funding over the past few years, and this trend is likely to continue. In terms of gross ODA, Japan, Australia, USA, South Korea, Germany, Sweden, EU institutions and the World Bank are among Cambodia's top donors. Others, such as Canada, Denmark, UK, and Spain have discontinued their bilateral cooperation and are phasing out their programmes.

Given this current funding context, Plan International Cambodia is projecting a steady decrease in annual expenditure, whilst maintaining a level of funding necessary to continue to fund essential programmes that can be scaled up and taken on by the government.



\*Projected annual expenditure is contingent on the continued support of our valued donors and sponsors.

# CURRENT EXPERTISE AND LESSONS LEARNED



**PLAN INTERNATIONAL CAMBODIA:**  
Experience and Expertise



**LESSONS LEARNED**

Plan International Cambodia started its operations in 2002 with one Programme Unit (PU) in Siem Reap. By 2015, Plan International has sponsorship operations in 11 districts across Siem Reap, Kampong Cham (now Tboung Khmum) and Ratanak Kiri. Plan International started operations in a fourth PU in Stung Treng (2 districts) in 2016, whilst initiating phase out plans from Tboung Khmum (2 districts).





# PLAN INTERNATIONAL CAMBODIA:

## Experience and Expertise

### IMPLEMENTATION APPROACH



During our second CSP (2011-2016), Plan International transitioned from a direct implementation delivery model, to a model whereby almost all programmes are implemented by local NGO partners, with a few international NGO partners in specialised technical areas. Plan International will continue to implement the majority of programmes through local NGOs with long term, strategic partnerships, rather than short, project-based partnerships.

### INCLUSIVE PROGRAMMING AND ORGANISATION



Over the past few years, our programmes have increased focus on addressing barriers that prevent boys, girls, the poorest and the most marginalised, including people with disability and indigenous communities from participating in designing and accessing services. Plan International has made efforts to adapt programmes to the particular needs of different groups. Plan International will continue to strengthen its focus on working with the disadvantaged and most marginalised.

### VALUE ADDITION AND SYSTEM STRENGTHENING



Plan International develops and implements community-based models and processes that have significant value addition to broader government programming. In particular, Plan International's WASH, Child Protection and ECCD programmes have established methodologies, systems and processes that can be scaled up and contribute to the development of sector wide approaches. Its strong relationship with the government gives Plan International an opportunity to influence government plans and programming based on tested models. Models and processes for inclusive programming in technical and vocational training for marginalised youth have been developed and can potentially be sustained and replicated. Plan International's programme also has a strong focus on governance at the village, commune, district, provincial, and national levels.





## LESSONS LEARNED



### FOCUS

A Strategic Review of our previous five year programme stressed the need for Plan International to narrow its sectoral expertise and focus on fewer programmes in order to enable more in depth engagement in technical working groups and policy dialogue, and to increase research and innovation in these areas.

In order to better focus on areas with high degree of marginalisation, Plan International has begun to implement programmes in Stung Treng province and will begin phasing out of our programmes in Tboung Khmum in the next 3 years.

Over the course of CSP III, Plan International will re-focus our health programmes to concentrate on nutrition, which will complement our strengths in WASH and ECCD.

Plan International will also focus on greater integration of its programmes. Rural livelihood programming will be integrated into the Nutrition programme, with a specific focus on increasing access and affordability of nutritious food. Climate resilient,

nutrition sensitive agricultural practices will be promoted in our Nutrition programme and climate change curriculum will be incorporated into our safe schools framework. Our integrated Safe Schools programme and Technical Vocational Education and Training (TVET) programming will become part of our overall education sector approach. Disaster Risk Management (DRM) work will concentrate on internal disaster preparedness and response.

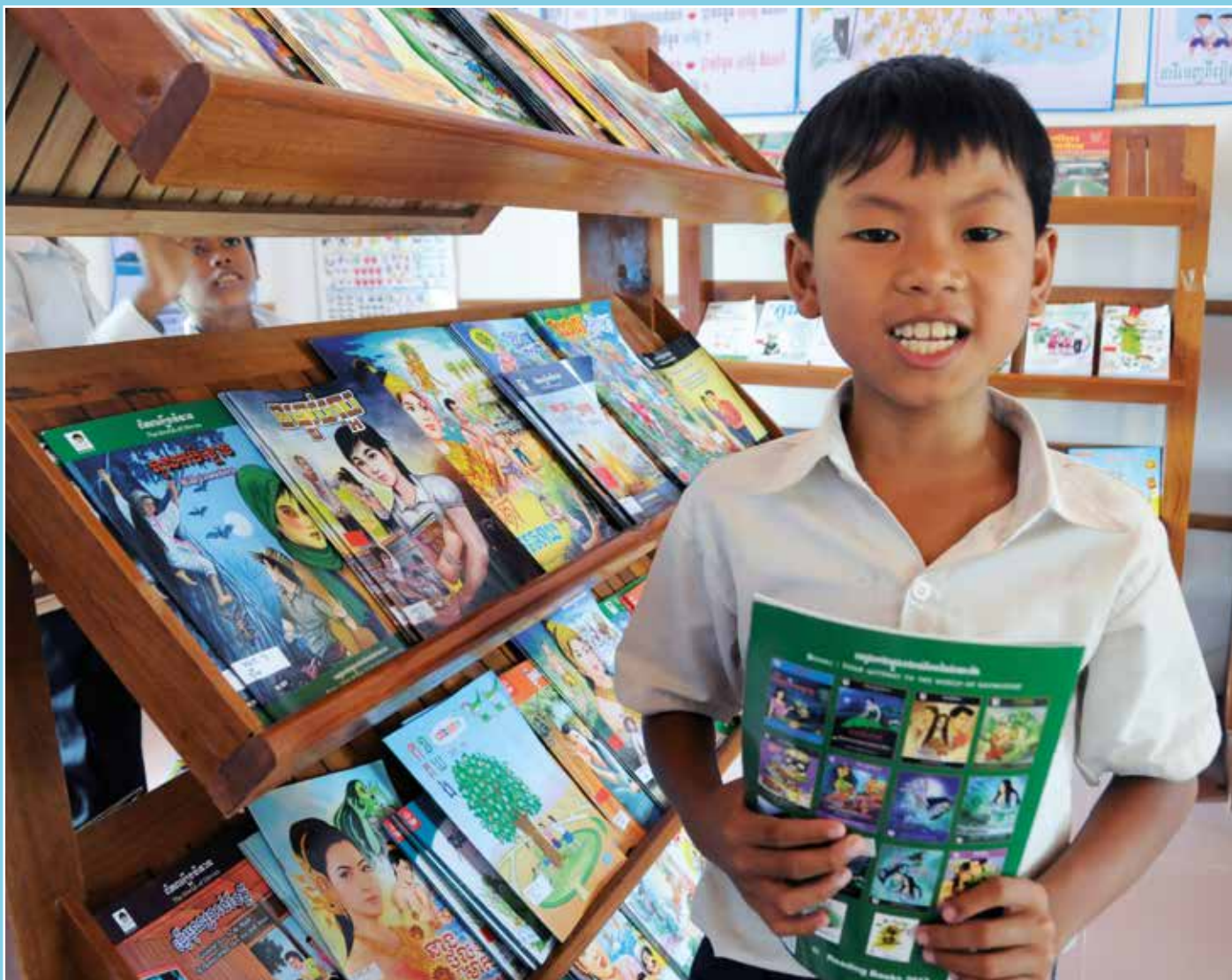
In the Education sector, Plan International will focus on transition periods (pre-school to primary school and primary to lower secondary), with a particular attention to school readiness and peer learning and support.

## PARTNERSHIP

Plan International will develop long-term partnerships with local NGOs in order to effectively provide coaching, mentorship, and technical support. Furthermore, Plan International will explore opportunities for joint research and advocacy with international NGOs, UN agencies, and academic institutions.

## MONITORING AND EVALUATION

Plan International will invest in additional M&E capacity to strengthen systems and ensure consistency and capacity across all programmes. Furthermore, Plan International will continue to emphasise processes of accountability to the communities and ensure participatory feedback and reflection exercises. This is an integral part of all programmes.

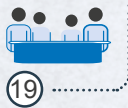


## ADVOCACY AND POLICY DIALOGUE

Plan International will conduct advocacy for child rights at all levels from community, commune, district, province to national level. Plan International will focus its advocacy and policy dialogue work at the national level on three core programmatic areas—Water, Sanitation and Hygiene, Child Protection and ECCD, whilst continuing small scale advocacy work at local level in other sectors such as Education, Nutrition and Disaster Risk Management.

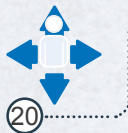


# STRATEGIC RESPONSE OF PLAN INTERNATIONAL CAMBODIA



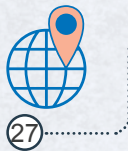
**WHO WE ARE AND WHAT WE STAND FOR**

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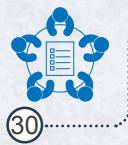
**PROGRAMME APPROACH AND INTERVENTIONS:**  
Child Centred Community Development (CCCD)

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**GEOGRAPHICAL COVERAGE AND  
KEY CONSTITUENCIES**

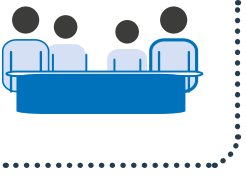
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**MONITORING, EVALUATION AND RESEARCH**

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## WHO WE ARE AND WHAT WE STAND FOR

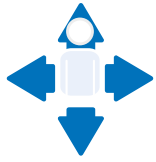
Plan International Cambodia will be known as a child centred community development agency that is able to both influence and add value to national level policy and systems debates, whilst also being able to implement programmes on the ground. Our extensive local civil society partnerships support the fulfillment of children's rights and gender equality in Cambodia. Plan International's ability to manage complex programmes with multiple partners, and to build the capacity of local civil society will be considered a strength contributing to long term sustainability of programmes.

Plan International will be known as an expert agency working to transform inequalities for girls and other marginalised groups in the remote, indigenous communities of the north east, and in other vulnerable rural areas. Partners will recognise

Plan International's ability to generate valuable lessons from implementing programmes in remote, rural and marginalised communities and to translate these into practical policy actions at the national level.

Plan International will be a leading advocate for the protection of children from violence, abuse and neglect, supporting the long term development of a national child protection system in Cambodia. Plan International will be recognised for its crucial role in promoting sustainable hygiene and sanitation improvements in rural Cambodia and will be a leading contributor to the implementation of the national ECCD action plan, supporting the development of best practice, guidelines, policy and processes that benefit children aged 0 to 5, especially the most marginalised.





# PROGRAMME APPROACH AND INTERVENTIONS:

## Child Centred Community Development (CCCD)

### WORKING WITH COMMUNITIES AND CHILDREN:

Plan International will work through local civil society to coordinate, consolidate and strengthen community based organisations (CBOs) in our target villages, focusing support to those that are already established with clearly defined roles within existing government policies. This includes; parent and caregiver groups, school support committees, and community based child protection networks that extend to commune, district and provincial level. Plan International and local partners will continue to support child and youth engagement in CBOs as well as in local governance structures via the commune level child clubs and school level children's councils.

### TACKLING EXCLUSION AND GENDER INEQUALITY:

Plan International will focus on ensuring that women, girls, people with disabilities, youth, elderly, the poorest, and ethnic minorities participate and benefit from the services and support provided by Plan International. Barriers to inclusion (for example, lack of low cost sanitation technology or language barriers in education for minorities) will actively be addressed and specific interventions will be targeted at adolescent girls (reducing child marriage and teen pregnancy, adolescent girl nutrition projects and menstrual hygiene management in schools). Attention will also be paid to ensure local NGO partners tackle exclusion and inequality in their programming.

### WORKING WITH CIVIL SOCIETY:

Plan International will form long term strategic partnerships with 8-12 local NGOs. Comprehensive capacity development plans will be developed with these strategic partners, in consultation with them and their other supporters. Capacity development will be focused on both technical programme competencies and organisational capacity. In addition to partnerships formed with local NGOs, Plan International will engage in consortiums and alliances with peer international NGOs/ local NGOs for joint funding proposals, to engage in strategic advocacy in our core programme areas and for specific technical support to and from Plan International.

### INFLUENCING GOVERNMENT:

Plan International will maintain strong relationships with relevant government ministries and their decentralised structures, in particular the key ministries for its core programme areas. At the national level, Plan International will engage in high level technical working groups to continue to influence policy and practice. Plan International will build on the established strengths in supporting Commune Councils (CC) to plan, budget and implement child-focused projects, supporting them to monitor specific child rights indicators, and to respond accordingly through implementation of projects and coordination and referral to other local service providers such as district health, education, rural development and social welfare departments.

### STRENGTHENING PLAN INTERNATIONAL'S ACCOUNTABILITY:

Through the strengthening of specific child-led and community governance initiatives and the establishment of a youth advisory mechanism, Plan International will listen to the community and children regarding the efficacy of our work and take on board their feedback. Plan International will also continue to implement annual participatory programme reviews that will aim to provide feedback to the community on what Plan International has implemented and the outcomes and impacts of Plan International's work, and also listen to their feedback on whether or not this responds to their needs.



## CROSS-CUTTING THEMES- DISASTER RISK MANAGEMENT AND CLIMATE RESILIENCE

Plan International will continue to support the capacity of local disaster management committees- DMCs (at Commune, District and Provincial level) to plan for and respond to disasters, and will remain an active member of the Cambodian Humanitarian Response Forum (HRF). In coordination with the HRF partners and local DMCs, Plan International will respond to significant disasters within PU areas and will consider response in other provinces depending on the severity and need, and according to our agreed disaster preparedness plan.

Climate Resilience will be mainstreamed into our programming, and will be particularly prominent in our Nutrition programme, where we will promote climate resilient, nutrition sensitive agricultural practices to contribute to improved food security and nutrition. Public infrastructure in Plan International target areas will be climate resilient and climate proofed as part of ongoing programmes such as the Safe Schools initiative. Resilient WASH infrastructure is also a priority, as is finding technical solutions to WASH in flood prone environments - an increasing trend in an ever changing environment.



CSP Programme Objectives	CSP Programme Outcomes	Proposed Interventions	Coverage
<p><b>ECCD</b></p>	<p>1.1 Parents and caregivers provide positive early stimulation, effective care and support to learning of girls and boys aged 0-5</p>	<ul style="list-style-type: none"> <li>- Develop systems for and provide support to parents and other caregivers to improve parenting, including targeted interventions for fathers and for grandparents</li> <li>- Develop psycho-social interventions to support children in difficult situations such as “left behind children” and support practical disability screening and follow up actions</li> <li>- Integrate Nutrition, WASH and protection activities with the parent groups to promote effective care</li> <li>- Engage parents and caregivers to improve and maintain CPS classrooms to ensure they all include WASH facilities, are disaster/climate resilient and are attractive and effective learning environments</li> </ul>	<p>15,000 parents and caregivers; 30,000 children under 5; In 13 districts of 4 provinces</p>
<p>1.2 Community based pre-school (CPS) teachers and parent group leaders have the capacity and commitment to support stimulation and learning of girls and boys</p>	<p>1.2 Community based pre-school (CPS) teachers and parent group leaders have the capacity and commitment to support stimulation and learning of girls and boys</p>	<ul style="list-style-type: none"> <li>- Develop, in coordination with MoEYS, a “professional development roadmap” for CPS teachers and ensure all CPS teachers in Plan International target areas receive the minimum training</li> <li>- Develop a structured plan for recruitment, retention and training of core parents and parent group leaders and support effective facilitation of parenting groups</li> <li>- Support CPS teachers to develop school-home relationships through outreach to families, and to implement multi-lingual ECE and disability inclusive ECE models in their classrooms</li> </ul>	<p>7,000 children aged 3-5; 300 CPS teachers 3,000 core parents; 750 parent group leaders</p>
<p>1. Girls and Boys aged 0-5, especially the most marginalised, grow up healthy and happy, and are ready for school</p>	<p>1.3 Commune councils (CCs) and village leaders provide support to early stimulation and quality learning outcomes for girls and boys aged 0-5</p>	<ul style="list-style-type: none"> <li>- Build the capacity of commune and village leaders on the importance of ECCD</li> <li>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in supporting ECCD</li> <li>- Develop a structured, long term plan for recruitment, training and retention of CPS teachers together with CCs, linked to the “professional development roadmap”</li> <li>- CCs and village leaders are actively engaged in the construction of new CPS facilities and the maintenance of existing CPS facilities</li> </ul>	<p>81 commune councils in 13 districts of 4 provinces</p>
	<p>1.4 Relevant ministries provide adequate budget and technical support to CPS and parenting groups</p>	<ul style="list-style-type: none"> <li>- Develop, in coordination with MoEYS a “professional development roadmap” for CPS teachers and ensure budget and human resources are committed for its implementation</li> <li>- Support relevant ministries to include technical support and supervision of parent groups in their functions, work plans and budgets</li> <li>- Influence national ECE initiatives, including increased financing, based on evidence and experience from programming</li> </ul>	<p>National level-support and advocacy with MoEYS, MoH, MoWA and Mol</p>



<p><b>CHILD PROTECTION</b></p> <p>2. Girls and boys of all ages, especially the most marginalised are protected from violence, abuse and neglect</p>	<p>2.1 Girls and boys are better skilled to protect themselves and their peers and take collective action in preventing and responding to violence</p> <p>2.2 Parents, caregivers, and communities in target areas are able to provide better care and practice positive, gender sensitive and non-violent child rearing</p> <p>2.3 Sub national level government and non-government structures/mechanism related to child protection protect, prevent and coordinate referrals and response services for child protection</p> <p>2.4 The government of Cambodia invests in the development of a national and sub-national child protection system</p>	<ul style="list-style-type: none"> <li>- Train children's councils and child clubs on violence against children and self-protection and develop specific collective actions aimed at protecting girls and young women from violence and transforming negative gender stereotypes</li> <li>- Promote and enable children's involvement in the decision-making mechanisms of community based child protection networks and Child Advocate Network (CAN)</li> <li>- Strengthen CAN to conduct evidence based advocacy at the national level</li> <li>- Strengthen parents groups in order to provide parents and care givers with knowledge, skills and tools for positive parenting and better care for children, and ensure they better understand effective referral and reporting mechanisms</li> <li>- Disseminate and promote behaviour change communication activities to influence parents and care givers' attitudes and behaviours regarding violence against children (VAC) and domestic violence (DV), with particular support to men and boys for gender transformative approaches to violence prevention.</li> <li>- Train and support commune, district and provincial child protection mechanisms to ensure active measures are taken to prevent violence, abuse and neglect.</li> <li>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in supporting child protection mechanisms and services</li> <li>- Strengthen government child protection mechanisms on planning and budgeting and for implementation of counselling, paralegal, and (para) professional social work services</li> <li>- Support the coordination and training of local NGOs and other service providers to provide child sensitive, inclusive services in response to reported cases of violence, abuse and neglect</li> <li>- Train private sector employers and their associations on labour laws and support them to apply specific laws related to child labour</li> <li>- Work with relevant stakeholders to develop a framework to strengthen/reform the national child protection system and prepare for a social work force</li> <li>- Conduct joint research and advocacy with civil society and international organisations to support incorporation of evidence based laws, decrees or policies on community based child protection mechanisms, support the police academy to include child friendly policing in their curriculum and document practices in Plan International target communes as evidence for national scale up</li> <li>- Support the Ministry of Interior to reduce barriers to registration for the most marginalised children and create demand for birth registration</li> </ul>	<p>1,400 children of 131 child clubs; 100 children from CAN and CCYMCR at national level</p> <p>200,000 children; 15,000 caregivers; 1,500 members of 144 groups; 1,000 men</p> <p>4,000 members from 563 villages of 4 provincial networks; 30 service providers; 10 private sector actors</p> <p>National level-support and advocacy; 50 NGOs members of child rights coalitions</p>
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<p><b>WASH</b></p> <p>3. Girls and boys, especially the most marginalised, and their families have sustained access to and use safe water supply, sanitation and hygiene services and live in a hygienic environment</p>	<p>3.1 Girls and boys, household heads, caregivers and community leaders motivated to adopt hygiene and sanitation practices</p> <p>3.2 Households, health centres and schools have access to safe drinking water, improved sanitation, handwashing and menstrual hygiene facilities</p> <p>3.3 Local authorities are accountable to communities for water supply, sanitation and hygiene services, including the use of community mechanism to monitor and supervise service provision</p> <p>3.4 The Ministry of Rural Development (MRD), with support from other ministries, leads a substantial, sustainable increase in access to safe water and sanitation in rural Cambodia</p>	<ul style="list-style-type: none"> <li>- Implement CLTS with a stronger focus on post triggering and post ODF processes</li> <li>- Promote key hygiene practices</li> <li>- Develop specific projects in schools and communities promoting menstrual hygiene management targeting girls and women</li> <li>- Integrate hygiene into Nutrition and ECCD activities with parenting groups</li> <li>- Improve access to affordable sanitation supplies through sanitation marketing</li> <li>- Develop sanitation financing options for the poorest and most vulnerable including female headed households</li> <li>- Build capacity for entrepreneurs on fecal sludge management services and affordable and relevant technologies for people with disability or those living in challenging environments</li> <li>- Support community managed water supplies improvements to ensure facilities are disaster/ climate resilient and are sustainably managed</li> <li>- Improve WASH facilities at health centres and schools ensuring inclusive, child friendly, disaster resilient facilities and appropriate facilities for menstrual hygiene management</li> <li>- Provide technical support to provincial and district departments for rural development to plan and implement WASH improvements in line with the National Action Plan (NAP).</li> <li>- Build the capacity of Water Supply User Groups (WSUG), Village and Commune Focal Points for sanitation (VFP, CFP) in promotion and monitoring of community based WASH activities including operation and maintenance</li> <li>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in supporting WASH improvements in line with the NAP</li> <li>- Advocacy and capacity building for women's leadership in WSUG, VFP and CFP</li> <li>- Support and encourage commune councils to promote sanitation and to support appropriate sanitation financing options for the poorest and most vulnerable</li> <li>- Provide technical support and leadership in the development and updating of key technical guidelines, M&amp;E systems and sector learning and dissemination</li> <li>- Collaborate with civil society and development partners in supporting MRD to lead internal advocacy for increased government investment in WASH including WASH in Commune Investment Plans</li> <li>- Support MRD to effectively implement their National Action Plan (NAP) including the decentralisation of functions to provincial and district level and build the capacity of decentralised units, particularly in Plan International PUs and CR-SHIP target provinces.</li> </ul>	<p>2,000 villages, 250 communes, 46 districts, 9 provinces</p> <p>600 villages, 81 communes, 13 districts, 4 provinces</p> <p>2,000 villages, 250 communes, 46 districts, 9 provinces</p> <p>MRD 14 Provincial Departments of Rural Development</p>
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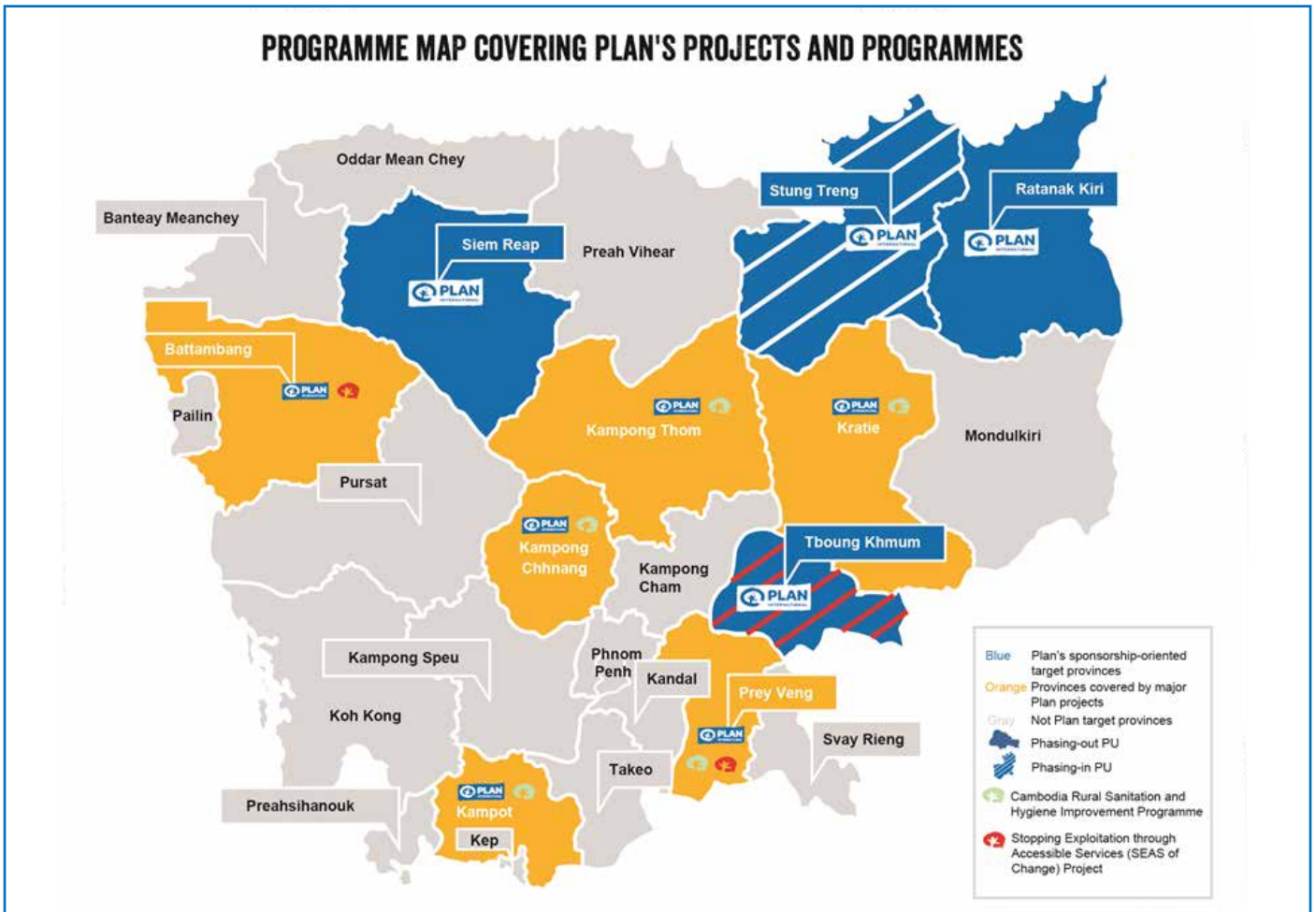
	<p>4.1 Adolescent girls and youth have and apply the knowledge, time, and resources to both provide themselves with appropriate, adequate nutritious foods and to delay marriage and early pregnancy until after 18 years of age</p>	<p>- Provide adolescents and youth- particularly girls- in provincial training centres and in rural communities with knowledge and support to practice an appropriate nutritious diet</p> <p>- Develop effective communication strategies to provide girls and youth with knowledge of the health risks associated with teenage pregnancy and the link between teenage pregnancy, adolescent malnutrition and low birth weight babies, methods for preventing unwanted pregnancies and alternatives to child marriage</p> <p>- Link adolescent girls and youth to existing services and programmes that provide an alternative to child marriage and teenage pregnancy, including health services, technical and vocational education and training, scholarship programmes and support to stay in school</p>	<p>10,000 adolescents and youths including at least 7,000 girls</p>
<p><b>NUTRITION</b></p>	<p>4.2 Parents and caregivers have and apply the knowledge, time, and resources to provide themselves and their children with age appropriate, adequate nutritious foods (including breastmilk for infants) and a clean, hygienic environment for children aged 0-5</p>	<p>- Train core parents and VHSGs to support pregnant and lactating women with knowledge and skills to practice appropriate nutritious food intake and to access micro-nutrient supplementation</p> <p>- Train core parents and VHSGs to support parents and caregivers to discuss and implement practical options for exclusive breastfeeding and preparing timely, safe, adequate and nutritious food for complementary feeding and young child feeding</p> <p>- Train core parents and VHSGs to support parents and caregivers to ensure sanitary and hygienic practices during infant care, food preparation, and feeding</p> <p>- Develop and implement new approaches to household management of infant stools and household environmental sanitation</p>	<p>9,300 pregnant women; 15,000 parents and caregivers; 3,000 core parents; 30,000 children under 5; 1,200 VHSG members</p>
<p>4. The prevalence of stunting among girls and boys, especially the most marginalised aged 0-5 is reduced</p>	<p>4.3 Household heads are able to practice climate resilient, nutrition sensitive agricultural practices or earn a sufficient income to either produce or purchase adequate nutritious foods for consumption</p>	<p>- Promote climate resilient, nutrition sensitive agricultural practices, including home gardens</p> <p>- Support local businesses and entrepreneurs to stock and sell nutritious, affordable food and support poor households to earn on and off farm income</p> <p>- Train Core Parents and VHSGs to promote and create demand for locally available nutritious foods and to monitor the quality and safety of such products</p>	<p>25,000 households</p>
	<p>4.4 Community groups and commune councils have the knowledge and skills to assess and monitor the situation of child nutrition in their village/ commune and access quality public health services for management of malnourished children</p>	<p>- Train and support parents, care givers, and VHSGs to assess, monitor, and act on child growth development; identify under-nutrition and respond appropriately</p> <p>- Support commune councils to accurately monitor the situation of child nutrition in their villages and follow up to ensure children receive treatment and rehabilitation from the relevant health services</p> <p>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in improving the situation of child nutrition in their villages</p> <p>- Coordinate and collaborate with key stakeholders to strengthen public health service delivery on management of malnourished children</p> <p>- Map and strengthen referral networks for malnourished children to ensure access to treatment, rehabilitation, and nutrition counseling</p> <p>- Support community groups to document and promote their innovative approaches for input to national level discussions on nutrition policy and strategy (via the SUN CSA)</p>	<p>15,000 parents and caregivers; 1,200 village health support groups; 77 public health facilities; 81 commune councils</p>



<p><b>EDUCATION &amp; TVET</b></p> <p>5. Girls and boys, especially the most marginalised, successfully complete primary school to transition to secondary school and/or appropriate vocational skills training</p>	<p>5.1 Girls and boys, their families and schools are ready for the first year of primary schooling and children enroll at the appropriate age</p>	<ul style="list-style-type: none"> <li>- Conduct school readiness programmes for children with no formal pre-primary education including training teachers and preparing families to support their children</li> <li>- Support the development and application of bi-lingual education curriculums at pre-school and primary school level for indigenous languages</li> <li>- Support children with disabilities to participate actively in school readiness courses</li> </ul>	<p>300 primary schools of 13 districts of Plan International's 4 target provinces</p>
<p>5.2 Girls and boys in primary schools remain in school and attend regularly until the end of grade 6</p>	<ul style="list-style-type: none"> <li>- Support children with disabilities to participate actively in primary schools</li> <li>- Implement school feeding programme and deliver nutrition messages in schools</li> <li>- Support School Support Committee (SSCs) to take measures to prevent drop out and increase retention including peer learning, remedial classes and re-entry programmes</li> <li>- Commune Councils support SSCs to provide scholarships for marginalised children</li> <li>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in supporting girls and boys to stay in school and complete basic education</li> <li>- Support schools to implement the comprehensive safe schools framework, ensuring they are climate/ disaster resilient, including newly built primary schools in remote areas</li> </ul>	<ul style="list-style-type: none"> <li>- Support children with disabilities to participate actively in primary schools</li> <li>- Implement school feeding programme and deliver nutrition messages in schools</li> <li>- Support School Support Committee (SSCs) to take measures to prevent drop out and increase retention including peer learning, remedial classes and re-entry programmes</li> <li>- Commune Councils support SSCs to provide scholarships for marginalised children</li> <li>- Support local civil society (local NGO partners) to advocate with local authorities regarding their role in supporting girls and boys to stay in school and complete basic education</li> <li>- Support schools to implement the comprehensive safe schools framework, ensuring they are climate/ disaster resilient, including newly built primary schools in remote areas</li> </ul>	<p>300 primary schools of 13 districts of Plan International's 4 target provinces</p>
<p>5.3 Girls and boys in grade 6, supported by their families, effectively transition into lower secondary school or appropriate vocational skills training</p>	<ul style="list-style-type: none"> <li>- Poorest families and those at risk of dropping out are supported to plan and financially prepare for their child's transition from primary to lower secondary</li> <li>- Slow learners/ children at risk of dropping out in grade 6 &amp; 7 supported with peer learning groups</li> <li>- Recruit disadvantaged young people to attend informal or formal vocational training or skill building courses and support their families during the process</li> </ul>	<ul style="list-style-type: none"> <li>- Poorest families and those at risk of dropping out are supported to plan and financially prepare for their child's transition from primary to lower secondary</li> <li>- Slow learners/ children at risk of dropping out in grade 6 &amp; 7 supported with peer learning groups</li> <li>- Recruit disadvantaged young people to attend informal or formal vocational training or skill building courses and support their families during the process</li> </ul>	<p>13 districts of Plan International's 4 target provinces</p>
<p>5.4 Provincial training centres are providing quality, job relevant skill training that is accessible to the most marginalised out of school youth</p>	<ul style="list-style-type: none"> <li>- Develop/strengthen community-based, centre-based, and enterprise-based TVET course options that are market-oriented with appropriate training methods that include components of technical and life skills, employability and entrepreneurship</li> <li>- Support integration of nutrition and reproductive health into life skills courses and support post-course micro-enterprise training and start-up grants or formal employment, with internships and job placement</li> <li>- Jointly work with the relevant government and development partners to develop a system to recognise informal TVET experience in the formal TVET certifications</li> </ul>	<ul style="list-style-type: none"> <li>- Develop/strengthen community-based, centre-based, and enterprise-based TVET course options that are market-oriented with appropriate training methods that include components of technical and life skills, employability and entrepreneurship</li> <li>- Support integration of nutrition and reproductive health into life skills courses and support post-course micro-enterprise training and start-up grants or formal employment, with internships and job placement</li> <li>- Jointly work with the relevant government and development partners to develop a system to recognise informal TVET experience in the formal TVET certifications</li> </ul>	<p>13 districts of the 4 provinces of Plan International target areas</p>



# GEOGRAPHICAL COVERAGE AND KEY CONSTITUENCIES



Over the next three years, Plan International will gradually phase out of the Tboung Khmum (TBK) PU, whilst phasing into Stung Treng Province (STR). TBK was selected for phase out due to its positive performance against key child rights indicators. Furthermore, the relative lack of donor interest in these areas limits expansion opportunities.

Stung Treng is one of the poorest provinces in Cambodia with poor performance against child rights indicators. Along with Ratanak Kiri (RTK), it is remote, isolated, and is home to a high number of indigenous minorities. Programme approaches for Ratanak Kiri and Stung Treng will vary from those taken in Siem Reap (SRP) and Tboung Khmum (TBK). Plan International has

had over 10 years experience in Siem Reap and Tboung Khmum, which are also both better connected and more prosperous. In these provinces, Plan International will focus on building institutional capacity, strengthening local authorities and local civil society to prepare for an eventual phase out. In Ratanak Kiri and Stung Treng, Plan International will implement direct community level work (with local NGO partners) specifically adapted to the unique context of indigenous communities and their cultural and linguistic differences. Plan International will continue to implement projects outside of Programme Unit (PU) areas in our strategic priority sectors where these projects can add value, but will prioritise projects that can be implemented within PUs.

Plan International will continue to work with disabled people, supporting their increased involvement in productive livelihoods and/ or vocational training, and will increase support for inclusive education at pre-school and primary school level. In addition, tackling gender based violence continues to be part of Plan International's overall approach to address domestic violence through community based child protection networks which will

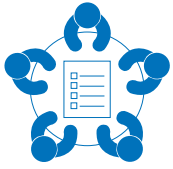
continue to be strengthened with an emphasis on prevention of all forms of violence against women, boys and girls. Plan International will develop tailored solutions to these issues, particularly those faced by indigenous populations and minority groups, as well as tailored responses to child marriage and teenage pregnancy.



## KEY PROGRAMME MILESTONES

CSP Objectives	Milestones				
	FY17	FY18	FY19	FY20	FY21
<b>Programme Objectives</b>					
1. Girls and boys aged 0-5, especially the most marginalised, grow up healthy and happy, and are ready for school	Community preschool operational guidelines from MoEYs are approved, with input from Plan International and other sector stakeholders	100% of community pre-schools in target areas are equipped with latrines and safe water supply	100% of community pre-school teachers' monthly incentives are covered by CC budgets in SRP and TBK PUs and at least 50% in RTK and STR PUs.	50% of community preschools in target areas have a minimal acceptable score on the early childhood environment rating scale	
2. Girls and boys of all ages, especially the most marginalised, are protected from violence, abuse and neglect	At least 70% of Plan International target communes established child protection mechanisms including child clubs	Provincial child protection service providers and NGO coordination networks established in all target provinces	National Child Protection Strategy or Plan of Action developed and resources allocated	At least 50% of Plan International target areas can access at least 3 basic protection services from Government and NGO service providers	At least 50% of child clubs receive support (financial and materials) from community/ commune authority
3. Girls and boys, especially the most marginalised, and their families have sustained access to and use safe water supply, sanitation and hygiene services and live in a hygienic environment	Ministry of Rural Development has produced a sanitation subsidy guideline with Plan International support	70% of Plan International-supported pre-schools and primary schools have functional WASH facilities	40% of Plan International-supported primary schools are promoting menstrual hygiene management and are equipped with basic menstrual management facilities	50 communes have operational monitoring systems for CLTS; 100% of Plan International-supported pre- and primary schools have functional WASH facilities	40 new communes are certified ODF; 100% Plan International supported primary schools are promoting and have facilities for menstrual hygiene management
4. The prevalence of stunting among girls and boys, especially the most marginalised, aged 0-5 is reduced	A new parent and caregiver group model integrating nutrition is produced and implemented	At least two case studies or documentaries produced on effective community referral and follow up mechanisms for treatment of SAM	At least 50% of Plan International target communes produced malnutrition monitoring reports and accompanying action plans	Parent and caregiver group model is evaluated and modified where necessary and promoted for scale up if appropriate	
5. Girls and boys, especially the most marginalised, successfully complete primary school to transition to secondary school and/ or appropriate vocational skills training	School readiness programme package developed and assessed for presentation and potential scale up	Bi-lingual education curriculum for at least one new language developed for implementation	All primary schools in Plan International PUs have at least one teacher trained on inclusive education	All schools in Plan International PUs assessed to be vulnerable to disasters have implemented the safe schools framework	The number of disabled children/ youth actively participating in schools and vocational training has doubled in Plan International PUs





# MONITORING, EVALUATION AND RESEARCH



Annual, mid term and end of CSP reviews will be conducted to ensure the CSP remains relevant to the operating context and to inform any potential revisions. The mid term and end of CSP reviews will be conducted by an external evaluator and will draw on both a meta-analysis of existing project evaluations and where necessary primary data collection. Annual reviews will be internal and will draw on both project level evaluations and the annual participatory progress reviews (APPRs) that focus on gathering feedback and perspectives from beneficiaries and stakeholders at the child, family and community levels, rather than government level. Sectoral

programme reviews will also be conducted with relevant line ministries and their decentralised units, as well as implementing partners and sector stakeholders. Annual reviews and sectoral programme reviews will assess progress towards the milestones identified above.

M&E systems will be reflected in proposals to ensure alignment and findings from Monitoring and Evaluation data collection will inform reports, proposals, and documentation.

## PROJECT LEVEL MONITORING AND EVALUATION

Monitoring and evaluation frameworks will be developed for each programme objective and its corresponding outcomes. The indicators and tools in these frameworks will be used in project/ grant specific M&E plans. Outcome level monitoring systems will be developed to feed into the M&E frameworks for each programme objective. A particular emphasis will be placed on monitoring behavioural impact. Plans will be put in place to measure the impact of the specific behavioural outcomes that have been identified for each of the core programme areas.







## RESEARCH

Plan International will focus its research efforts on examining particular barriers to realising child rights for the most marginalised in order to inform programme approaches and policy for reaching these populations. Examples of research topics include the psycho-social impact on children of parents migrating, infant and young child feeding practices in indigenous communities, the impact of environmental and land use changes on the food security of indigenous communities, child marriage and teenage pregnancy in indigenous populations, and other research to support more effective programming. Furthermore, Plan International will invest in the development of low cost latrine options for populations living in frequently flooded areas or other challenging environments as well as the development of education curricula in indigenous and minority languages.



## **OUR VALUES**

### **We strive for lasting impact**

We strive to achieve significant and lasting impact on the lives of children and young people, and to secure equality for girls. We challenge ourselves to be bold, courageous, responsive, focused and innovative.

### **We are open and accountable**

We create a climate of trust inside and outside the organisation by being open, honest and transparent. We hold ourselves and others to account for the decisions we make and for our impact on others, while doing what we say we will do.

### **We work well together**

We succeed by working effectively with others, inside and outside the organisation, including our sponsors and donors. We actively support our colleagues, helping them to achieve their goals. We come together to create and implement solutions in our teams, across Plan International, with children, girls, young people, communities and our partners.

### **We are inclusive and empowering**

We respect all people, appreciate differences and challenge inequality in our programmes and our workplace. We support children, girls and young people to increase their confidence and to change their own lives. We empower our staff to give their best and develop their potential.





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