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Committed to better living for the poor

# PNKS

## Light of Hope

# SOMLENG PREY LANG PROJECT



## Annual Progress Report 2024



Date of last revision: 9 March 2025



## OVERVIEW

<b>Implementing partner organization</b>	Ponleu Ney Kdey Sangkhum			
<b>Project title</b>	Somleng Prey Lang			
<b>Country and area of intervention</b>	Country: <b>Cambodia</b>			
	<b>Province</b>	<b>District</b>	<b>Commune</b>	<b>Village</b>
	Preah Vihear	Chey Saen	Chrach	6
			Thmea	3
			Putrea	3
	Stung Treng	Thala Barivat	Anlong Phe	5+2
			Kang Cham	5
			Anlong Chrey	3
		Siem Bouk	Siem Bouk	3+1
	Note: 5+2 means 5 villages and 2 sub-villages.			
<b>Project period</b>	Jan 2023 – Dec 2027			
<b>Budget 2024 (please indicate currency)</b>	<b>S-PL Projects:</b> Budget USD 524,433 Expense USD 495,876			
<b>Project goal</b>	The Indigenous community is living in harmony and peace together.			

## 1. RESULTS

### 1.1 Project indicators

For all projects, update the results framework with results for the reporting year and submit it with this report.

Please see attached Excel “Result Framework”

### 1.2 Progress

#### 1.2.1 Has the project been carried out as planned?

*Did the project achieve all the planned outputs for the year? If not explain why.*

The project includes 12 outputs and 31 indicators, with each output having 2-3 indicators. Using our result-based framework (LFA) to measure output achievement, we found the following:

- Overachieved: 22 indicators
- Underachieved: 4 indicators
- More or Less as Planned: 3 indicators
- Errors in Data Collection: 2 indicators (planned in numbers but data collected in percentages)

#### Primary Reasons for Overachievement

The overachievement in various indicators can be primarily due to strong community engagement, particularly within Community Initiative Development Groups (CIDGs) and youth SKYE clubs, which



fostered active participation and collaboration. Effective training programs played a crucial role, providing comprehensive education that increased knowledge and skills among participants. Additionally, enhanced access to essential resources—such as health services, educational materials, and clean water—significantly contributed to positive outcomes. The community's commitment to education was evident through high enrollment rates and active parental involvement in supporting their children's learning. Additionally, more people used health services and became more aware of health issues, leading to positive health outcomes.

**Primary Reasons for Underachievement**

On the other hand, some areas did not meet their goals, and this can be linked to a few main reasons. Some groups needed more training and support to work well, which affected their performance. There was also less engagement in specific areas, such as secondary education and certain health services, leading to lower results. Challenges with keeping programs going were seen, especially with inactive savings groups and underused community resources. The level of participation varied in different villages, which caused changes in achievement levels. Lastly, problems with how objectives were measured, especially for dropout rates and educational outcomes, made it harder to see progress in those areas.

*Did the project over-achieve on any outputs this year? If so explain why.*

Below are the key outputs that were overachieved

**Output 1.1: CIDG and Youth capacity**

**Indicators: 2**

- CIDG and youth's leaders trained on organizational skills.  
Planned: 0, Achieved: 127
- CIDG/youth members graduated Active Citizenship and Leadership of SKYE Curriculum.  
Planned: 75, Achieved: 120

Reasons for Overachievement:

- Continuous Engagement with Existing Members: The project effectively engaged 65 SKYE youth club members in S-PL PVH project throughout 2023, focusing on enhancing their social entrepreneurship skills. Training sessions were conducted for various lessons across the second, third, and fourth quarters of 2024. Additionally, refresher courses on active citizenship and leadership were provided to 55 members in Kang Cham and Anlong Phe communes, allowing them to select topics of interest such as 'Communication and Listening' and 'Natural Resources.'
- Establishment of New SKYE Youth Club: In 2024, a new SKYE youth club was formed in Putrea, Siem Bouk, and Anlong Chrey communes, attracting 60 new members. Although the SKYE curriculum has not yet been implemented for this group, the overall membership across all SKYE youth clubs reached 228, contributing to the successful graduation of 120 youth members from the curriculum.

**Output 2.1: Small business and income-generating activities are initiated among CIDG members.**

**Indicators: 2**

- CIDG/youths/community members started small business or farming for incomes.  
Planned: 20, Achieved: 33



- CIDG/youths members/community members are trained on entrepreneurship skills. (Business plan, Financial literacy...)  
 Planned: 50, Achieved: 51

Reasons for Overachievement:

- This fiscal year, a total of 33 CIDG/youth/community members started small businesses or farming for income, exceeding the target. Among these, 22 families began raising chickens and growing vegetables, demonstrating a strong interest in sustainable agriculture. Additionally, 1 family ventured into yellow snail farming, while another started fish farming. Five families opened green grocery stores, three families established salons, and one family began producing palm juice. This diversity in business activities highlights the community's entrepreneurial spirit and commitment to improving their livelihoods.
- The projects significantly exceeded its target by training 91 community members in essential entrepreneurship skills. This success is attributed to targeted training sessions provided to 55 youth members of the SKYE club, focusing on business planning, entrepreneurship, and market strategies. Additionally, another project equipped 36 participants from producer groups in Kang Cham and Anlung Phe with comprehensive business planning skills. These training initiatives empowered participants with the knowledge needed to develop effective business strategies and enhance their financial literacy, fostering a stronger entrepreneurial ecosystem within the community.

*Explain what will be done about any outputs not achieved and how this will affect the project?*

**Output: 1.3**

Indicator 1.3.1: # of Development Initiatives Implemented by the Community

Planned: 33; Achieved: 21

Plan:

- Review CIDG structure: Focus on members and leadership roles and if there's need for capacity building.
- Capacity Building Workshops: Organize targeted training sessions for new CIDG members to enhance their skills in project management and community engagement.
- Mentorship Programs: Pair experienced community members with new groups to provide guidance and share best practices.
- Regular Monitoring: Implement a more robust tracking system to monitor progress on initiatives, ensuring that all activities are documented and support is provided timely.
- Engagement Strategies: Foster greater involvement by promoting the benefits of community initiatives through local meetings and success stories.

**Output: 2.2**

Indicator 2.2.3: # of Families Practicing Smart-Agriculture Techniques

Planned: 30; Achieved: 24

Reasons for Underachieving: Limited adoption of practices.

Plan:

- Increase number of showcasing successful smart-agriculture techniques to encourage adoption among families.



- Provide hands-on training workshops focusing on smart-agriculture practices, including irrigation techniques and crop management.
- Incentives for Adoption: Consider small grants or subsidies for families that adopt smart-agriculture techniques, encouraging more families to participate.
- Peer Learning: Facilitate peer learning sessions where families practicing smart agriculture can share their experiences and best practices with others.

**Output: 3.3: Developed water sources in the remote, poor villages.**

Indicator 3.3.2: # of Community Ponds Excavated

Planned: 2; Achieved: 0

Reasons for Underachieving: Low utilization of existing ponds.

Plan:

- Conduct a thorough assessment of how existing ponds are being used and identify barriers to their use.

*Were any significant changes made to the project? Explain what they were and why they were made.*

No significant changes were made to the project in 2024. However, there were adjustments in field staff responsibilities. Previously, field staff (CLDM) were assigned to a specific number of villages, but now their focus has shifted to being responsible for specific project outcomes rather than just the number of villages. This change was implemented to enhance accountability and ensure that project objectives are met more effectively. However, this shift faces challenges, including specific skills gaps among the staff. These issues were discussed in the Board meeting, where they strongly recommended that PNKS invest in staff capacity and develop a plan to address these skills gaps.

**1.2.2 Based on your experience of implementing the project this year:**

*Do you think the project will achieve all the planned outcomes? Explain why?*

**Analysis of Project Outcomes**

**Overall Assessment:**

The project demonstrates significant positive changes across various outcomes, reflecting strong community engagement, improved educational resources, enhanced agricultural practices, and better health and sanitation facilities. The involvement of local youth and community groups has been instrumental in driving these changes.

**Specific Outcomes Analysis**

**Outcome 1: Youth and CIDG Work Collectively**

Community Support Initiatives: Youth groups have effectively mobilized resources to support individuals in need, such as providing financial assistance for medical treatment and repairing essential infrastructure like bridges. These actions reflect strong community solidarity and proactive problem-solving.

Educational Advocacy: The support provided to a disabled student highlights the project's commitment to inclusive education. The collaborative efforts involving various stakeholders to



secure funding for his education demonstrate the community's dedication to ensuring access to education for all.

Behavioral Changes: The transformation of youth involved in the SKYE club from negative activities to responsible citizenship showcases the project's impact on individual behavior and community engagement.

### **Outcome 2: Indigenous Community Obtain Incomes**

Increased Agricultural Productivity: Farmers have reported significant increases in income due to improved agricultural practices learned through the project. The sharing of knowledge among farmers fosters a culture of collaboration and capacity building within the community.

Economic Empowerment: The success stories of individuals like Mrs. Khim Sopheap and Mr. Roen Sihan indicate that the project has effectively empowered farmers to diversify their income sources and invest in their families' education and health needs.

Resilience Building: The ability of farmers to adapt and improve their practices, such as fish and poultry farming, highlights the project's role in building resilience and self-sufficiency among community members.

### **Outcome 3: Access to Safe Water and Health Care**

Improved Sanitation Facilities: The installation of latrines and clean water systems has led to a reduction in waterborne diseases and improved overall health. The community's proactive engagement in constructing these facilities is a strong indicator of the project's success in promoting health education.

Community Ownership: The establishment of management committees for latrines and water systems demonstrates a shift towards community ownership and responsibility for health and sanitation initiatives.

Impact on Daily Life: The reduction in the need to travel long distances for water has significantly improved the quality of life for many families, enabling them to focus more on productive activities.

### **Outcome 4: Education for Children**

Enhanced Learning Environment: The provision of library resources and training for teachers has led to improved literacy rates and academic performance among students. The establishment of school libraries has sparked interest in reading, contributing to a zero dropout rate at Damnak Trach School.

Community Involvement in Education: The active participation of management committees in school development, such as constructing fences and clean water facilities, indicates strong community support for educational initiatives and a commitment to student safety and well-being.

Long-term Benefits: The improvements in school infrastructure and resources are likely to have lasting impacts on student engagement and success, fostering a culture of learning and community support for education.

**In Conclusion**, the project has effectively demonstrated its capacity to bring about meaningful changes in community dynamics, economic empowerment, health, and education. The active involvement of youth and local groups, along with strategic partnerships, has played a crucial role in these successes.



**Project Focus:**

Continue to support youth-led initiatives and capacity-building activities to sustain and expand their impact.

Maintain partnerships with local authorities and organizations to ensure ongoing support for education and health initiatives.

Focus on monitoring and evaluation to assess the long-term sustainability of the project outcomes and make necessary adjustments.

*Do you think the planned project interventions are still the most appropriate way to achieve the project outcomes and goal? Explain why?*

The planned project interventions remain appropriate for achieving the project's outcomes and goals for the following reasons:

**Community-Centered Approach:** The focus on community involvement and leadership through CIDGs and youth clubs ensures that interventions are tailored to local needs, fostering greater ownership and sustainability.

**Capacity Building:** Training provided to community members, particularly in agricultural practices and sanitation management, equips them with essential skills. This capacity building is vital for long-term success and resilience.

**Holistic Development:** The interventions address various aspects of community development, including health, education, and infrastructure. This integrated approach ensures that improvements in one area positively impact others.

**Adaptability:** The project's ability to adjust strategies based on community feedback and changing circumstances, such as addressing financial discrepancies in local authorities, highlights its responsiveness and effectiveness.

**Empowerment of Marginalized Groups:** The focus on empowering women and marginalized individuals, as seen in the case of Mrs. Sai Piseth and Mrs. Mean Loeurn, supports gender equality and enhances overall community well-being.

**Change Observed**

**Outcome 1 (Change Observed):**

Youth in Chrach commune mobilized funds and purchased milk and drinking water to support Mr. Ith Khoeum, a third-year university student facing health issues. They encouraged his family to seek medical treatment at a clinic specializing in psychology. However, due to the family's financial difficulties, they were unable to afford the treatment. The youth group plans to update their members and share the situation with local authorities, seeking further assistance and exploring additional avenues for support.

The youth group in Pramoul Phdom village collaborated with local people and village leaders to mobilize funds, materials, and labor to repair a 15-meter-long wooden bridge in their village. The bridge had become old and deteriorated, making it difficult for residents to travel across it.

A boy with a disability has successfully passed 6th grade, and for the next school year, he is set to begin secondary education, which is no longer offered in his village. Due to the challenges posed by distance and financial constraints, his parents initially decided not to allow him to



continue his education. In response, the youth group in Damnak Trach village engaged in discussions with village leaders, commune leaders, and World Vision Cambodia (WVC) regarding Chea Mech, the boy affected by a leg disability. Initially, he had to drop out of sixth grade because his parents felt the school was too far and they could not afford the expenses. An initiative was launched with various stakeholders, including the CIDG, the school, and WVC, to help sponsor him. WVC provided \$175, the SKYE Club contributed \$12.50, and the commune police, health center, School Management Committee (SMC), and commune council (CC) mobilized an additional \$75, bringing the total to \$262.50. Currently, this amount is held by the SMC, which continues to raise funds to support the boy's family. Once sufficient funds are raised, they plan to purchase a motorized wheelchair to help him access secondary school in Pakdevat village independently. This issue was also discussed at project meetings, where the Program Development Manager (PDM) at PNKS agreed to support the boy with an additional \$100 per year, contingent on his continued school attendance as long as the PDM remains with PNKS.

Mr. Vorn Vith, the leader of the Community Initiative Development Group (CIDG) in Pha'av village, Chrach commune, led 15 CIDG members and local youths to repair a 1,000-meter stretch of village road. Additionally, he guided 26 youths, including 14 girls, in a community cleanup effort, in collaboration with the village chief, CIDG members, and youths. Vith successfully lobbied and mobilized 31 youths, including 15 girls, to join the CIDG, and two teenage boys became members of the SKYE club. He also facilitated and collected 12.50USD in contributions for the solidarity festival to fund the construction of a pagoda fence. Vith has since transferred some of his responsibilities to Ms. Khorn Kanha, who now takes notes, facilitates the SKYE monthly meetings, and shares lessons on active citizenship with SKYE club members in Pha'av village.

The SKYE Youth Club leaders—Mr. Oeun Pros, Mr. Um Piseth, and Mrs. Thoeun Soknov—in Pou village, Anlong Phe led SKYE club members in collaboration with the CIDG to repair the road and a wooden bridge. As a result, villagers now enjoy improved access for daily travel and transporting agricultural products. Additionally, the group successfully raised 220USD from villagers and local authorities to organize a three-day Khmer New Year program in Pou village in April 2024. Mr. Pros, a resident of Pou village, also lobbied and encouraged Mr. Moa Phally and Mr. Oeut Sokong from Anlong Phe village to join the SKYE club. Both youths had previously been involved in drug use, gang activities, and showed a lack of commitment to family responsibilities. However, after participating in the active citizenship module and engaging in positive community events, they significantly transformed their behavior. They abandoned their previous harmful activities, stopped participating in gang-related activities, and began supporting their families and participating in community projects, such as the road and bridge renovations. Their parents expressed happiness and gratitude toward PNKS and the SKYE club for helping transform their children into responsible citizens. Similarly, Mr. Voeurng Sothy and Mr. Phorn Phine, who had previously shown little interest in community development and were involved in partisan activities, became active and engaged members of the SKYE club after participating in SKYE training. They now contribute positively to the community, fostering good relationships among youth, promoting village cleanliness, and participating in various local events.

Mrs. Sai Piseth, a SKYE club member in Kampong Pang village, successfully utilized the SKYE program to establish strong relationships with local authorities. She led a village cleaning





campaign and an enrollment campaign in 2024, while also encouraging 30 families to build household latrines.

Mr. Chorn Ratha, a SKYE club member in Anglong Phe village, led efforts to cut grass and clean the primary school, preschool, pagoda, and roads. He also directed 13 youth members in repairing and cleaning the chicken fence of Mr. Moul Te, a disabled farmer, and organized a group of 10 youths, including 6 girls, to clean the village. Mr. Tith Kea, another SKYE club member, transformed his behavior after joining the club. He stopped participating in gang activities and ceased being violent toward the youth in his village, contributing to various community events, similar to the activities organized by the SKYE club.

Mrs. Mean Loern, a Christian in Veal Bor village of Putrea commune, initially had misunderstandings with Mr. Sok Pheam, the village leader. She believed that he was dominating, discriminating against her, and showing partisan behavior. However, after PNKS began working in the village, it formed CIDGs and supported their monthly meetings. Mrs. Loern was recruited as a CIDG leader. Throughout these meetings, project staff encouraged her to invite the village leader to participate. Although he initially declined the first two invitations, he accepted the third and subsequent invitations, allowing the vice village leader or village members to attend the meetings. Currently, Mrs. Loern and the village leader work closely together, collaboratively planning and following up with the community to promote the construction of household latrines.

In Thmea village of Thmea commune, village leaders and the CIDG have faced challenges working closely together due to issues of partisanship, corruption, and religious discrimination within the local authority. During the monthly and quarterly CIDG meetings, the community raised concerns about the construction of household latrines and submitted a request to PNKS, proposing a \$10 contribution per family. However, the local authority collected \$12.50 from each family. The CIDG, aware of this discrepancy, has consistently explained to the local authority in each meeting that they are volunteers with no monthly salary and are committed to transparency, without engaging in corruption. Over time, this dialogue has enabled them to work together effectively on initiatives such as promoting latrine construction, cleaning the grass around the village pond, and encouraging the pump well committees and owners to build protective fences for the wells.

Ms. Sreng Lyon, a member of the CIDG in Promoul Phdom village, faced strict control from her husband, who was jealous and restricted her freedom to make decisions or travel. This situation led to their divorce. However, after attending a training on domestic violence facilitation skills, which was initially facilitated by the commune leader (despite her husband's disagreement), she sought to reconcile with her husband. She met with him to discuss the impact of their situation on their children's well-being, the absence of someone to care for them, and the family's debt to the MFI. After their conversation, her husband agreed to reunite, and they began living together again. Currently, she enjoys the freedom to make decisions, travel, and has gained her husband's trust. She views this transformation as a direct result of the training and is now an active participant in both NGO and government meetings. The project has encouraged women to be courageous, take on leadership roles, and embrace concepts of gender equality and active citizenship.

Additionally, some CIDGs have successfully mobilized local resources, including labor, cash, experience, and skills from local authorities, the community, and relevant NGO partners, to support community development initiatives. The following are the result:



CIDG names	Description	Size	Resources
Toal	Built wooden bridge	5m wide x 65m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences -District governor and NGOs contributed construction materials.
Krobei Mouy	Built wooden Primary school with 5 rooms	6m wide x 21m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences -District governor and NGOs contributed concept and cash.
Kaes	Built festival hall wooden building	15m wide x 15m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences
Kaes	Built hall meeting wooden building	5m wide x 6m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences
Kaes	2 fix wooden bridges	4m wide x 7m long 4m wide x 5m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences
Doung	Built Library wooden building	5m wide x 6m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences
	Fix wooden bridge	4m wide x 6m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences
Kang Cham	Built library wooden building	4m wide x 5m long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences - NGO contributed some construction materials
Siem Bouk	Fix wooden bridge	3m wide x 30 long	- Community resources: Wooden, labor, tractors, construction material, skill, experiences - NGOs contributed refreshment

Currently, villagers, schoolchildren, and other travelers enjoy comfortable transportation, with children able to reach secondary school more quickly and safely. Pregnant women can now access health posts and centers more easily, and children benefit from improved reading spaces.

**Outcome 2 (Change Observed):**

The Som Leng Prey Lang Project collaborated with 31 CIDG groups and 14 saving groups. However, by the end of November 2024, two saving groups were dissolved in Steung Treng. One



group in Prey Sleuk village disbanded due to the migration of their saving group leaders, while the other group in Kang Cham village dissolved because the members lost trust in their leaders. The following are the results:

Mrs. Khim Sopheap is a farmer from Kang Cham village, Kang Cham commune, Thalabariwat district. After receiving training on vegetable cultivation and attending an exposure visit, she began making compost fertilizers and using them for her vegetable crops. As a result, her vegetables yielded better. This year, she earned \$1,000 from selling her produce. She used this income to purchase vegetable seeds, small irrigation tools, and educational materials for her two grandchildren, who are in 2nd and 3rd grade. She shared her knowledge on soil preparation and compost-making with two farmers in her village, Ms. Boom and Ms. Phai, who are now applying the techniques she taught them.

Mrs. Heng Ron is a farmer from Kang Cham village. Previously, she only grew three types of vegetables for personal consumption and a small amount for sale. After joining the PNKS project, she gained new knowledge and began growing a variety of mixed vegetables on a 30m x 50m plot of land to supply both consumers and suppliers. She now sells her vegetables to middlemen and wholesalers for events like weddings and festivals, earning \$200. She used this income to buy materials such as vegetable nets, pipes, and rubber covers, and to support her child's education in 9th grade at Koh Sralay High School, where her child is ranked first in the class. She shared her knowledge on soil preparation for salad growing, compost making, and seedling nursery techniques with five neighboring farmers—Mrs. Prich Chin, Mrs. Mom, Mrs. Champa, Mrs. Phy, and Mrs. Eu—who have since applied her methods.

Mr. Roeun Sithan is a farmer from Kang Cham village. After visiting a farmer in Siem Reap, he switched from using rubber covers and seedling stand poles for cucumbers and long beans to vegetable nets. As a result, he saw an increase in his crop yield. He has been growing vegetables for about a year now. In 2023, he earned \$500 from vegetable sales, but in 2024, his income rose to \$850, reflecting a significant increase from January to December 2024. He used this income to buy water pipes, rice, and support his two children in school, one in 5th grade and the other in 2nd grade. His child in 5th grade is ranked in the top 5 of the class. He plans to expand his land to 50m x 80m and buy more rubber covers and vegetable nets. Additionally, he shared his experience with 18 farmers. As a result, two farmers purchased rubber covers and pipes, which they plan to use by December 2024, and six other farmers in Kang Kngok, Anglong Phe, and Kang Cham villages are now growing vegetables using his methods.

A farmer named Dan Khath lives in Anlong Phe village, Anlong Phe commune. He raises one pond of tilapia for his family's consumption. After the staff visited to inquire about his fish farming, he mentioned that his fish had health problems and were not growing well. The staff provided advice on how to properly feed the fish and regularly change the water. After following the staff's guidance, he noticed that his fish grew well and no longer had any health issues. After gaining this knowledge, he changed his mind set and decided to raise fish for sale in his village, as he observed that no one else in Anlong Phe village was engaged in fish farming. Currently, he has added two more ponds: one measuring 5x9 meters for raising fish, and the other for raising Azolla (a type of aquatic plant) to feed the fish. Additionally, he has helped teach a family named Vuthy in Anlong Phe village how to raise fish, with a pond size of 5x25 meters, and also assisted in setting up the fish farming pond for them

Farmer Suong Li lives in Kang Cham village, Kang Cham commune. Before he got to know the PNKS, he was a person who used violence within his family, frequently used harsh words, and yelled at his children and wife. He also regularly used intoxicating substances and never participated in any community activities. Furthermore, his family was poor and had a disabled



member. His neighbors also avoided him because his child suffered from a disability that caused his legs to be deformed, and his house lacked sanitation facilities. Later, the CIDG from Kang Cham village visited his house and invited him to join as a member of their group. This gave him the opportunity to learn about the activities of the project and understand community development work. Since then, he has been actively participating in the activities of *PNKS* in Kang Cham village. The CIDG noticed that he had changed, no longer using violence, and speaking kindly with his family. They requested that the organization support his family with one set of sanitation facilities, which he received. Once he got the sanitation materials, he quickly set them up and used them more promptly than other families who received similar support from the project. The CIDG then requested additional support for him in the form of 8 chickens and 10 kilograms of feed, since he is a poor family with a disability (one hand and one eye), making it difficult for him to earn an income from outside work. Before receiving the chickens, he took a training course on poultry farming. After receiving the chickens and feed, he took great care in raising them, ensuring regular cleaning of the poultry pen and providing fresh water. His chicken pen was built off the ground with a well-ventilated floor, which helped prevent odors and reduced the risk of disease. To this day, his flock has grown to 52 chickens, and he now has 50 chicks. What has strongly influenced his change is the study visit arranged by the project to a poultry farm in Siem Reap. He applied the knowledge he gained during the visit, such as building separate pens for chicks and hens, separating the chicks from the hens after 7 days, and preparing chick feed as taught during the training. He mentioned that by following these practices, his chicks grew quickly without many losses, and his hens started laying eggs faster. Currently, his poultry farming has been very successful with no losses, thanks to the proper pen setup and his knowledge of how to make chick feed. He has shared 2 chickens and the poultry farming methods with one nearby family, and they now have 40 chickens.

Farmer Lonh Rith, who lives in Veal Bo village, Anlong Phe commune, is an experienced frog farmer. After sharing his knowledge on crab farming in Anlong Phe commune, Thala Barivat district, he collaborated with the project to build value within the community of *PNKS*. He taught and shared his experience in frog farming with farmers in the Borei Ou Svay Senchey district, conducting one training session and providing follow-up support and advice to seven farming families. These families successfully grew large, healthy frog.

The Chhay Sen District project provided a piglet to Mrs. Sok At, a poor family. She was unable to borrow money from neighbors or banks and had to migrate for work in other provinces. In February 2023, she received one pig from the project to breed and sell the offspring. Mrs. Sok At successfully raised three litters of piglets:

First litter: In June 2023, she sold them for 330,000 riels.

Second litter: In November 2023, she sold them for 420,000 riels.

Third litter: In January 2024, she sold them for 120,000 riels.

The money earned from selling the pigs was used to buy pig feed, rice for the family, clothes, and school materials for her grandchildren. She currently has one breeding pig left. Her family's situation has improved, and she and her family have stopped migrating for work.

The Chhay Sen district project provided vegetable farming materials such as plastic mulching and drip irrigation systems to Mr. Rut Hen, a person with disabilities living in Padewath village. The project also provided training on vegetable farming techniques and poultry farming to his family. While the project did not support vegetable seeds, Mr. Rut Hen planted vegetables such as string beans, cucumbers, and squash using the mulching technique and drip irrigation system. This helped reduce labor (manual watering) significantly. The vegetables he planted in 2024



generated a sales income of 726,000 riels. He used the earnings to purchase 40 chickens (both chicks and hens) and also bought daily household necessities. Mr. Rut Hen continues to farm vegetables in his garden using the drip irrigation system, expanding it to 60 ares by the end of December 2024.

The Chhay Sen district project supported pig breeding for Ms. Kim Channi in the Promoul Phdom village, Chrach commune in February 2022. Since then, Ms. Kim Channi has been raising pigs and has sold them once, earning 700,000 riels. From the proceeds of the pig sales, she used 240,000 riels to buy 2 piglets and the remaining money was used to pay for the rental of pigpens and support her younger sibling's education (her sibling is studying in 10th grade at Padewath High School). Currently, she continues to raise pigs and sell them, using the income to further support her sibling's education

Ms. Pon Hut, a member of the savings group, resides in Chamraeun village, Chrach commune, Chhay Sen district. She borrowed 500,000 riels (in September) from the savings group and used it as capital to buy goods and start selling them in her village. Her children sell goods daily, earning a daily income of 200,000 riels. The profit each month, up until December 2024, was used to rent a pigpen and reinvest to continue selling. She stated that the savings group has helped her family by lending money to generate additional income for the household

In 2022, the Chhay Sen District project supported the construction of two water ponds in the Phnek Raluek village, Thmea commune. The first pond has a size of 30x35 meters, and the second pond has a size of 50x100 meters. These ponds are used regularly by villagers. Specifically, the first pond has 30 families regularly using it in 2024. Among these, 10 families, classified as poor households, are using the water for purposes such as cooking, irrigation, animal husbandry, and vegetable watering. As of November 2024, three families have started practicing vegetable farming. Mr. Ken Chak and his family are growing cucumbers, watermelons, pumpkins, chili, and other vegetables. Both Mr. Nan Cheung and Mr. Pang Tit and their family are growing morning glory, wintermelon, gourd, lemon grass and they are also raising pigs. Since the establishment of the water pond, these families have been able to grow vegetables more frequently than before, as previously they had difficulty fetching water from far away to irrigate their crops (according to the project staff report).

Ms. Tuy Thet (a female head of household) is the leader of the community development initiative group living in Srae Veal village, Thmea commune, Chhay Sen District. The project supported a training course on agricultural technical skills (poultry farming and vegetable cultivation). Later, Ms. Tuy Thet established a diverse vegetable garden at her home, including small mustard green, Chinese Broccoli and morning glory, along with various fertilizers. The project did not provide seeds, but in December 2024, she sold vegetables for 340,000 Riel (85USD) She used the money for her daily household expenses and to send her child to study in Grade 12 at Rovieng District High School.

**Outcome 3:**

The project collaborates with health center staff, health posts, and establishes a management committee for the maintenance of latrines at key locations in Chhay Sen and Thala Barivat districts. The committee is strengthened to monitor the construction of water latrines, toilets, and to track the maintenance and repair procedures.

The Prey Lang Stung Treng project supported the installation of 25 large clean water latrines and tested 13 water quality parameters at all locations in 2024. These were provided to communities in various villages, including: 3 in Veal Bo, 2 in Kang Cham Kampong Pang, Kang Kngaok, Siem Bouk, O'Lang, Anlong Phe, Anlong Saom, Krobei Mouy, Spong and 1 in Tonsang, , Toal, Mon,





and in Anlong Chrey, with a total of 1,106 water users, including 207 males, 230 females, 6 disabled males, 4 disabled females, 299 boys, 350 girls, 5 disabled boys, and 5 disabled girls

The Chhay Sen district project supported the installation of 11 large water tanks in Srae Veal, Thmea, Chamraeun, Chrach, and Veal Bo Primary School. The beneficiaries include 56 males, 66 females, 1 disabled male, 121 boys, 135 girls, and 1 disabled girl. Previously, these villages lacked access to water, and people relied on stream water and rainwater during the rainy season. However, during the dry season, there was a severe water shortage. The community used water sparingly and had to transport it from distances of about 500 meters to 1 kilometer from their homes. Both animals and humans were in a dire situation, lacking water. Now, they are using the newly installed clean water tanks for drinking, bathing, washing clothes, feeding animals, growing vegetables, and for sanitation purposes.

The Chhay Sen district project supported the installation of 149 latrines for 149 poor families in 4 villages: Chrach (26 latrines), Thmea (30 latrines), Puek (66 latrines), and Veal Bo (14 latrines), and Putrea (13 latrines) in Chrach commune. The project provided materials for the latrines, with a contribution of 40,000 riels per family. The beneficiaries were responsible for digging the holes, installing the latrines, and constructing the surrounding walls and roof by themselves. They have completed the construction and are now using the latrines. Chhay Sen district plans to announce the district as open defecation-free in April 2025. Meanwhile, Stung Treng province has already declared itself the 14th province to be open defecation-free in November 2024.

Mrs. Yun at the beginning of 2024 contributed 260,000 riels to a private company for the construction of one hygienic latrine. However, by mid-2024, the company had only delivered three parts to her house and then left without completing the work. Currently, with support from PNKS, materials for the latrine have been provided, and she and her family have constructed and are now using the latrine.

In 2024, the Chhay Sen district project supported a clean water filtration system made from a mix of sand and organic materials for use by the community in the village. Construction began from June to October 2024, and it was made available for use in August 2024. As of now, 30 families are using this filtered water, purchasing water at 1,000 riels per 20-liter container. The management committee has collected a total of 110,000 riels from the sale of this water. The clean water management committee decided not to charge 10 poor families. For the non-poor families, the committee has set a price of 1,000 riels per container. All of the poor families include the following names:

1. Family name: Tem Sina
2. Family name: Nou Kuon
3. Family name: Som Meas
4. Family name: Um Chea
5. Family name: Vang San
6. Family name: Sa Vath
7. Family name: Yai Sen
8. Family name: Seum Vanna
9. Family name: Seum Vannaneth
10. Family name: Um Ban

Mrs. Heak Makara, a member of the Water Management Committee, said that the fees from the sale of clean water for daily use by the community were intended to purchase a water tank press machine for selling, pay for electricity, and repair the motor, among other things. Specifically, the 30 families, after stopping the use of river water for consumption, have helped reduce expenses from purchasing expensive private water from outside and reduced the risk of



waterborne diseases, improving their health. Furthermore, Mr. Seum Vanna and his family mentioned that when they used the clean water, it helped their family and children stop suffering from diarrhea.

The project supported a community water pond in the village of Damnak Trach for shared use, and Mr. Keo Tham was the land provider, responsible for its maintenance. There are 6 households using the water, including one poor household. After receiving the pond, they stopped collecting water from the river. Mr. Keo Tham and his family use this water for raising pigs and growing vegetables as part of their household activities, and they use it in their daily life for cooking rice, preparing meals, bathing, and washing clothes. Mrs. Mean Sareng, Mr. Keo Tham's wife, said that when they had the water pond, it helped them stop collecting water from the river and protected their children from various dangers, including the risk of drowning. It also made it easier when they came back from the fields or farm at night, providing safety from possible attacks and wild animals.

CIDG has collaborated with the commune authorities, village officials, and partner organizations to promote sanitation education at the household level and with local vendors in community gathering places within the village. They have conducted a campaign to collect waste every three months in the villages of Dong and Kang Kngok in the Kamong Cham commune. Mr. Phrom Bot Rith, from the village of Dong, and Mrs. Choun Sina, from the village of Kang Kngok, who are members of CIDG, expressed their happiness that their villages are now free of waste. The villagers are now aware of the impacts of waste and have learned how to properly dispose of it, using trash bags or bins in front of **their homes**.

#### **Outcome 4:**

The project has worked through the management committees of all 31 schools in both the Chey Sen and Stung Treng districts for overall development and to strengthen the capacity of the committees every quarter. Additionally, it has focused on four target schools in the Thalabarivat area (Spong School, Kaes School, Krabei Mouy School, and Dong School) because these schools are located far away and do not have a good phone communication system:

The project has supported library materials such as reading books, student desks, bookshelves, and educational resources to improve schools and classrooms in 8 schools in the Thala Barivat district and the Siem Bok district. It also provided a 3-day training course on library management for library staff in the Chey Saen district. Each school has a system for tracking students' reading progress every trimester. Specifically, at Krobei Mouy School and Kang Cham School, students who read books were able to retell the stories to their parents and friends. According to the report from the teacher of Krobei Mouy Primary School, Khok Khut Sokhum, students who read books performed better on exams, scoring higher than those who did not read the books in Khmer language subjects.

The management committee of Krobei 1 Primary School received land from the community as a donation to build a new school building outside the village due to the old school being in a very poor condition and frequently flooding during the rainy season. After discussions with the landowner and the authorities, they requested permission from the district education and administration office to obtain legal recognition according to the Ministry of Education, Youth and Sports and the provincial department. Subsequently, the community agreed to provide labor, funding, and materials, with a donation of \$2,000 PNKS, which provided stones, sand, cement, iron, bricks, and roofing materials to construct a wooden building with four rooms,

measuring 6 x 21 meters. Currently, the building is 70% complete. According to the planned schedule, the school will begin operations in 2026.

In 2024, the project supported the construction of a school library building in the village of Damnak Trach, with one building started on September 11th and completed on October 14th, 2024. After the library was established in the school, several changes occurred, such as students becoming more interested in reading books and improving their reading skills. Teacher Ream Chanthan, the head of the Damnak Trach School, mentioned that the dropout rate for students in 2024 was zero because the library provided an attractive collection of narrative books that encouraged students to read.

The library was well-organized, and the librarian arranged the books by grade level, making the collection visually appealing and drawing students' interest. The teachers created a reading schedule and assigned a teacher to be responsible for managing the students' reading. One teacher was specifically tasked with overseeing book borrowing and returns in the library, as part of the positive outcomes of the training on library management provided by PNKS. Mrs. Man Sarin, the guardian of students Mao Panha and Mao Sochat, shared that her children had improved their literacy skills in reading and writing, including spelling and calculation skills, which motivated her children to study harder than before.



The project supported the quarterly meetings of the management committee for the primary school in Chamraeun, which were conducted regularly. The committee also reviewed the school's income and expenditure records. Notably, the committee initiated the construction of the school fence, clean water buildings, and library buildings, with resources sourced in collaboration with the community and various partners through both direct efforts and Facebook. These resources included funding, materials, and proposals to partner organizations. Mr. Srey Thary, the principal of Chamraeun School, mentioned that after the school fence was constructed, the students were safer and no longer feared accidents while playing outside, such as motorcycle crashes or other potential accidents. Mrs. Keat Pheary, the guardian of a student named Nang Wanda, stated that with the availability of the clean water station, parents in her village, including herself, no longer had to spend money buying drinking water for their children at school. This ensured the health and safety of both the students and the teachers, as they now



had access to clean drinking water, which contributed to better hygiene. The students were more regularly attending school and had fewer health issues such as rashes compared to before.

**1.2.3 Were there any unexpected results this year, either positive or negative?**

**Open Defecation Free (ODF):** On December 16, 2024, the School Administration of Stung Treng Province announced that Stung Treng is the 14th province to eliminate open defecation. The report highlighted that 28,077 households (93.72% of 29,958 total households) now have latrines, while 1,881 households (6.28%) share latrines. This success was achieved through the collaborative efforts of the Provincial Rural Development Department and partner organizations, including PNKS, AOC, DPA, MYI, YWAM, PLAN, and WP. PNKS played a key role by providing latrine materials and promoting sanitation education in villages such as Kang Cham and Kampong Pang.

**Village Clean-Up Campaign:** Members of the SKYE Club Youth Group, in collaboration with CIDG, village chiefs, and the school management committee, organized a village clean-up campaign in Kaes village, supported by the CYN organization. This initiative saw active participation from students and community members.

**Quarterly Clean-Up Campaigns:** CIDG, along with village chiefs, youth, and teachers, conducted four clean-up campaigns in Kang Kngaok and Dong villages. These efforts resulted in both villages becoming clean and free of open defecation, with residents now practicing proper waste disposal.

**Clean Water Systems:** The project supported the installation of 50 clean water systems and collaborated with the Thala Barivat district school administration on a 16-day campaign to combat violence against women and children in Kang Cham commune.

**Waste Disposal Initiatives:** The project provided garbage bins at Ph'av Primary School, Tal Primary School, and Thala Barivat district school to ensure safe waste disposal in public areas.

**Health Campaign:** A health campaign in Kang Cham commune addressed early marriage and reproductive health issues in five villages, in partnership with the Women's Affairs authorities and CIDG.

**Bicycle Donations:** The Phnom Penh-based company GAI donated 330 bicycles to students in remote areas. PNKS facilitated communication with schools, leading to requests from several primary schools, including Spong Primary School (50 bicycles) and Mon Village Primary School (10 bicycles). This initiative has helped students from disadvantaged backgrounds commute to school.

**Community Fundraising:** Prey Sluek village successfully raised 1,600,000 Riel (approximately \$4,000) from the community, teachers, and the school management committee to purchase four classroom blackboards and construct a three-step staircase, which has now been completed.

**1.3 Theory of Change**

*Is the Theory of Change still correct?*

*- how have you tested the assumptions in the theory of change?*

*- are the assumptions still correct?*

## Assessment of the Theory of Change

*Is the Theory of Change still correct?*

The Theory of Change remains largely relevant, as its goal—to ensure that indigenous Kuy communities are resilient and competent in adapting to the changing environment—continues to align with our project interventions. These interventions include:

- Strengthening local enterprises and market linkages.
- Enhancing youth leadership and entrepreneurship skills.
- Improving access to quality healthcare and education.
- Promoting sustainable agriculture and financial inclusion.

*How have we tested the assumptions in the Theory of Change?*

The project has tested its assumptions through various methods, including:

- Field monitoring and data collection.
- Internal tracking and reporting.
- Stakeholder and community reflections.
- Surveys and participatory assessments.

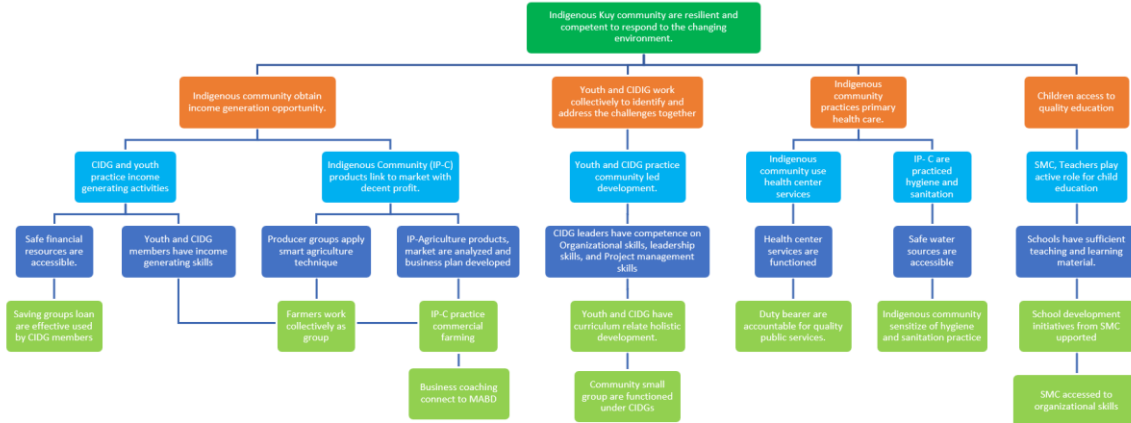
*Are the assumptions still correct?*

1. Indigenous community products linked to markets with decent profit: A survey of farmers showed that while they gained technical knowledge, their ability to connect with markets remains limited. This highlights the need for stronger networking efforts to enhance market access, improve pricing strategies, and ensure sustainable livelihoods for indigenous producers.
2. Some assumptions remain valid, while others need revision:
  - We believe that CIDG and youth clubs play an important role in addressing community issues remains true.
  - However, the assumption that IP producer groups can fully apply smart agriculture techniques and conduct market analysis varies. Some farmers have increased production, but market oversupply makes it difficult to sell their products.
  - While some producer groups have made progress, many still need support in market analysis and negotiation.



# S-PL Theory of Change

2023 – 2027



## 1.4 Risk

### 1.4.1 Which risk factors identified in the Risk Analysis have most affected the implementation of the project this year?

- What was the risk?
- How did it affect the project?
- How was it, or will it be, managed or mitigated?

None of the risks identified in the risk analysis have significantly impacted project implementation this year. However, all internal and external risks remain relevant.

- No major climate-related events have affected the project objectives beyond the usual seasonal variations.
- There have been no allegations or suspicions of fraud.
- While male dominance in decision-making and climate change continue to be concerns, they are ongoing issues rather than immediate risks that have disrupted project activities.

### 1.4.2 Were there other factors that were NOT identified in the Risk Analysis that significantly affected the implementation of the project this year?

- What was the factor?
- How did it affect the project?
- How was it, or will it be, managed or mitigated?

While the risks identified in the Risk Analysis remained relevant, several additional factors emerged this year that significantly impacted project implementation. Some of these are ongoing structural issues, while others present new risks requiring mitigation.

## 1. Low Male Participation in Project Activities (Existing Problem) Impact on the Project:



- Many men do not support community activities or decisions made in workshops.
- Some refuse to help with work like building toilets.
- Some stop their wives from attending workshops or volunteering (e.g., Mr. Tuen Sok, Veal Bo Village).

**Mitigation Measures:**

- The team tries to have an equal number of men and women in activities.
- They encourage equal men and women in leadership roles.

**2. Government Restrictions on the Youth CLV Campaign (New Risk)**

**Impact on the Project:**

The government accused the campaign of causing trouble.

Large gatherings were not allowed.

Some community members were afraid to join.

Some were called in by officials to sign documents before participating.

**Mitigation Measures:**

In September 2024, Cambodia withdrew from the Cambodia-Laos-Vietnam Development Triangle Area (CLV-DTA), a regional economic agreement established in 2004 to promote cooperation in border provinces of the three countries. This decision came after public protests and criticisms that the agreement primarily benefited foreign interests and raised concerns over national sovereignty. The withdrawal was intended to address these public concerns and prevent further unrest.

As a result, the risks associated with the CLV-DTA, such as restrictions on community activities and government scrutiny, are no longer relevant to the project's implementation.

**3. Mining Activities in Anlong Phe and Anlong Chey Villages (New Risk)**

**Impact on the Project:**

A mining company expanded its operations, affecting community health and property.

Community members raised concerns about health risks from mining truck traffic.

Some households sold their land for financial compensation (\$8,000 per hectare), which may lead to displacement and loss of community cohesion.

**Mitigation Measures:**

The project is closely monitoring the situation and engaging with community members to assess long-term impacts and advocate for their well-being.

**4. Bank Debt Forcing Community Migration (New Risk)**

**Impact on the Project:**

Many community members borrowed from banks for agriculture and small businesses.

When unable to repay, they sold homes, land, and vehicles or took on high-interest private loans.

Some migrated out of the province to repay debts, leading to:

The dissolution of the Prey Sluek village savings group.

The loss of trained community leaders, making it difficult to sustain initiatives.

**Mitigation Measures:**

The project is selecting and training new members for savings groups.

Youth are encouraged to engage in local income-generating activities such as vegetable farming, livestock raising, dance performances, and small businesses (e.g., coffee vending).

## 1.5 Crosscutting Issues

List the project's successes and challenges for each of the following crosscutting issues:

Crosscutting issues	Successes in the past year	Challenges in the past year
Anti-corruption.	The Stung Treng project has reminded all staff about the policy on combating corruption once, and they have communicated this to the partner communities during regular training sessions and forums. The majority of the community understands the nature of corruption and fraud, and they actively participate in the fight against these issues alongside the project.	The community still observes the authorities' actions involving misconduct, fraud, and corruption, which serve as bad examples. Some community members continue to sell project materials. Some community members have criticized that the project provides them with less funding compared to other partner organizations.
The human rights, including the rights of people with disabilities.	The Stung Treng province project organized a celebration for the Day of Indigenous Peoples, featuring performances by the Kuy ethnic group showcasing their culture, including traditional attire. The local authorities were pleased that the project helped raise awareness and promote the Kuy culture again.	There were some human rights violations during the CLV-DTA operation that took place in August 2024, where the government accused citizens and civil society organizations of being conspirators or opposing the government's military actions. There were threats, surveillance, and strict monitoring by the authorities. All activities were required to have prior legal permission from the district court administration before they could proceed.
Environment and vulnerability to climate change.	The project collaborated with the PLCN group to organize a ceremony for replanting large trees, promoting the benefits of forests, and replanting tree seedlings. The community participated in cleaning the environment, gaining awareness of climate change, and some farmers opted for vegetable cultivation by selecting climate-resistant varieties, using drip irrigation systems, planting vegetables with ground cover, making organic fertilizer near vegetable gardens, raising chickens in enclosures, creating fenced areas, and using separate pens, which made it easier to manage and prevent diseases. They also raised fish in plastic tents and stored water for use during the dry season. Most of the community participated in	Some farmers find it difficult to implement the techniques due to the high initial capital required and the need for external assistance. Some materials have a short lifespan and cannot be used for long. It is also difficult to change old habits, and it requires additional time.

	forest conservation and only took forest products such as vine and vegetables.	
Women’s rights and gender equity.	The construction of infrastructure and management of small groups has integrated the concepts of including people with disabilities, children, and women in participation, providing feedback, and decision-making. This includes the creation of committees for the construction of accessible well and child-friendly cover, which have been used as a starting point.	Most men did not participate in many of the projects due to being busy with daily work and not understanding development work and the role of women in decision-making, social participation, and leadership. The project will continue to encourage men to participate in project activities and promote further involvement from the household level.

## 1.6 Learning

### What lessons did you learn from implementing the project this year?

- was there anything unexpected that worked well?
- was there anything that didn’t work well?
- what were the important lessons or findings?
- how are these lessons or findings being applied to the project?

### Learning Lesson from Agricultural Practices:

#### 1. Vegetable Farming

Demonstration-based training helps farmers adopt new techniques. Practical, hands-on training led to successful applications in organic farming, compost making and pest control.

#### 2. Chicken Raising

Separating 7-day-old chicks from hens increases survival rates and efficiency. Farmer Seung Ly applied this method, and his chicks had a higher survival rate while the hen laid eggs more quickly. This technique led to time savings and an increase in chicken numbers.





## Learning Lessons from Implementing the Youth Camp

### 1. Unexpected Successes

**Strong Collaboration & Joint Leadership:** PNKS successfully partnered with NTFP, EHE, and the community forestry protection committees in Rovieng district, forming a joint committee that efficiently managed decision-making, shared responsibilities, and co-led activities.

**Youth Engagement &**

**Ownership:** Youth actively took responsibility for organizing and leading activities such as role-playing, small group discussions, traditional dances, home visits, and interactive forums. This enhanced their leadership skills and confidence.

**Cultural Exchange & Inclusivity:** The camp fostered deep respect and appreciation for indigenous cultures, particularly Kuy and Tampuan traditions. Youth from different backgrounds participated in mixed-group activities, strengthening unity and cultural understanding.

**Environmental Awareness & Commitment:** Many youths, especially from Prey Lang areas showed a strong passion for protecting community forests, demonstrating a willingness to take action despite challenges.

**Effective Agricultural Training Methods:** Teaching agricultural techniques through direct demonstrations and practical applications proved to be highly effective. Farmers easily remembered, understood, and applied techniques such as making organic fertilizer, raising vegetable beds, making natural animal food and creating organic pesticides for insect control. Many farmers successfully implemented these techniques, improving their agricultural productivity.







## 2. Challenges & Areas That Didn't Work Well

**Time-Intensive Planning & Execution:** Organizing the camp required significant time for agenda development, decision-making, and coordination among multiple partners.

**High Resource Demand:** The event required considerable financial and material resources, making sustainability a challenge for future camps.



External Monitoring & Restrictions: Authorities, including police, village chiefs, and civil defense personnel, closely monitored the activities, which created a sense of restriction among youth participants.

Despite all challenges, youth were excited and strongly request that similar programs continue and they will more roles in coordinating the event.

### 3. Key Lessons & Findings

Joint Planning & Shared Responsibilities Strengthen Programs: Partnering with multiple organizations allowed for better resource sharing and leadership, making the program more impactful.

Experiential Learning is More Effective: Youth and farmers learned best through hands-on activities rather than theory, reinforcing the importance of practical, experience-based education.

Youth Can Lead When Given Opportunities: When given the chance, youth stepped up as responsible leaders and facilitators, proving their ability to organize and manage activities.

Cultural Preservation Builds Pride & Identity: Youth, especially young women, expressed pride in their Kuy cultural heritage and a desire to revive nearly lost traditions.

Risk Management is Essential: Advanced planning for safety, including night watch shifts, emergency contacts, and first aid preparation, helped ensure a secure environment for all participants.

### 4. Applying Lessons to the Project

Enhancing Future Camps: Future camps will streamline planning by defining roles earlier and setting clearer timelines.

Strengthening Local Youth Leadership: More leadership opportunities will be given to youth in the planning and facilitation process.

Improving Resource Mobilization: Additional fundraising and resource-sharing strategies will be explored to sustain similar programs.

Adapting to Monitoring Challenges: The team will engage authorities earlier in the process to ensure smoother coordination and avoid unnecessary disruptions.

Expanding Agricultural Demonstration Training: Given its success, more practical agricultural training sessions will be incorporated into future programs to help farmers improve their livelihoods.

## 1.7 Evaluations and Reviews

*If applicable: if the project had an evaluation or review in the past year, explain how the recommendations will be addressed.*

There was no evaluation was conducted in 2024. However, there are two main evaluations were conducted in late 2022 – Organizational Self-Assessment and S-PL project evaluation.

### Organizational Self-Assessment

## Summary of Progress Against Recommendations

**Gender:** The PNKS Gender policy has been developed and was approved by the PNKS board members during the Board meeting on 25 May 2024.

**Environment:** Environment Policy Developed and Approved by the Board. The policy was presented to all PNKS staff members and interns during the staff conference in June 2024 to raise awareness and encourage them to integrate it into PNKS activities.

**Conflict Sensitivity:** Do No Harm Training for Project Staff: PNKS engaged experts from CCC to deliver Do No Harm training to all project staff, interns, excluding support staff in November 2023.

**Human Rights:** Awareness raising and training sessions on human rights were conducted for community members, local authorities, CIDG, and youth. Furthermore, the project organized several events on important rights-related occasions such as indigenous rights, child’s rights and women’s rights.

**MEL:** Questionnaires were developed against indicators using Kobo Toolbox and Google Forms to improve data collection. Data management was conducted using Excel sheets.

**Competence:** Individual project established a committee to conduct annual staff performance appraisals. Capacity development needs will be incorporated into the organizational development plan.

**Whistle-blowing mechanisms:** PNKS has established safeguarding and fraud reporting mechanisms on its website, allowing the public to report any allegations. Additionally, around five hundred stickers featuring a hotline number have been distributed throughout the community and public places where we operate, enabling individuals to report any concerns related to safeguarding and corruption involving PNKS funds.

**Cost Allocation:** A cost allocation policy has been developed under section 8.5 of the Budget Allocation in the finance policy and has been approved by the Board.

## S-PL Project Evaluation Recommendation

### Summary of Progress Against Recommendations

#### Inclusion in Staffing

**Review Recruitment Policy:** The team has successfully integrated more local staff, currently comprising five indigenous members (four from the Kuy community and one from Tumpuan). Additionally, four local Kuy interns are actively contributing to project activities.

**Capacity Development:** Indigenous staff members, such as Sokhani, Chiem, Vireak are participating in safeguarding initiatives and have taken on leadership roles in meetings. Staff have also engaged in refresher training on financial policies.

**Internship Program:** Five community interns are currently part of the team, with two in Stung Treng and three in Preah Vihear. Plans are in place to recruit two more interns to further enhance local representation.

**Cross-Cultural Sensitization:** Eleven staff members participated in cross-cultural training, improving their understanding of indigenous communities. Every new staff member will be provided cross-cultural orientation.



Outside Coaching: No initiatives have been implemented regarding outside coaching for staff development.

### Targeting Impoverished Kuy

Project Goal: The project aims to ensure that indigenous communities live in harmony. It specifically targets impoverished Kuy communities through Project Outcomes 2 and 4. Data has been collected to support this focus, and CLDMs are entering participant data for activities.

Village Selection Criteria: A baseline survey conducted in 2023 included 388 villagers, with 70.61% identifying as Kuy. However, no further actions have been taken to refine village selection.

Participatory Action Research: Kuy staff were involved in assessing new targets and baseline surveys, fostering community engagement in project result assessments and annual planning.

### Contextualizing Project Activities

Modify Activities: Kuy community members participated in project reflection and planning, allowing for community initiatives to be implemented and integrated into future planning.

### Staffing Issues

Family Organization: Following the death of a staff member, a new CLDC has been recruited. However, a guard and a cleaner locally recruited. One office guard from the lowlands has not yet been replaced.

Project Coordinator: A new project manager has been recruited, although he served only six months with the project in Preah Vihear. During his resignation, he filed a complaint against project staff and the PNKS management team to the Board and donors, citing dissatisfaction with the project's operations and management approach. In response, the PNKS management team decided not to recruit a replacement but to implement a flat management structure for the S-PL project in Preah Vihear. This decision allowed three team members from the Local Management Team to share leadership responsibilities. A review was conducted in December 2024, and feedback from the staff indicated that they were satisfied with the new leadership style. It was agreed that a reevaluation would take place after one year to assess the effectiveness of this approach.

Recruitment Policy Adjustments: All recruitment announcements now encourage indigenous Kuy applicants, and adjustments have been made to the interview process to facilitate their inclusion.

Networking: Both projects in Stung Treng and Preah Vihear are actively engaging with local NGOs like Asian Outreach Cambodia (AOC) and World Vision.

Qualified Staff: Some project staff have received coaching, but further improvements are needed in performance evaluations.

Field Staff Replacement: Three CLDMs resigned and were replaced by indigenous Kuy individuals, enhancing local representation in the workforce.

### Implementation of Staff Policies

Alcohol Policy: Following a late 2022 evaluation, a strict no-alcohol policy has been enforced during work hours, with no violations reported in 2024.





## Job Descriptions and Responsibilities

**Knowledge Sharing:** A targeted strategy has been implemented to promote cross-training among office guards and cleaners, ensuring coverage during absences.

**Networking Responsibility:** All staff members are encouraged to engage in networking efforts, particularly in areas where the project collaborates with local organizations.

## Gender Balance

**Meeting Quotas:** The project has established quotas to ensure balanced participation of women (50%-60%) and men (40%-50%) in meetings and training sessions. Ongoing efforts are made to include individuals with disabilities in these events.

## Networking Links

**Indigenous Network:** Strong connections have been established with the Cambodia Indigenous Peoples Organization (CIPO) in Preah Vihear, although no formal meetings have occurred recently.

## Creative Engagement

**Communication Technologies:** A Telegram group has been created to facilitate communication among youth, CIDG members, and local authorities, enhancing connectivity and experience sharing.

## Training Needs Assessment

**Assessment-Based Training:** The project identifies individuals needing training based on thorough assessments, emphasizing practical agriculture training for community members.

## Documentation and Reporting

**Language Documentation:** No progress has been made in this area yet.

**Reporting Requirements:** The Report Against Annual Workplan (RAAW) documents all activities and follow-ups, with a separate database maintained for detailed tracking.

## Cultural Revitalization

**Literacy Promotion:** Plans for literacy classes have been developed in response to community requests, with implementation anticipated in 2024.

## Infrastructure and Sustainability

**Community Contributions:** All infrastructure projects require contributions from the community to ensure local investment and sustainability.

## NTFP Management

**Sustainability Focus:** No specific activities targeting sustainable harvesting of non-timber forest products (NTFPs) have been initiated.

## Kuy Representation

**Staff Level Representation:** The project emphasizes the inclusion of Kuy individuals in staffing decisions to ensure their representation at all levels.



### Gender Equality

Leadership Balance: Ongoing efforts to balance male and female representation in leadership positions; however, progress has been slow.

### Empowerment and Training

Staff Empowerment: No specific empowerment training initiatives have been conducted for staff members as of yet.

### Youth Internships

Intern Recruitment: The project is learning from NGOs about effective internship processes and is developing job descriptions for Kuy interns to align with project objectives.

### Community Events

Scheduling: Increased community involvement in planning sessions has been noted, with efforts to tailor training materials for better understanding using visuals and interactive methods.

## 2. FINANCIAL REPORTING

*The financial report together with the audit report for the project must be submitted along with this report in accordance with the partnership agreement.*

*The financial report must follow the same budget structure as the latest approved budget, include a comparison of actuals against budget, and make it possible to identify deviations. Any deviations of more than 10% between accounts and the last approved budget must be explained.*

*If the project includes other funding partners, consolidated accounts for the project as a whole must be submitted.*


The financial report and audit will be submitted as separate files.

## ATTESTATION

I am authorized to enter into legally binding agreements on behalf of the grant recipient, and attest that to the best of my knowledge and belief the information given in this report is correct.

Date: Mar 9, 2025

Sign:   
 Name: Sun Chanthou  
 Title: Project Manager

Sign:   
 Name: Leak Chowan  
 Title: Program Development Manager