

Project Title: “Mobile Community Learning Centres (CLCs) for Disadvantaged Children and Youth in Kavet Communities

1. DVV International Overview

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 920 Adult Education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work with funds from institutional and private donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orient ourselves on the UN Sustainable Development Goals (SDG), the Incheon Declaration Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our Vision

We fight poverty through education and support development. As a globally acting professional organisation for adult education, we build a sustainable system for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for lifelong learning.

DVV International established its Regional Office for South-East Asia in Vientiane in 2009 and a country office in Cambodia in 2017. Supported by the DVV Headquarter in Bonn, Germany, and the Regional Office in Vientiane, the country office is run by the Country Director and an Admin / Finance Officer. Activities in the target region have already started in 2009 by supporting local NGOs and development partners like NTFP and Deutsche Welthungerhilfe in providing non-formal education in villages of the ethnic minorities. Since 2015, NTFP is our main partner with a focus on delivering literacy, basic education and equivalency programs through CLCs and voluntary teachers from the communities.

2. NTFP Overview

Non-Timber Forest Products (NTFP) is a local Non-Government Organisation based in Ratanakiri Province, Cambodia. Since it was established in 1996 it has played a critical role in helping indigenous people secure their rights to their land and natural resources. NTFP recognises the vital importance of preserving the cultural heritage of indigenous people, often inextricably linked with their lands and forests. NTFP was registered with the Ministry of Interior of the Royal Government of

Kingdom of Cambodia in March 2007 and received the CCC Good Practice Project's certificate in Oct 2009. NTFP is operational in two provinces: Ratanakiri and Preah Vihear. NTFP's main office is located in Ratanakiri Province and it has a small sub-office in Phnom Penh. NTFP has a total of 33 (13 women) staff members of whom 75% are indigenous.

For the last 21 years NTFP has been implementing its activities to successfully support the Non-Formal Education (NFE) program. One of the particular strengths is the effective engagement with indigenous communities. NTFP targets rural indigenous ethnic minority villages who do not have other organisations to support them on Natural Resources Management and who, because of their different culture and practices, different social institutions, beliefs and values, are not understood by outsiders. These communities are currently not able to defend their interests for themselves because they cannot speak the administrative language, Khmer, and they lack technical skills and technology to support their claims. They are not empowered to stand up for their rights because they do not know what their rights are. They are not aware of the legal instruments enacted by the country, either and need help to include their concerns in the formulation of legal instruments.

Vision

NTFP envisions Indigenous peoples in Cambodia to exercise their rights and effectively participate in the development of national society; using and managing their land and natural resources towards improving their families' economic wellbeing and maintaining their cultural identity.

Mission

To promote indigenous communities, both women and men, to effectively and equitably participate in decision making allowing them to choose their own future, especially to assure their rights in sustainably managing, using and developing their land and natural resources that are the basis of their livelihoods and for conserving their culture.

3. Description of the Project Setting

The project will be implemented in two villages of Kok Lak Commune and in one village of Veun Sai Commune, in Veun Sai District of Ratanakiri province in Cambodia. Most people there are farmers whose work and livelihood depend heavily on the seasonal weather conditions. In Ratanakiri, there is a dry season from October/November to March/April and a rainy season from May to October/November. During an average of 7 months of rain, the farmers move from their villages to the fields. These fields are commonly called *chamkars* and are in a remote location, not connected via roads, deeply inside the jungle. During this time of the year children and youth have no possibility to attend school, neither to reach any Community Learning Centre (CLC).¹ Therefore, the project will establish Mobile Community Learning Centres in the *chamkars* in an easy-to-reach area so that children and youth can join the activities.

A Mobile Community Learning Centre is built directly in the *chamkar* out of wood, casting concrete underneath the walls and a zinc rooftop. Inside, there will be a corner library, some mattresses and a white board. They are named Mobile CLCs as the equipment is easy to transport from one location to another. Farmers do never return to one and the same *chamkar* for more than 3 seasons, therefore a flexible option is needed. Around each Mobile CLC, there will be a sport area for children and youth to play. The management committee of Mobile CLCs will be selected from among the families of the villages.

¹ Community Learning Centers (CLCs) are internationally recognised as 'local educational institutions outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life'.

3.1 Geographical, ecological, and ethnic circumstances

Ratanakiri province is located in the north-eastern highland of Cambodia, at the border with Lao PDR (Attapeu Province) and Vietnam (Gia Lai and Kon Tum provinces). It has a total land area of 10,782 km², comprising 8 districts, namely Kon Mom, Lumphat, O'Yadav, BorKeo, O'Chum, Veun Sai, AndongMeas and Taveng, 46 communes, 243 villages, and one municipality, Banlung and a total population of around 183,699 inhabitants (2013) - 49.7% male and 50.3% female, population density of 17/km² (44/sq mi) - with the population nearly doubling between 1998 and 2013 largely due to internal migration.² According to the Ratanakiri Provincial Department of Rural Development, there are currently nine tribes of indigenous highland communities with about 17,916 households residing in this province. They are Tumpoun, Jarai, Kachok, Prov, Kavet, Kroeung, Lun, Pnong and Kuoy, and represent 75% of the total population in the province.³

Ratanakiri shares a large part of two important protected areas (PA) – Virachey National Park and Lumphat Wildlife Sanctuary with Stung Treng and Mondulakiri Provinces respectively. These PAs are covered with evergreen forest, grassy glades, riverine habitats and wetlands, which provides habitats for various types of endangered species including tigers, elephants, banteng buffalos, Asian wild dogs and douc langurs. Furthermore, the PAs provide breeding grounds for the sarus cranes (RGC, 2008).⁴

The District of Veun Sai is located in the North of Ratanakiri, bordering only with Lao PDR, around 38 km north by road of Banlung (Provincial capital city) on the Tonlé San River. It comprehends nine Communes and has an overall population of 16,449 inhabitants (2013).⁵ It belongs to the Central Annamites ecological zone and has a monsoonal climate with a heavy rainy season from May to September. Inhabitants of the area during this time of the year move to the farm, where they live in temporary “villages” called *chamkar*.

3.2 Economic circumstances

The economy of the area depends mainly on agriculture and its subsistence slash and burn shifting cultivation. In fact, most people living in Ratanakiri province are farmers. They grow and cultivate rice, corn, mung bean, cucumber, pumpkin and other daily used crops. Besides, people are increasingly adapting strategic cropping and cash crop cultivations, such as rubber, cashew nut, pepper, cassava, etc.⁶ Seasonal rains schedule the life and migration of the villagers to the *chamkars*, which are occasional settlements located close to the fields: during March, April and May the land gets burnt, and young men go to the jungle to collect the seeds of *sterculia*, which

² Cambodia Inter-Censal Population Survey 2013. Final Report. National Institute of Statistics, Ministry of Planning, Cambodia. November 2013. http://www.stat.go.jp/info/meetings/cambodia/pdf/ci_fn02.pdf

³ Cambodia Country Poverty Analysis 2014. ADB, 2014. <https://www.adb.org/sites/default/files/institutional-document/151706/cambodia-country-poverty-analysis-2014.pdf>

⁴ Impacts of Economic Land Concessions on Project Target Communities Living Near Concession Areas in Virachey National Park and Lumphat Wildlife Sanctuary, Ratanakiri Province. Impact Study on ELS in Ratanakiri. November 2016. Welthungerhilfe. https://www.welthungerhilfe.de/fileadmin/user_upload/Mediathek/Mediathek_int/Fachpapiere/Cambodia-Landgrabbing-Study-Economic-Land-Concessions-11-2016.pdf

⁵ Retrieved from National Institute of Cambodia (web)

⁶ Impacts of Economic Land Concessions on Project Target Communities Living Near Concession Areas in Virachey National Park and Lumphat Wildlife Sanctuary, Ratanakiri Province. Impact Study on ELS in Ratanakiri. November 2016. Welthungerhilfe. https://www.welthungerhilfe.de/fileadmin/user_upload/Mediathek/Mediathek_int/Fachpapiere/Cambodia-Landgrabbing-Study-Economic-Land-Concessions-11-2016.pdf

are then sold to business men from Vietnam and Singapore. In May, families move to the *chamkar*, where they will stay for a period of 7 months. *Chamkars* change location every 3 years in order to let the soil rest; the location of the *chamkar* is decided on together by the villagers of the area.

The larger scale agriculture, which occurs in rubber and cashew plantation⁷, is in process which causes land concessions to international stakeholders, especially from Singapore and Vietnam. Commercial mining operations are quite recent, and for now gem trade have just started to move into the area.

3.3 Infrastructure

As mentioned earlier, Ratanakiri is one of the least developed provinces of Cambodia. Infrastructural provisions are very limited and in Veun Say District, there is only one Health Post per Commune, which is not even operational (there are no doctors or equipment and stock is often expired). The Provincial Referral Hospital is located in Banlung and is not easily reachable by most of the villagers of the District.

Particularly during their stay in the *chamkars*, villagers have no electricity and no drinking water. Water only comes from springs, streams, ponds, or rain. In rural areas, only 13% of households have electricity as the main source of light; the most common source of light was battery power (39.5%), followed by government-provided power (25.5%), and kerosene (16.5%). Most households (85%) used firewood as the main fuel for cooking.⁸

3.4 Description of the problem

This project will respond to several problems as described below:

3.4.1 Low school attendance and high drop out numbers

The total net enrolment rate in primary education for Ratanakiri Province during 2015/2016 was 93.9% (MoEYS, 2016)⁹, the same value of the national net rate. However, school dropout for Ratanakiri Province is the highest within all the provinces, reaching 19.7% for grade one against the national rate of 4.8%.

In the formal education system, indigenous children are more likely to drop-out of school than the average Cambodian children. This is due to several reasons: firstly, the low standard of living of indigenous peoples, so that in many cases the opportunity costs are too great (children are required to help in the field and look after siblings or animals, while the planting and harvest season needs intensive work in which all the household members must assist, which causes many children dropping out of school). Secondly, schools are often far from their homes and thirdly, there is a lack of learning materials.¹⁰ Moreover, in order to be allowed to attend the class again once the children have returned to the village, they need a permission from the teacher which is almost impossible to get without attending any educational activities for 7 months.

⁷ "Rethinking Poverty Reduction" (Part I: An Overview of the Situation of Indigenous Minorities in Ratanakiri Archived 9 June 2011 at the Wayback Machine.)

⁸ Cambodia Inter-Censal Population Survey 2013. Final Report. National Institute of Statistics, Ministry of Planning, Cambodia. November 2013. <http://www.stat.go.jp/info/meetings/cambodia/pdf/cifn02.pdf>

⁹ Education Statistics & Indicators 2015/2016. MoEYS.

<https://drive.google.com/file/d/0B1ekqZE5ZIUJWldPLWx4MkZFOXc/view>

¹⁰ Indigenous Peoples/Ethnic Minorities and Poverty Reduction in Cambodia. Roger Plant. Environment and Social Safeguard Division Regional and Sustainable Development Department Asian Development Bank, Manila, Philippines. June 2002

When it comes to dropping out of literacy classes, women say that they feel embarrassed by their lack of knowledge in comparison to men, and others frequently mentioned that they were too busy or could not stop thinking about their work at home and in the field while attending a training.¹¹

3.4.2 Lack of suitable schools

In the target communes there are only two schools accessible. However, those state schools are not provided with the necessary equipment or qualified teachers for the area. Many teachers are unfamiliar with the language, culture and societal norms of indigenous communities. The teachers who are deployed try to get re-allocated as soon as possible. In these remote locations they do not receive frequent in-service training and lack professional development and moral support from the local authorities, such as district officials and District Training and Monitoring Teams (DTMT).

Moreover, a lot of students are only able to go to class when they return from the Chamkar and stay in the villages (usually the time of permanence in the villages is between January and May) and, in addition, there are no roads that connect the villages to the schools. Students have to walk long distances into the jungle, from 4 up to 8 km, which is not safe at all.

3.4.3 High illiteracy rate

Cambodia's literacy challenge also lies in reducing disparities in literacy rates by gender (85.1% among males to 70.9% among females) and age group, between urban and rural populations (90.4% to 74% respectively), and among ethnic minorities, and those who are most marginalized. In Ratanakiri, home to a large number of indigenous people who do not speak Khmer, the adult literacy rate is just 45.9%.¹² Part of the reason lies in the fact that most illiterate people are hard to reach, mainly ethnic minorities, migrants, or people with disabilities.

3.4.4 Lack of CLCs in the area

Because of the annual migration to the *chamkars*, permanent CLCs are not present in the field. Consequently, during most time of the year children and youth have no possibility to attend non-formal classes or other educational activities. Moreover, building permanent CLCs in the *chamkar* areas wouldn't be a wise solution: once the villagers have returned to their home, there is no one to look after the building or offer learning activities. Furthermore, farmers do not stay longer than three years in one and the same *chamkar*.

3.4.5 Poverty

While the overall economic growth of the country seems to continue, the disparities not only in income, but therefore also in education, health and other regards, seem to grow as well. According to World Bank statistics, the percentage of Cambodians living under the national poverty line more than halved and fell from 53% in 2004 to 13,15% in 2014.¹³ However, around 4.5 million people remain near-poor, i.e. living on less than \$2.30 per day per person. According to Neak Samsen, Poverty Analyst of the World Bank in Cambodia, "the loss of just 1,200 riel (about \$0.30) per day in income would throw an estimated three million Cambodians back into poverty, doubling the poverty rate to 40%."¹⁴

¹¹ *Work and Life of Highland Women*. Van den Berg, C. (1998) Phnom Penh: CARE Cambodia

¹² *General Population Census of Cambodia 2008. Final Census Results*
<http://www.nis.gov.kh/nis/census2008/Census.pdf>

¹³ World Bank (2018): Cambodia Overview. Retrieved from <http://www.worldbank.org/en/country/cambodia/overview>

¹⁴ World Bank (2014): *Poverty has fallen, yet many Cambodians are still at risk of slipping back into poverty, new report finds*. Retrieved from: <http://www.worldbank.org/en/news/press-release/2014/02/20/poverty-has-fallen-yet-many-cambodians-are-still-at-risk-of-slipping-back-into-poverty>

According to statistics released by UNDP's Poverty Index Map in 2011, Ratanakiri was the poorest province in Cambodia with the highest poverty rate of 29% and, according to the Oxford Poverty and Human Development Initiative in 2013 and ADB's Cambodia Country Poverty Analysis in 2014, Ratanakiri had the highest score (0.409).

Today, although poverty has significantly reduced in the last ten years, it is still significant with a 36.2% poverty rate compared to a national rate of 18.9% (2012). Unfortunately, there is no reliable data regarding poverty specifically in our target areas.

Based on CIP data conducted by the multi department survey in May 2017, it results that Veun Sai district has a poverty rate of 59.53%. Data rates of each village are as follows: Kong Nork village 37.6%, Rok village 24.7%, Lameuy village 21.2%, Trak village 35%¹⁵. The extreme poverty of the population doesn't allow parents to afford the indirect costs, such as school uniforms, school materials and small fees for the teachers. Moreover, very often children and youth have to help in household and fieldwork.

3.4.6 Language barrier

One of the biggest issues for indigenous people is the language. In the target villages inhabitants are not able speak the official Khmer language. Only a few people at district level can speak it to a certain extent, but it remains very hard for them to understand Khmer and almost impossible for children to attend the formal school, which offers classes only in the Khmer language.

3.4.7 Missing awareness about rights and welfare

Generally, most people in the target area have very limited knowledge related to rights and welfare. They do not know about their right to education and therefore do not make any attempt to claim this right. They simply focus their life on day-to-day survival.

3.5 Target group

The project will target children and youth of selected villages of 3 communes of Veun Said District in the North of Ratanakiri. The Communes will be Veun Sai and Kok Lak. In Veun Sai, the target village will be Korngnork. In Kok Lak Commune, the project will be implemented in 2 villages (Rok, La Meuy, Kong Nork).

No	Commune	Village	Household	Male	Female	Children (6 year up to 17)	Youth (18 year up to 24)
1	Kok Lak	Rok	193	399	377	261 (F130)	137 (F72)
		Lameuy	172	357	382	255 (F127)	88 (F45)
2	Korngnork	Korngnork	169	365	352	251 (F116)	117 (F63)
Total			534	1121	1111	767 (F373)	342 (F180)

¹⁵ ID Poverty report in 2012

teachers throughout the year, e.g. human rights or soft skills.

In 2014, as part of the Cambodian Consortium for Out Of School Children (CCOOSC), NTFP, CARE, Educate a Child (EAC, Qatar) and Aide et Action Cambodia implemented the Out of School Children (OOSC) programme, within the Ethnic Minority component of the CCOSC. The action targeted over a period of four years 730 students in order to encourage them to complete the primary education cycle. The action further included the improvement of the teaching quality and its tailoring to the needs of OOSC; the supportiveness of the School Committees to the project and the improvement of the education environment.

The cooperation between NTFP and DVV International started in 2009. Supported by DVV International, NTFP is working to provide improved non-formal education and training for the educational staff working in this field in Ratanakiri province. These offers are designed to help the participants to cope with and to take advantage of the radical change to which their region has been subjected due to the rapidly advancing plantation economy. Furthermore, there is the attempt towards creating a dialogue and advocacy work at sub-national level to recognise the value of adult and non-formal education in Cambodia. Following this line of action, DVV International and NTFP want to implement the project “Mobile CLCs for disadvantaged children and youth in Kavet Communities”, in order to develop the concept of Mobile CLC which will allow indigenous youth and children to have a space for non-formal education activities even when they migrate to the field.

4.2 Development of the project

After several project visits and learning more about the living situation of the target groups, DVV International came up with this new approach to be able to reach families who move to the *chamkar* during the rice cultivation period. Inspired by Plan International, that has been successfully implementing mobile pre-schools in cooperation with the European Union and Krousar Yoeung,¹⁶ the country director suggested the establishment of Mobile Community Learning Centres to NTFP. Together, both partners developed the concept further.

As mentioned earlier, the Mobile Community Learning Centres will be directly built in the *chamkar* of wood, casting concrete underneath the walls and a zinc rooftop. To find the best location within the *chamkar*, the community will be consulted. Inside, there will be a corner library, some mattresses and a white board. Furthermore, there will be an area for sports and games around the centre where the children and youth can play. The activities at the Mobile CLC will be managed by a CLC Management Committee which was selected from among the community and received capacity building and support throughout this project. When the families move to a different *chamkar* after three years, the equipment of the Mobile CLC can easily be transported as well.

The volunteer teachers will be selected from the youth of the community as it is impossible to find professional teachers to come and live in the *chamkar*. In fact, it is almost impossible to find teachers for the two schools in the commune. Most teachers do not speak the local languages or understand the cultures and end up leaving their position after a short time. NTFP's long time experience with training volunteer teachers and conducting NFE classes in the surrounding areas has shown that this approach is effective and successful.

In order to be allowed to attend the class again once the children have returned to the village, they need a permission from the teacher which is almost impossible to get without attending any educational activities for 7 months. The centres will enable children to continue to attend classes while being away from school, dropouts to attend equivalency classes all year round, and youth and

¹⁶ More information: <https://plan-international.org/cambodia/mobile-preschools-bring-education-rural-cambodia>

adults to attend literacy classes. The programme will use the bilingual curriculum to ensure that the completion of classes will be awarded with the correlating certificate that furthermore will enable children to return to school.

NTFP will further support the children and youth to return to school and / or continue NFE classes when they return to the villages. The teachers are the ones that will decide whether the student is allowed to continue or not. Therefore, NTFP staff will stay in close contact with the teachers and advocate with the schools to let the students continue their studies.

After the pilot phase it is planned to work closer with the local and national government authorities to advocate for official recognition of Mobile CLCs.

4.3 Participation of the target group

NTFP has long time experience working with the communities of the selected area. The target villages have been selected in accordance with the communities themselves, which showed motivation and interest in the past projects. The community members have promised their commitment to join activities of the project and particularly to make sure that all children are encouraged to do so as well. Moreover, no other NGOs are currently implementing any project in the area and the selected communities speak mainly one same language, Kavet, which will help in the implementation of the activities, regarding language and culture.

From the beginning of the project, the target group will be involved very closely. They will support the building of the Mobile CLC in the *chamkar* and select members for the CLC Management Committee and volunteer teachers from among themselves. A particular focus will also be given to the women in the communities as it is critical for them to understand the importance of education for their children. With support of NTFP and DVV International, these committees will then plan all CLC activities according to the needs identified in the community and are able to address issues whenever needed.

4.4 Relevance to the overall development plan

In Cambodia, CLCs have been framed as a place for providing education and other information related to community development in order to respond to the needs of the community's people. They are one of the main programs of the Department of Non-Formal Education, such as:

- Expansion of literacy/life-skills programs: Activities focus on reviewing options for enabling sustainable provision of complementary literacy/life-skills strategies including linkages with non-formal skills training and community learning centres, and facilitating Government/Development Partner/NGO/community partnerships and bilingual programmes for minority groups.
- Strengthen and expand community learning centres and reading centres to enhance knowledge and provide support for newly literate learners.

In the Education Sector Plan (ESP) 2014 – 2018 of the MoEYS, within the NFE strategies one of the target is clear to, “scale up the literacy program in areas where there are the largest numbers of illiterates and disadvantaged”¹⁷ which coincide with the target population of the project. The se-

¹⁷ ESP 2014 – 2018, MoEYS, <http://www.moeys.gov.kh/images/moeys/policies-and-strategies/559-en.pdf>

cond strategy is to, “expand and strengthen the process of CLC, re-entry program, NFE equivalent program, and post-literacy program”.¹⁸

CLCs will further keep playing an important role in reaching the vision of the Cambodian Lifelong Learning Policy¹⁹ that aims to, “develop every Cambodian citizen to have a lifelong opportunity in all context at any time and every place to improve knowledge, skill, attitude, and value for economic growth and welfare.” The policy identifies establishing lifelong learning centres (including CLCs) and using a lifelong learning concept in all learning institutions as one of the main strategies.

5. Objective

5.1 Overall goal

To pilot a Mobile Community Learning Centre scheme in Ratanakiri province to enhance access to basic education opportunities for indigenous children and youth in Cambodia throughout the whole year.

5.2 Objectives, outcomes and outputs

The objectives of the project are the following:

1. Establishment of 3 Mobile CLCs in *chamkars* of Ratanakiri Province that will offer activities throughout the harvest period.
2. Setting up a CLC management system.

For a detailed description of objectives, outcomes and outputs see the attached matrix.

6. Planned measures and activities

6.1 Description of activities

For the description of activities and a tabular overview please see the attached matrix.

6.2 Project staff

Full Name	Name of the organisation	Position held in the organisation	Years in the organisation	Role in the proposed project	E-mail and Phone
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¹⁸ ESP 2014 – 2018, MoEYS, <http://www.moeys.gov.kh/images/moeys/policies-and-strategies/559-en.pdf>

¹⁹ This policy is currently in the process of development. This quote has been taken from the final draft from 12th May 2018.

Vanna Peou	DVV International	Country Director	2 years	General Management, supervision of activities and budget	van-napeou@dvvcambodia.org vannadvvcambodia@gmail.com (855) 12 720 416
Soknea Phar	DVV International	Finance Officer	2 years	Finance operation and budget monitoring	soknea-phar@yahoo.com (855) 77 791 966
Vay Vansak	NTPF	Program coordinator	8 years	Overall Coordination and facilitate with making decision and data collection	vansak03@gmail.com van-sak03@hotmail.com (855) 12 684 022
Ms. Sen Lang	NTPF	Admin and Finance manager	8 years	Overall Coordination and facilitate within all NTFP program.	famntfp@ntfp-cambodia.org 089983381
Ms. Heng Orng	NTPF	Finance assistance	7 years	Assist admin and finance manager to check all financial expend and income	finacneassis-tanct@ntfp-cambodia.org 0963063814
Phean Sa-beun	NTPF	Project officer	6 years	Facilitator with community, students and volunteer teacher to engage in project activities	
Keav Pim	NTPF	Project officer	6 years	Facilitator with community, students and volunteer teacher to engage in project activities	
x	NTPF (Kavet Mobile CLC)	Project field facilitator		This position will be announced. The project field facilitator will play main role in terms of facilitation, organising training, monitoring, organising meetings.	
x	NTPF	Intern		This position will be announced. The intern will support the project field facilitator as well as the project officers.	

6. Protecting children and young people

Both DVV International and NTFP are committed to keep children safe, ensuring that no child or young person comes to harm as a result of their engagement in the activities implemented, whether via their interaction with staff or through their participation in the project. It is our strongest responsibility to ensure that the project has no negative impacts on the children and youth. Therefore, we raise awareness about needs and risks related to children as well as youth issues and train the staff to secure that they are appropriately skilled to meet their responsibilities.

7. Schedule of activities

Expected project start date: January 2019

Expected project duration: 1 year

For the tabular overview of the schedule of activities, please see the matrix attached.

8. Monitoring and evaluation

Once a month, the NTFP team residing in Ratanakiri will go to the field for monitoring visits to each of the Mobile CLCs. In order to ensure that the targets are met, monitoring reports will be submitted by field staff after each of these visits accordingly.

Due to DVV International's and NTFP's long-term experience in the area, we are already familiar with the situation and thus, conducting a new baseline survey would cost unnecessary resources. However, the two partners will conduct a thorough final evaluation of the project at the end. Being a pilot project, the evaluation will be crucial to understand if the project satisfied the needs of the target groups and led to the expected outcomes.

Indicators for monitoring and evaluation have been set in the outcome and output matrix attached.

9. Sustainability

Sustainability is a key aspect in our project. To ensure a long-lasting, positive impact of our work, we will assure sustainability and local ownership through several ways:

Firstly, through the active engagement of the community itself as villagers will be included into the project design and implementation, and encouraged to take ownership. By contributing to the buildings of the CLCs (through material and labour-force), the villagers will already develop a sense of ownership. This will be further strengthened by giving them the responsibility to manage the activities and decide about them with young people and the village committee. Volunteer teachers will be selected from the youth of the community and community representative will be engaged in the management committee.

Secondly, as previously highlighted, CLCs play an important role within the educational strategies. The implementation of this pilot project will be documented and evaluated. DVV International and NTFP will further write a short report including the explanation of the project, how to build a mobile CLCs and lessons learned to be shared through local and international networks. Of course, results will also be shared with relevant authorities at both District and Provincial level, ensuring visibility and aiming at the support of the government. The project is therefore a tool of advocacy for

its own sustainability.

In the end, the outcome itself is sustainable as the project invests in education facilities and the development of life and vocational skills. The participants will benefit from the project in the long-term perspective, having the chance to improve their livelihood, increase their income and develop themselves and their village.

In terms of financial sustainability, both DVV International and NTFP will continuously explore several funding options for the project in the future, including extensive advocacy work at the government level to include the concept of Mobile CLCs as a part of their CLC programme.

10. Cost estimate and financial plan

For the cost estimate and financial plan, please see the matrix attached.

11. Applicant

Legal Project Holder:

DVV International, Country Office in Cambodia on behalf of DVV International

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