

---

# iBCDE End Evaluation

Elaine Vitikainen/ Ari Vitikainen/ Sim Sambath

International Cooperation Cambodia (ICC) - December 2017

---

## The changing times

Road to Ochum in 2003 and 2017, Ratanakiri, Cambodia



Photos: Ari Vitikainen

---

# Table of Contents

Executive Summary	5
Introduction	8
1. Background	8
2. Purpose	8
3. Outputs	9
4. Limitations	9
Methodology and Process	10
Findings and Analysis	13
Sustainability of CRE	13
The purpose of education	14
Bilingual Non-Formal Education (NFE) and Formal Education (FE)	14
Post Literacy	15
Outcome Mapping (OM) and reporting	16
Gender issues, learning exchanges and savings group	17
Recommendations	18
Clarify iBCDE's identity	18
The need to focus	18
The need to respond to the changing times	18
Limit the project's systems and structures	19
The separation of iBCDE into two projects	19
Revisit the quality and value of the dialogue team approach	19
Continue producing appropriate media	20
Clarify iBCDE's contribution to education	20
Evaluation of NFE and FE	21
Improvements to Post literacy	21
Sustainability of CRE	22
ICC's proposal for Jarai	22

---

Ensuring likelihood of success	23
References	24
Appendices	25
Evaluation Schedule	25
Focused Learning Workshops	26
Focused Learning Workshop (Mondulkiri)	28
Focused Learning Workshop (Ratanakiri)	33
Questionnaires	38
Village visits	39
iBCDE Evaluation Field Notes	40
Photos	57

---

## Abbreviations:

ADB	Asian Development Bank
BE	Bilingual Education
BNFE	Bilingual Non-Formal Education
CRE	Culturally Relevant Education
CARE	CARE NGO
CW	Community Wellbeing (3.Objective)
DOE	District Office of Education
FE	Formal Education
iBCDE	Identity Based Community Development and Education
ICC	International Cooperation Cambodia
IIL	Improved Indigenous Livelihood
MLE	Multilingual Education
MoEYS	Ministry of Education, Youth and Sports
NFE	Non-Formal Education
NTFP	Non-Timber Forest Product (NGO)
OM	Outcome Mapping
ODF	Open Defecation Free
POE	Provincial Office of Education
READ	Research, Education And Development (ICC Project)
RIDE	Ratanakiri Integrated Development and Education (ICC Project)
UNICEF	United Nations Children's Fund
VDC	Village Development Committee

---

## Executive Summary

The ICC-iBCDE project Phase Two started its activities in January 2016 and will finish in December 2018. The vision of the project is to see the indigenous minority communities in the Northeastern region of Cambodia have dignity and a mindset of possibilities to help themselves adapt to a changing context, are advocating for their rights and participating as valued and active members of Cambodian society.

This evaluation will be used as an input for International Cooperation Cambodia (ICC) and its partners in planning for the final third phase. The evaluation has three objectives:

- To evaluate the outcome and impact of each project objectives, including identification of changes and results achieved both in quantity and quality, and gender-impact; and to evaluate how efficient the current M&E systems are in documenting outcome and impact.
- To comment on process and structure, including assessing the dialogue team approach, the technical teams, and the strategies in relation to the vision and to cost-effectiveness, in order to determine what is being done well, and what might need to be changed for a third phase.
- To evaluate the long-term sustainability, including 1) current achievements of working towards long-term sustainability; 2) how well the work can be duplicated by itself and stand on its own; 3) what kind of iBCDE structures and strategies will support the localisation process during a phase three.

### Outputs

- A short workshop to share findings and recommendations with the iBCDE managers (these will include advice on advocacy needs and strategies, and comments on structure, and long-term sustainability/local ownership).
- A report which clearly outlines the evaluation process, methods, observations, analysis, findings, and recommendations. Key feedback from the workshop should be incorporated in the final report.

Impact evaluation is the overall method used for this evaluation both as formative and summative. Impact evaluation is an appropriate method because there is an intended use for the findings which is to inform decision about the third phase and for the localisation process of the iBCDE project. Impact evaluation is also a suitable method because this evaluation focuses in understanding the impact of the iBCDE project. There is adequate resources available to use this method and there is a relevant linkage between the iBCDE strategies and the priorities of ICC. The evaluation employed mixed methods such as fieldwork, focused group discussions, interviews, workshops, observations and reviewing existing project documents to meet the purposes of the evaluation. Specific key evaluation questions (KEQs) were utilised to guide the entire evaluation. These are:

---

KEQ1. What was the quality of the intervention design/ content? [assessing relevance and gender equality]

KEQ2. How well was the intervention implemented and adapted as needed? [assessing effectiveness and efficiency]

KEQ3. Did the intervention produce the intended results in the short, medium and long term? If so, for whom, to what extent and in what circumstances? [assessing effectiveness, impact and gender equality]

KEQ4. How valuable were the results to service providers, clients, the community and/or organisations involved? [assessing relevance and gender equality]

KEQ5. Are any positive results likely to be sustained? In what circumstances? [assessing sustainability and gender equality]

The following are the major recommendations:

- iBCDE would need to clarify its identity by answering the questions of who is iBCDE, what are they good at, what makes iBCDE unique and what is iBCDE's unique contributions. This will help iBCDE succeed by focussing on their strength rather than repeating what other NGOs are already doing. By working on their strengths and providing unique contributions, iBCDE will likely to design quality interventions which they have the capacity to implement. Their unique contributions will likely to have value to those they are serving when it is an intervention which iBCDE is the only one implementing.
- iBCDE would also need to focus by answering the question, where should iBCDE put their limited resources, which communities should they serve and how will they serve. iBCDE project is working in many communities with a few number of staff. Through focusing on a specific goal or objective, iBCDE will channel their human and financial resources in a way that produces a clear impact rather than small outcomes in different areas.
- iBCDE would need to respond to the changing times by answering the question of how can iBCDE be of significance at this moment. Times are changing quickly and iBCDE should reflect on how they can continue to contribute to these changing times.
- iBCDE would need to clarify its contribution to education. Many appreciate ICC as an expert in education. If ICC would like to work in line with their expertise, iBCDE should think about how it should be contributing more to formal education for greater impact. iBCDE's unique expertise to develop mother tongue and bilingual reading materials can boost the post literacy activities in government primary schools. iBCDE

---

can also take up a new challenge by developing post literacy bilingual education activities within the government primary school system.

- If iBCDE decides to continue the bilingual NFE curriculum with school children, there is a need for a thorough evaluation of the iBCDE NFE education programme in its actual context. It is important to acknowledge who the students are in iBCDE literacy classes and what kind of education programme would benefit them most. Informal education which happens outside of class, for example, in the form of puppet shows, radio and video combined with community discussions are powerful and fun ways to educate in relevant topics.

---

# Introduction

## 1. Background

The ICC-iBCDE project Phase One took place in 2013 – 2015. The current Phase Two started its activities in January 2016 and will finish in December 2018. The vision of the project is:

To see the indigenous minority communities in the Northeastern region of Cambodia have dignity and a mindset of possibilities to help themselves:

- adapt to a changing context,
- are advocating for their rights and
- participating as valued and active members of Cambodian society.

The project has two office locations, one in Monduliri and one in Ratanakiri with a total of 68 local staff members. There are 43 target villages among the Bunong, Krung, Tampuan, Brao, and Jarai.

The project is designed in order for the dialogue teams (four in Ratanakiri, three in Monduliri) to have close contact with the communities to support them in action-reflection cycles. The dialogue teams are supported by technical teams in the areas of Culturally Relevant Education, Improved Indigenous Livelihoods, and Community Well-Being. The technical teams help provide technical expertise to the communities, in collaboration with the dialogue teams. The Appropriate Media Services teams in both provinces support the other teams and their plans for effective communication.

## 2. Purpose

The iBCDE (Phase Two) End Evaluation will be used as an input for ICC and its partners in planning for a final third phase. The evaluation objectives are:

1. Evaluate of the outcome and impact of each project objectives, including identification of changes and results achieved both in quantity and quality, and gender-impact. Evaluation of how efficient the current M&E systems are in documenting outcome and impact.
2. Comment on Process and structure, including assessing the dialogue team approach, the technical teams, and the strategies in relation to the vision and to cost-effectiveness, in order to determine what is being done well, and what might need to be changed for a third phase.
3. Evaluation of long-term sustainability, including 1) current achievements of working towards long-term sustainability; 2) how well the work can be duplicated by itself and stand on its own; 3) what kind of iBCDE structures and strategies will support the localisation process during a phase three.



---

### 3. Outputs

- A short workshop to share findings and recommendations with the iBCDE managers (these will include advice on advocacy needs and strategies, and comments on structure, and long-term sustainability / local ownership).
- A report which clearly outlines the evaluation process, methods, observations, analysis, findings, and recommendations. Key feedback from the workshop should be incorporated in the final report.

### 4. Limitations

- Upon arrival in Mondulkiri, the evaluators were advised by the iBCDE project to avoid meeting as a large group due to the upcoming 2018 July election. Therefore, the evaluation activities were focused to meeting with the village leaders and some of the main recipients of the iBCDE project in Mondulkiri.
- The unavailability of NGOs in Mondulkiri to meet with the evaluators due to Human Rights Day on Sunday, the 10th of December. Some NGOs had a holiday on Monday, the 11th. Evaluators were also unable to meet with NTFP and H&H in Ratanakiri.
- Broken down vehicles. The evaluators waited for the truck to be fixed on the 13th. It took the whole morning of waiting until it was decided to go on motorbikes. The evaluators left for the villages around midday. One of the motorbikes had a flat tire on the way.
- Time. iBCDE project is a large project located in two provinces with target groups situated in remote villages. However, with the given timeframe the evaluators were confident they were able to collect sufficient data to propose recommendations.
- Outcome Mapping (OM) is explicit about the fact that change occurs as a result of many actors and factors and that it is difficult to assess impact. However, the objectives of the evaluation includes the evaluation of iBCDE's impact.

---

## Methodology and Process

By definition, an evaluation answers evaluative questions. Evaluative questions are questions about quality and value. To answer the questions about quality and value makes evaluation so much more useful and relevant than the mere measurement of indicators or summaries of observations and stories. Quality refers to how good something is while value refers to how good it is in terms of the specific situation, in particular taking into account the resources used to produce it and the needs it was supposed to address. Evaluative reasoning is required to synthesise these elements to formulate well-reasoned and well evidenced answers to the evaluative questions.

During the gathering of data, the evaluators employed the standard criteria for impact evaluation. These are:

**Relevance:** The extent to which the objectives of an intervention are consistent with recipients' requirements, country needs, global priorities and partners' policies.

**Effectiveness:** The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

**Efficiency:** A measure of how economically resources/inputs (funds, expertise, time, equipment, etc.) are converted into results.

**Impact:** Positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended.

**Sustainability:** The continuation of benefits from the intervention after major development assistance has ceased. Interventions must be both environmentally and financially sustainable.

**Gender Equality:** The extent to which equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviours, aspirations and needs.

The evaluation employed mixed methods such as fieldwork, focused group discussions, interviews, workshops, observation and reviewing existing project documents to meet the purposes of the evaluation. Specific key evaluation questions (KEQs) were utilised to guide the entire evaluation. These are:

KEQ1. What was the quality of the intervention design/content? [assessing relevance and gender equality]

---

KEQ2. How well was the intervention implemented and adapted as needed? [assessing effectiveness and efficiency]

KEQ3. Did the intervention produce the intended results in the short, medium and long term? If so, for whom, to what extent and in what circumstances? [assessing effectiveness, impact and gender equality]

KEQ4. How valuable were the results to service providers, clients, the community and/or organisations involved? [assessing relevance and gender equality]

KEQ5. Are any positive results likely to be sustained? In what circumstances? [assessing sustainability and gender equality]

Three types of questions were involved:

- Descriptive questions ask about how things are and what has happened, how the situation has changed, the activities of the intervention and other related programmes or policies, the context in terms of participant characteristics, and the implementation environment.
- Causal questions ask whether or not, and to what extent, observed changes are due to the intervention being evaluated rather than to other factors, including other programmes and/or policies.
- Evaluative questions ask about the overall conclusion as to whether a programme or policy can be considered a success, an improvement or the best option.

The evaluation consisted of three workshops; visits to 14 villages; meeting with 5 government offices and 2 NGOs; interviews and group discussions with ICC staff and former staff, village chiefs in all villages visited, Village Development Committee (VDC) members, teachers, women, children and disabled people.

Sampling of villages was done by the evaluators based on the information in iBCDE reports. In order to understand the bigger context of the project, evaluators chose villages that have been performing well and also villages with some special challenges. Some villages were also chosen based on their remoteness or closeness to the towns.

In Mondulkiri, the evaluators visited and interviewed people in 7 villages and met with the director of the Provincial Office of Education (PoE). In Ratanakiri, the evaluators visited 9 villages and interviewed Oyadao Department of Education (DoE) deputy director, POE interim director, Provincial Rural Development officers and with the project manager of CARE. In both provinces, the evaluators conducted 3 workshops with ICC staff; interviewed two expat staff and two former ICC key staff; and elicited information from iBCDE staff in bigger and smaller groups.

---

The evaluators visited the government offices and NGOs who iBCDE works closely with. Some of the planned meetings did not happen because of unavailability such as with Indigenous People's Association for Development and CARE in Mondulkiri and, NTFF and H&H in Ratanakiri.

Due to the coming 2018 July election, the political climate has been tense recently. According to the iBCDE project in Mondulkiri, police have been following NGO teams to villages and gathering names of those who participate in the meetings. The evaluation team was advised not to organise larger group meetings in Mondulkiri to avoid attention from the authorities in order to carry out the evaluation activities. Therefore, the evaluation activities were focused to meeting with the village leaders and some of the main recipients of the iBCDE cooperation. However in Ratanakiri, it was possible to organise bigger focused group discussions and interviews with village representatives, such as village leaders and elders, VDC members, teachers, village security, women groups, savings group, dance group members, farmers, disabled people, etc.

---

# Findings and Analysis

## Sustainability of CRE

The evaluators received good reports from the village leaders and government officials on how ICC has done a good work in promoting education in the communities. Parents, who especially studied bilingual NFE, are now giving value to their children's education. Village leaders in iBCDE's target villages have been active in requesting bilingual primary schools from the Provincial Office of Education (PoE). iBCDE has unique skills in producing a wide variety of culturally relevant education materials for different recipients.

Bilingual NFE classes have been helpful to children who are studying in government primary school by giving them an opportunity to strengthen their fluency in mother tongue and Khmer literature. Bilingual NFE has given many out of school children the confidence they need to enrol in government schools. The evaluators learned from the teachers and village leaders that Bunong literacy is important to help the Bunong people to understand their history, to learn poems and songs, and to preserve their language and culture.

Although this evaluation was focusing on the current Phase Two of the project which started in January 2016, the evaluators interviewed villagers who attended ICC bilingual NFE classes many years ago. There were proven benefits of the past adult literacy classes. Many of the former students are now having positions of responsibilities in their villages and in the government. The skills that they have learned from the ICC literacy classes are now being utilised in these positions. It is also clear that parents who have attended the adult literacy classes are supportive towards their children's education.

According to the 2017 Output Tracking sheets, the number of people over 18 years old who completed the Khmer Primer 2 in 2017 in Ratanakiri is 25 (20 Females) and in Mondulkiri is 122 (66 Females). This is a good achievement of iBCDE's work in the most remote communities where adult literacy is still relevant. However, when the evaluators visited the villages, the evaluators were informed by the teachers that there are no adults studying in NFE literacy classes. When the evaluators interviewed the adults present during the village visits, they showed no interest in NFE literacy classes. Some saying that they are too tired from working in the fields. Some complained about poor eyesight. More importantly, they are convinced that studying is better for children. One woman in Bonhok3 (Tampuan) in Ratanakiri gave examples of how her children who are studying are able to help her and her husband to avoid being cheated when selling their products. She is confident that she will succeed because her children are studying.

In order for iBCDE to achieve its project objectives, iBCDE propose to continue to work closely with the relevant duty bearers on various levels, such as, with the local, provincial and national level. However, this has been overlooked during the last two years. iBCDE's

---

work is focusing on the community level. There are no staff who maintain good connection with the MOEYS. The cooperation with the Provincial Office of Education (POE) is superficial and is not geared towards building the capacity of POE to support and implement MLE. During the evaluation period, there has not been much cooperation between the POE Mondulkiri and iBCDE. One possible reason for the decreasing cooperation between iBCDE and the education offices is the higher per diems the Cambodian government has approved for government staff working with NGOs. Also, there is no iBCDE staff assigned to have the responsibility to network and advocate for culturally relevant education at the national level.

At present, the government is not using or planning to use bilingual NFE approach in any of its NFE classes. Mondulkiri POE receives reports but does not actively monitor or oversee the bilingual NFE classes which iBCDE supports.

## **The purpose of education**

The evaluators conducted a workshop among the iBCDE managers to discuss the key findings after the fieldwork activities were completed in both provinces. During the workshop, iBCDE managers were divided into four groups and were asked to think about the purpose of education as per the iBCDE objective 1 which is related to the Culturally Relevant Education (CRE).

The answers from the four groups included: to increase knowledge, to study NFE and FE, to increase awareness of the value of education, to participate in education policy in order for Indigenous People (IP) to acquire education, for Multilingual Education (MLE) to bridge to education, for good health, to have voice, to generate income, to build capacity, to participate in development, to help in sustainability, to train others, and to organise and maintain culture and identity. These answers revealed how iBCDE staff understand the purpose of education in a broad manner. iBCDE's goal for education is very wide.

## **Bilingual Non-Formal Education (NFE) and Formal Education (FE)**

NFE is intended for adults and school age children who are out of school. However, iBDCE's NFE is functioning similar to the extra-curricular primary school activity which happens outside of the primary school. Most of the students in evening bilingual NFE classes are 6-15 years old children and youth who are also attending the government primary school or formal bilingual education during the day.

The out of school children are often gaining confidence and courage to attend the government school after they have participated in iBCDE's non-formal bilingual classes. In order to achieve fluency in mother tongue, students need more practice in reading and writing the mother tongue. The existing CARE bilingual curriculum is too short to gain

---

fluency in mother tongue as it quickly transfers from mother tongue to Khmer. Mother tongue is also not used as a post literacy after the third grade. In addition, the number of mother tongue books in bilingual schools is very limited. Therefore children do not have enough practice in mother tongue literature to gain fluency.

In contrast, iBCDE's mother tongue and bilingual NFE materials provides more literature in mother tongue, giving an opportunity for the students to achieve fluency in reading and writing mother tongue. This builds a stronger foundation for continuing studies in Khmer.

In Roya (Krung) and Bonhok Knung (Tampuan) villages in Ratanakiri, literacy teachers would like to teach using the government primary school books instead of the iBCDE NFE primers to support indigenous children who are studying in government primary school. iBCDE has already delivered the government 4th grade primary school textbooks to Bonhok Knung NFE class. This shows that teachers and students are seeing the need to adjust the literacy classes to the new context they are presently in. The communities are making their own decisions regarding the education which is most helpful to the learners.

The evaluators interviewed the government BE teacher in Putang village in Mondulkiri who also teaches bilingual NFE in the evenings. When asked regarding the suitability of iBCDE NFE curriculum for school children, he informed the evaluators that for students who are 10 years old and above, the iBCDE NFE materials are not too difficult. He said that there are times when the lifeskill content in the iBCDE NFE primers have inspired students to ask the teacher to try out some of the agricultural activities. Although the teacher did not have time for these activities due to his teaching role during the day at the government primary school, it gives an indication that there is potential for iBCDE bilingual NFE materials to be beneficial and interesting for the indigenous children.

## **Post Literacy**

Mother tongue post literacy in villages is not visible. There are no libraries or other places where mother tongue and bilingual books are made available to the community. School libraries do not include many mother tongue books due to the need to be approved by the Ministry of Education, Youth and Sports (MoEYS) in order to be used in schools. Mobile libraries seem to be the latest good effort to promote post literacy. However, the Output tracking sheet has combined mobile library activities with child friendly spaces such as literacy classes, etc. It was also difficult to get examples of how the mother tongue literature is being used outside of the NFE classes. This gave an impression that mother tongue literature is non-existence. It was only in the NFE class in Putrom village in Mondulkiri where mother tongue story books are available. However, the books are kept in a steel box and are not organised in a way that encourage their use. Besides Putrom village, there were also some old primers which are kept in the houses. Villagers informed the evaluators that they have no access to mother tongue story books.

---

However, mother tongue songs are the most popular and most used literature nowadays. In Yem village in Ratanakiri, the teacher related to the evaluators how the students asked for copies of Tampuan songs to perform in government school. Songs are also a popular way to make use of the mother tongue literacy among Christian churches and especially among young people who enjoy learning songs from the song sheets.

## **Outcome Mapping (OM) and reporting**

Outcome Mapping has made iBCDE staff sensitive to listen to the communities and to encourage and promote community led development. However, this evaluation was not able to identify specific examples of how Outcome Mapping has helped iBCDE staff to identify and promote creative solutions that contributes to the positive change. Also, the evaluators did not find clear evidence of how the Most Significant Change (MSC) stories and the six thinking hats methods have been helpful to the communities. The iBCDE staff expressed that it takes a lot of time and administration to do these activities.

When discussing with iBCDE staff regarding how to evaluate positive change, the evaluators were told about a villager who was often visited by the dialogue team to discuss about his challenges. Finally, positive change happened. When iBCDE staff collected information for the MSC story, they asked what contributed to the change. The villager answered that it just came from his heart. The iBCDE staff felt that they have succeeded in their work. However, this is an example of how difficult it is to measure iBCDE's contribution to the positive change in communities.

It was not always possible to see how iBCDE has contributed to the progress mentioned in the iBCDE reports. In the report, Puretang village has shown excellent progress in Improved Indigenous Livelihood (ILL).

“Almost every family is growing vegetables for their own consumption and selling for extra income. They have a vet in the village for treating and vaccinating their animals. They have started to keep forests around their houses. There is a dance group based in the village, who earn money through their performances. They are successfully keeping local seeds too. The authorities are also playing an important role in helping solve land conflicts for community. “

However, during the interviews with the village head and the villagers, the evaluators did not see the connection between the excellent progress and the iBCDE's contribution. iBCDE had organised training in home gardening but no one implemented what they learned from the training. The lack of the water and land ownership are the main reasons given for non-implementation.



---

## **Gender issues, learning exchanges and savings group**

Excellent progress in gender issues were mentioned in many villages. Some families reported bigger rice harvest due to men starting to share the women's workload. The video and discussions on domestic violence have also lessen the violence in the villages.

Learning exchanges between communities to see successful development interventions of the neighbouring families and villages have been an important tool to foster positive changes in communities. When the visiting group is large enough, the group has been efficient to share their experiences with others upon returning to their own village.

The evaluators met with a well functioning savings group in Samros village in Ratanakiri. They have saved enough money to lend to the villagers who are in need for medical emergencies. After saving for three years, they are paying interest to the members of the group.

---

## Recommendations

As the evaluators identified the changes in the present context, iBCDE's strengths and the specific emerging areas, the evaluators recommend the following as an input for ICC and its partners in planning for a final third phase.

### **Clarify iBCDE's identity**

The need to clarify iBCDE's identity by answering the questions of who is iBCDE, what are they good at, what makes iBCDE unique and what is iBCDE's unique contributions. The workshop with the iBCDE managers started this process. However, it is recommended to continue with the discussion to define and refine iBCDE's unique contributions by acknowledging who iBCDE is and what iBCDE is good at. This will help iBCDE succeed by focussing on their strength rather than repeating what other NGOs are already doing. By working on their strengths and providing unique contributions, iBCDE will likely to design quality interventions which they have the capacity to implement. Their unique contributions will likely to have value to those they are serving when it is an intervention which iBCDE is the only one implementing.

### **The need to focus**

The need to focus by answering the question where should iBCDE put their limited resources, which communities should they serve and how will they serve. iBCDE project is working in many communities with a few number of staff. Staff are feeling overworked. The technical teams are having difficulties to respond to the needs of the dialogues teams because of the lack of technical staff. There is a need to either increase the number of staff or decrease the number of villages. However, through focusing on a specific goal or objective, iBCDE will channel their human and financial resources in a way that produces a clear impact rather than small outcomes in different areas.

### **The need to respond to the changing times**

The need to respond to the changing times by answering the question of how can iBCDE be of significance at this moment. Times are changing quickly and iBCDE should reflect on how they can continue to contribute to these changing times. As with education, the communities are now seeing the need for children to attend the government schools. Therefore, iBCDE should consider strategies on how to support indigenous children to be successful in government primary school.

---

## **Limit the project's systems and structures**

Limit the project's systems and structures to only what are needed for efficiency. According to the iBCDE staff, the demands of different and numerous reports slow down their work and take away the time for communities. The reports are difficult to handle. iBCDE conducts OM, however, donors and the government need quantitative data and to see the impact of the project activities. Although, the staff acknowledge that OM is flexible; it gives the project a good overview; and is good for the communities, the project has no OM expert. Staff expressed the difficulties in filling the many sections of OM and to ask all the questions to the villagers. One staff also conveyed his dissatisfaction of not knowing where the project stands in relation to its goals. Others expressed how OM does not reflect what is happening in the communities. For example, OM might show excellent progress for a certain village when in reality only few families are having success. Another example is when a progress of a village remains the same even though the project has not visited the village for many months.

Other methods, such as the twice a year Most Significant Change (MSC) stories, the Quarterly River of life and the Six Thinking Hats, should be re-evaluated of their relevance in relation to the project's efficiency.

## **The separation of iBCDE into two projects**

Different staff expressed the need for iBCDE to be separated into two projects. This is partly due to the separate locations. To operate in their own locations will help in decision making, in management, for sustainability and in the process of localisation. Although the situation has improved, there is a sense of competition between the two provinces more than the perception of working together. This is partly due to the different interpretations of the ICC policies.

## **Revisit the quality and value of the dialogue team approach**

It is evident that iBCDE has a good relationship with the communities. However, there is a need to revisit the value of the dialogue team approach in relation to effectiveness. There are reports that iBCDE helped communities in creating the VDCs, in facilitating learning exchanges between different communities, in providing links to relevant technical support, in discussing gender issues through puppet shows and videos, in helping villages to write letters to the government, in promoting education. However, the approach opens up a dream list of expectations from iBCDE. One of the village leaders showed his frustrations because his village needs a health post. He said, he has been asking iBCDE for help but without success. Other villages asked iBCDE to provide for water tanks, for roads and wells. The evaluators appreciate the discussion on the needs as identified by the communities. However, iBCDE should also be intentional in communicating what iBCDE does and to provide direction in accordance to iBCDE's

---

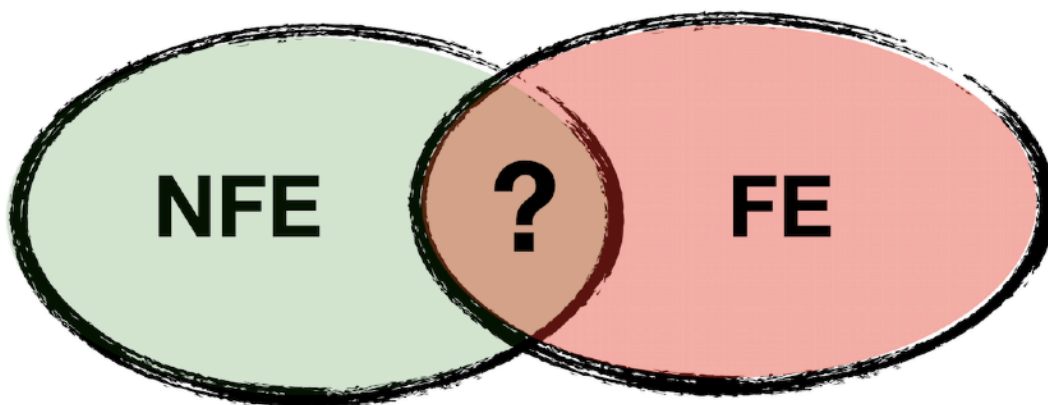
expertise, for example, in education. iBCDE should also be actively connecting the communities to those who can help them best.

## **Continue producing appropriate media**

The evaluators would like to acknowledge the excellent work of iBCDE in producing appropriate media. The evaluators received good reports in response to the videos in the minority languages, such as, the video on domestic violence. The video helped in decreasing the number of domestic violence in the villages. The evaluators also watched some of the videos produced and translated by the project in Ratanakiri and they are excellent. It is recommended that iBCDE continue producing appropriate media which explores timely issues such as producing video to raise awareness on bank loans which seem to be affecting the communities increasingly.

## **Clarify iBCDE's contribution to education**

Many appreciate ICC as an expert in education. If ICC would like to work in line with their expertise, iBCDE should think about how it should be contributing more to formal education for greater impact. For example, it will be good to consider if it is possible to partner with CARE in producing government approved mother tongue literature for schools. Another example is partnering with Room to Read to develop good quality post literacy activities in bilingual primary schools. iBCDE's unique expertise to develop mother tongue and bilingual reading materials can boost the post literacy activities in the government primary schools. This is best done in cooperation with CARE and MoEYS. iBCDE has also a lot to give in strengthening the bilingual education curriculum with stronger body of mother tongue and bilingual literature. iBCDE can also take up a new challenge by developing post literacy bilingual education activities within the government primary school system. This strategy needs further exploration.



---

## **Evaluation of NFE and FE**

If iBCDE decides to continue the bilingual NFE curriculum with school children, there is a need for a thorough evaluation of the iBCDE NFE education programme in its actual context. It is important to acknowledge who the students are in iBCDE literacy classes and what kind of education programme would benefit them most. Are the materials and curriculum which was originally developed for adult literacy suitable in strengthening the weak bridge of the existing bilingual FE in primary schools? What kind of adaptation would iBCDE literacy curriculum need to fit to the new context of the ethnic minority children in the beginning of their formal education?

It can be predicted that non-formal adult literacy will be of lesser significance in the coming years as government schools are already being built in almost all the remote villages in Mondulkiri and Ratanakiri provinces. Since iBCDE has a good existing adult literacy programme, it is good to make use of it as long as there are adults who are interested to participate in the NFE bilingual literacy classes.

There has been successful numeracy classes in cooperation between ICC and NTFP in the past. These classes focus into the immediate needs of illiterate women, teaching them basic numeracy and other skills needed in the market. This might still be a relevant option for adults who are needing these skills but do not have time to sit every evening in a literacy class. Informal education which happens outside of class, for example, in the form of puppet shows, radio and video combined with community discussions are powerful and fun ways to educate in relevant topics.

## **Improvements to Post literacy**

Many community representatives perceive the preservation of their language and culture as one of the main goals for bilingual NFE. In order for this to happen, there is a need to strengthen the post literacy activities. At the present, mother tongue post literacy is not actively used in the communities.

It is important for iBCDE to strengthen the mobile libraries; to promote mother tongue literature in bilingual NFE and bilingual FE classes; to find ways to encourage the use of mother tongue literature in the communities; and to be creative in applying mother tongue literacy with modern technology.

Since songs are motivating people to learn mother tongue literature, it is recommended to give extra effort in putting the old and new mother tongue songs on the internet. This way people can access them. It is also important to prepare for the future and continue developing well functioning libraries of ethnic minority literature on the internet. Some of the villagers have already access to these resources on their smart phones. An increasing number of people will have access to these resources in the near future. Some iBCDE staff are using mother tongue when communicating on Facebook.



## **Sustainability of CRE**

In order for CRE to be sustainable, it is recommended for iBCDE to work closely with the provincial and national levels as per iBCDE's proposal. Efforts should be in place to intentionally maintain a good cooperation between iBCDE and with the various government education offices. As in most countries of the world, education is, by law, the responsibility of the government.

## **ICC's proposal for Jarai**

It is important for ICC as an organisation to think thoroughly on how they would like to move forward with the Jarai literacy. What is ICC's objective for the Jarai literacy? What resources would ICC need to succeed? It is also important to know CARE's and POE's plans for the Jarai bilingual education, how ICC could be involved, what resources are needed for this cooperation. Could focusing and putting effort into cooperation in FE sector be more beneficial than iBCDE running its own Jarai literacy classes for school age children?

---

At the present, none of the three Jarai literacy classes are functional. Two literacy classes are having issues with the teachers. The other heard complaints from the parents regarding the Jarai alphabet. The parents think the alphabet is confusing the children who are studying in the government primary school. There is a need to raise awareness of the Jarai alphabet in order for the alphabet to be accepted by the community and to ensure success of the Jarai literacy classes. It is also important to evaluate the Jarai literacy materials.

### **Ensuring likelihood of success**

There were reports of unsuccessful implementation of interventions due to unfavourable circumstances, such as, the lack of water to be able to use the latrines and for home gardening. It is recommended to think thoroughly before implementation to ensure likelihood of success. Before organising trainings, make sure that the villages are equipped to implement what they learned. This will also lead to the likelihood of being time and cost effective. It is also important to envision how an intervention can impact the larger community rather than just few individuals.

---

## References

Brinkmann, Svend (2012) Interviewing. In: Given, Lisa M. ed. The SAGE Encyclopedia of Qualitative Research Methods. SAGE Publications Ltd doi: 10.4135/9781412963909

Impact Evaluation. Available from: [http://www.betterevaluation.org/en/themes/impact\\_evaluation](http://www.betterevaluation.org/en/themes/impact_evaluation). [accessed 2017-11-22]

Morgan, David L. (2012). Focus Groups. In: Given, Lisa M.ed. The SAGE Encyclopedia of Qualitative Research Methods. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9781412963909>. pp. 353-354.

OECD-DAC. Evaluation of development programmes. DAC Criteria for Evaluating Development Assistance. Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC). Available from: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> [accessed 2017-11-22]

Outcome Mapping. Available from: [http://www.betterevaluation.org/en/plan/approach/outcome\\_mapping](http://www.betterevaluation.org/en/plan/approach/outcome_mapping). [accessed 2017-11-22]

Outcome Mapping Practitioners Guide. <http://www.outcomemapping.ca/nuggets/developing-a-theory-of-change-with-outcome-mapping>. [accessed 2017-11-22]

Patton, Michael Quinn (2012). program Evaluation. In: Given, Lisa M.ed. The SAGE Encyclopedia of Qualitative Research Methods. SAGE Publications. DOI: <http://dx.doi.org/10.4135/9781412963909>. pp. 684-686.



---

# Appendices

## Evaluation Schedule

### iBCDE End Evaluation Schedule

<b>December</b>	<b>Activity</b>
<b>10th Sunday</b>	Early departure to Mondolkiri
<b>11th Monday</b>	Morning: Focused Learning Workshop with Elaine Ari and Sambath visited PoE Afternoon: Visited Puretang and Putrom villages
<b>12th Tuesday</b>	Visited Lao Romeat, Putang, Thong Pang villages
<b>13th Wednesday</b>	Visited Pu Niaw and Chak char villages
<b>14th Thursday</b>	Early departure to Ratanakiri Afternoon: Observing staff meeting Evening: Meeting with Jeck and Sakoeun
<b>15th Friday</b>	Morning: Focused Learning Workshop with Elaine Ari and Sambath visited Rural Development office and Ochum District office Afternoon: Ari and Sambath visited Health Department and met Savoeun Elaine worked with data translation with Sam Oeun
<b>16th Saturday</b>	Visited Saomtrak village, DoE office, Yem village
<b>17th Sunday</b>	Ari and Sambath visited Samros and Bonhuk villages Elaine visited Kaman, Bonhuk3 and Roya villages
<b>18th Monday</b>	Morning: Ari and Sambath visited CARE Elaine observed staff meeting and worked on data translation with Thuin Meeting with Ian Afternoon: workshop for iBCDE managers Evening: Elaine and Ari met with Mee Sun
<b>19th Tuesday</b>	Early departure to Phnom Penh
<b>20th Wednesday</b>	Morning: Meeting at the head office Consolidation for report writing

---

## Focused Learning Workshops

“To find out how to improve productivity, quality and performance ask the people who do the work” - Peter Drucker

What: Focused Learning Workshop

Why: Purpose No. 2

Comment on process and structure, including assessing the dialogue team approach, the technical teams, and the strategies in relation to the vision to determine what is being done well, and what might need to be changed for a third phase.

When: Mondolkiri 11th December 2017 at 0800-1200, Ratanakiri 15th December 2017 at 0800-1200

Materials: Markers, A4 paper, cut in half and in four (square size), Flip board chart and flip chart papers

Methodology: Focused Learning Workshop

Objective: Analysis of dialogue and technical team approach and gather responses as a result of the workshop

### Process and Method

Introduction	Name, position in ICC, write name on paper
Objective	2016-2017 Learning workshop, think back and reflect, look at the future
Rules	Created by the participants, list on the board, participate, no distraction
• Factual	Body / observations, data, facts What happened? What did you do? What are the activities do you remember? Highlight / Lowlights Work with the same team, list one per paper, report back
• Reflective	Heart / feelings, emotions, associations What do you think / feel about these? Why? Work as group, consolidate, group list, add Group according to good / not so good
• Interpretative	Head / making meaning Work as a team Why this is good, why this is not so good? Who caused them? What are the results? What makes it good? What makes it not so good? Why?

- Decisional

Hands and feet/next steps, commitments

As a group, what should we do about it? Who needs to do what? When? What should be done for the third phase? What should be done more? What should be done less?

In the light of what we learn today, how do we see the future?

## Notes from the workshop regarding concerns which affect work:

### Mondolkiri

Concerns:	Solution:
Limited staff in comparison to the number of villages	Either increase staff or decrease the number of villages
Lack of technical staff to support the dialogues teams, sometimes technical staff are double booked	Staff capacity building
High staff turn-over, resignation of technical staff due to budget cuts, staff look for secure jobs	
Numerous reports including extra reports from donors which were not in the agreement and the head office which are unpredictable and not in the timetable	Head office to advocate for easier reporting to donors
They conduct outcome mapping but donor needs quantitative data	
Many reports - 3 monthly outcome tracking, MCS twice a year, Quarterly River of life, quarterly for donors, monthly for district office, city hall, PoE, governor's office	
Donor asking for disability data, however project has no skill or knowledge on how to collect data	
No report feedback received, only feedback about budget and spending, no feedback on activities, no feedback for improvement	
Ageing assets - due to old computers data has been lost, old vehicles and motorbikes, female staff need proper transportation	
Need for IT person, English speaking staff	Look for volunteers
Clarify ICC's name	
Cooperation between Mondolkiri and Ratanakiri provinces needed because of cross learning. Mondolkiri can help Ratanakiri since they know more about outcome mapping. Easier reporting	

## Ratanakiri

Concerns:	Solution:
Low per diem when villagers come for training, not standard for government officials	
Low salary, high staff turn-over, low motivation	
Reporting - many different reports, difficult to handle, slows them down and takes away the time for the communities, no feedback from donor, gov't and back donors need quantitative reports	
Low budget to help patients especially children and mothers	Staff charity fund to help the sick but it would be also good to get funding from donors
Many villages, less staff	Add staff or lessen villages
Outcome mapping - no expert, many sections, hard to fill and to ask all the questions to the villagers. Good points for being flexible, can see the whole story, good for the communities	
Policies on hiring staff from the head office does not fit well because of low qualification in the province. Policies are not translated to the minority languages	
To separate from Mondolkiri - to manage the budget better (Mondolkiri overspent), different interpretations of policies, to help with decision making, easier to sign documents, performance reviewed by someone who they don't work closely with, absence of manager because of distant during important meetings, the get together of the two provinces is costly rather spent the money to help the communities	
Need for capacity building to get new ideas from outside, not just learning from Mondolkiri	

## Focused Learning Workshop (Mondulkiri)

### Group Discussion

Team	Event / Activity	Agent	Impact / Outcome
	1. The police prohibited the staff to implement the project because of their suspect on the political sensitivity.	Local authority	<ul style="list-style-type: none"> <li>• It wastes our time to travel.</li> <li>• It makes the community member feel disappointed, scary and extravagant.</li> <li>• It is difficult to communicate with the local authority.</li> </ul>

1	2. There are many cases of sexual health problems for women.	Community members	<ul style="list-style-type: none"> <li>• It is difficult to access the health care service at the hospital because of the infrastructure to/from the villages.</li> <li>• The community members want the medicine and medical treatment from ICC staff but we are not the expert.</li> <li>• They are so much shy, so they don't participate at all.</li> <li>• They cannot travel to find the service due to the cultural constraint.</li> </ul>
	3. Literacy classes are not functioning because of no stipend for volunteer teachers.	Community and funding partner	<ul style="list-style-type: none"> <li>• The classes are not functioning, so the community members are still illiterate.</li> </ul>
	4. Budget cut, staff cut	Funding partner	<ul style="list-style-type: none"> <li>• It affects the project activities in target villages, can lead the project to failure.</li> </ul>
	5. Advocacy on having children at the office	Head Office	<ul style="list-style-type: none"> <li>• It affects the feeling of parents as the project staff</li> </ul>
	6. Political tension	Government	<ul style="list-style-type: none"> <li>• Local authority are strict on the meeting at the village</li> <li>• The community people are scary and afraid to take part in any meeting or workshop</li> </ul>
	7. In some target villages, parents haven't been aware enough of education value, so they don't really care about their children's learning	Community members	<ul style="list-style-type: none"> <li>• They don't encourage their children to school or literacy class, so their children might be lately literate</li> </ul>
	8. Members of Bunong community network establish their own political party	Community member	<ul style="list-style-type: none"> <li>• There is a blind and false accusation of ICC's involvement in this party</li> </ul>
	9. Extra paper work/report unpredictably requested by some donors	Funding partner	<ul style="list-style-type: none"> <li>• It affect the activity plan, waste of time, lack of skill and knowledge in identifying things at the place for indicator of donor</li> </ul>
	10. Community land was grabbed by private company	Private company	<ul style="list-style-type: none"> <li>• Community members expect us to help solve the problem but we are not clearly expert</li> </ul>
	2	11. ICC staff help the community to arrange the meeting between teacher and community to recruit the literacy class supporting committee and the committee of money saving for teacher	ICC-iBCDE
	12. Arrange the training workshop for volunteer teachers of bilingual literacy classes.	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Teachers gain more knowledge to improve their own capacity and teaching methodology as well as get more teaching and learning materials for teachers and students</li> </ul>
	13. Arrange art workshop 5 times already	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Elders have the opportunity to transfer their skills such as fabric weaving, basket weaving, producing the traditionally musical instrument, and composing the songs.</li> <li>• Reflect and learn together for the value of culture so that they can improve the writing.</li> </ul>

2

14. Deliver the water filter for poor community and school.	ICC-iBCDE	<ul style="list-style-type: none"> <li>The community can get access to safe drinking water</li> <li>Students and teachers have safe water to drink at school</li> </ul>
15. Display the video to educate the risk of migration and cheating.	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people get to know the risk of being cheated and the forms of exploitation</li> </ul>
16. Community have registered the community titled land form up their own patrol team to protect their forest	Other NGOs and ICC-iBCDE	<ul style="list-style-type: none"> <li>Help to retain the forest, land, and natural resources to balance the environment for the world</li> </ul>
17. Community gain the knowledge on how to make compost fertilizer in the target villages and networking villages	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people start decrease to buy and use the chemical fertilizer, so they are healthier</li> <li>Community people have their own resources to make compost themselves</li> </ul>
18. Arrange the puppet show to make the community people interested and participate so that the information and education message have been successful obtained.	ICC-iBCDE	<ul style="list-style-type: none"> <li>The community are interested so they listen and watch as well as ask and answer the questions</li> <li>They participated actively and no conflict</li> </ul>
19. Community people, manager of health post, and ICC-iBCDE staff discussed the community's plan on building a village health post in Laromeat village.	ICC-iBCDE	<ul style="list-style-type: none"> <li>They are not successful in building the village health post since it need much technical support and authorization from the government stakeholders</li> <li>They swapped to another plan is building bridge instead</li> </ul>
20. Research for the new target village and make a new literacy class operate in a networking village.	ICC-iBCDE and DOE	<ul style="list-style-type: none"> <li>Community people have the literacy class so that both children and old adult can get access to education in this village. Hopefully, they will be literate, can access the news and communicate in the society</li> </ul>
21. Make film on the history of indigenous people	ICC-iBCDE	<ul style="list-style-type: none"> <li>They can preserve their culture to have enough information to world to know and learn theirs</li> </ul>
22. Support the solar system to some church	ICC-iBCDE	<ul style="list-style-type: none"> <li>The church have enough light to learn reading book and discuss</li> </ul>
23. Form up village veterinary agents	ICC-iBCDE and agriculture department	<ul style="list-style-type: none"> <li>Community have volunteer veterinary agents available in their village, so they help to cure the cattle of the villagers</li> <li>Animal health problem is decreasing</li> <li>Farmer can earn enough money</li> </ul>
24. Facilitate to have the model farmers	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community members have vegetable to cook and natural crop become existing</li> <li>Their income is stable</li> </ul>
25. Support the community to build bridge	ICC-iBCDE	<ul style="list-style-type: none"> <li>The community people can cross over the stream and help them in emergency</li> <li>Help to increase the family economy</li> </ul>
26. Arrange the awareness raising on garbage management (separating and recycling)	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community can separate garbage (organic, plastic, glass, recycle, disposal...)</li> </ul>

	27. Help the community to build toilet	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people can make their own care on sanitation, so the infection spreading is also decreasing</li> </ul>
	28. Most people at the remote community are bilingually literate (mother tongue and national language Khmer)	ICC-iBCDE	<ul style="list-style-type: none"> <li>Some community people become literate in both mother tongue (Bunong) and National language (Khmer)</li> </ul>
	29. Take part in School Enrollment Campaign	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people become aware of the value of their children's learning, so they help to encourage their children to go to school and learn</li> </ul>
	30. Mainstream the parenting knowledge with the community	ICC-iBCDE	<ul style="list-style-type: none"> <li>Parents especially mothers can take care their children technically (eg: provide nutrient food, clean body for hygiene...)</li> </ul>
	31. Arrange the reflecting workshop on the bad impact of illegal drug abuse in the community	ICC-iBCDE	<ul style="list-style-type: none"> <li>Some teenagers and adults decrease using drug because their parents become caring them and educate them not to go out with bad friends and help with parent's work</li> </ul>
	32. Install the solar system to get the literacy class accessing the light	ICC-iBCDE	<ul style="list-style-type: none"> <li>The students and teachers have enough so that they can start their literacy class</li> </ul>
	33. iBCDE has phased out from 3 target villages	ICC-iBCDE	<ul style="list-style-type: none"> <li>The people in these communities are functionally literate, they also can make their village development plan and seek for the supporting partners by themselves</li> </ul>
3	34. Some communities are linked together from one village to another.	ICC-iBCDE	<ul style="list-style-type: none"> <li>They have partners to discuss and help one another</li> </ul>
	35. Compiles many new books	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people have new update story book to read and especially, the health book written in their mother tongue</li> </ul>
	36. Take part in the funeral in communities to express compassion and comfort the family	ICC-iBCDE	<ul style="list-style-type: none"> <li>The family and the community people are happy and closely communicating with ICC-iBCDE</li> </ul>
	37. Arrange the transferring traditional skill workshop	ICC-iBCDE	<ul style="list-style-type: none"> <li>The elders are happy to share their traditional skill and cultural knowledge to the young generation especially, musical instrument and songs</li> </ul>
	38. Make the video to educate the side effect improper use of chemical substance and how to use it safely	ICC-iBCDE	<ul style="list-style-type: none"> <li>They become aware and practice safe working such as putting on cap, medical mask, glove, boot, clothes and spray it above the wind move.</li> </ul>
	39. Community and iBCDE staff built 3 schools for 3 different villages	ICC-iBCDE	<ul style="list-style-type: none"> <li>More students can enroll because more spacious classroom</li> </ul>
	40. Some community start growing vegetable	ICC-iBCDE	<ul style="list-style-type: none"> <li>Community people have enough vegetable for food</li> <li>No longer spend much on unsafe and chemical vegetable in the market</li> <li>They are healthier and happier</li> </ul>

41. Work closely with the children group to educate them on health and sanitation practice	ICC-iBCDE	<ul style="list-style-type: none"> <li>• They can practice general hygiene such as, cleaning hands with soap or ash before eating, cleaning their body with soap regularly and cleaning the surrounding environment</li> </ul>
42. Community members and committee, village chief, school director and iBCDE staff have the meeting together to request for MTB-MLE program in government school	ICC-iBCDE	<ul style="list-style-type: none"> <li>• In Chhul and Thong Pang villages, the provincial department of education agree to implement that program</li> <li>• However, the committee in Puratang village is still waiting for the official response from the department.</li> </ul>
43. Reflection workshop on the adaptation to local climate change	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Some community people start growing dry-season vegetable, form up their own forest rangers, reforestation, titling community forestry</li> </ul>
44. Peace bridge workshop to reflect on the domestic violence in the community	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Community people who are Christian have a chance to reflect on the bad impact of violence and how to forgive one another</li> </ul>
45. Arrange the reflection workshop on child right and subconscious abuse	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Community can reflect on their previous behavior and its bad impact on children</li> <li>• They start changing their mindset and attitude (eg, they used to hit their children for the mean of education and punishment, get the children to look after cattle and to sell the labor, etc)</li> </ul>
46. Help a girl who was cheated on phone to return home.	ICC-iBCDE	<ul style="list-style-type: none"> <li>• ICC staff can help that girl to return home successfully and safely</li> <li>• It is the lesson for other community members</li> </ul>
47. Help the community to build school for their village	ICC-iBCDE and community	<ul style="list-style-type: none"> <li>• Community people have school for teacher to teach and students to learn as well as the meeting place for the village</li> </ul>
48. Help the community to save the money helping the poor	ICC-iBCDE	<ul style="list-style-type: none"> <li>• That money is used to help the poor, the sick, and compassion fund for the family of funeral</li> </ul>
49. Help LaoRomeat community to install the pumping well	ICC-iBCDE	<ul style="list-style-type: none"> <li>• Some community members can get access to the clean water</li> </ul>
50. Attend the training workshop on photo/ picture design and video edition	ICC-iBCDE	<ul style="list-style-type: none"> <li>• ICC-iBCDE staff can edit both picture and video and make some completed videos already</li> </ul>
51. Republish 100 copies of Bunong Primer books	ICC-iBCDE	<ul style="list-style-type: none"> <li>• 100 copies of primer books were distributed to bilingual literacy classes through teachers</li> <li>• 5 MSC story books were distributed, also</li> </ul>
52. Help to build house for the poor in the community	ICC-iBCDE	<ul style="list-style-type: none"> <li>• ICC-iBCDE staff are proud of this good deed.</li> </ul>
53. Arrange the training workshop on the infective diseases (Sexual Transmitted Disease and Hepatitis) in 4 villages	ICC-iBCDE	<ul style="list-style-type: none"> <li>• They are aware of the symptom of the infection and how to prevent it</li> <li>• They also know where to find the treatment service</li> </ul>



4	54. Follow up and provide the supporting visit to bilingual literacy classes	ICC-iBCDE	<ul style="list-style-type: none"> <li>The staff have regular supporting visit to the classes and see the students are happy and their literacy learning is positively progressive.</li> </ul>
4	55. Conduct the mobile library in the target villages	ICC-iBCDE	<ul style="list-style-type: none"> <li>Children can read various books with various knowledge</li> </ul>
	56. Hand out the leaflet on the bad impact of illegal drug and chemical substance abuse	ICC-iBCDE	<ul style="list-style-type: none"> <li>Some community people are aware of the bad impact of drug addiction and chemical abuse</li> <li>They tend to cut off the use of those kinds of substance by themselves</li> </ul>

## Focused Learning Workshop (Ratanakiri)

### Positive Changes

Agriculture	
Some key farmers in the village raise awareness to other communities	They learn from ICC how to grow vegetables and protect animal health. Other communities request community to give them training.
ICC's teaching is simple, easy to follow and they can apply	In the villages, new ideas come more than before on how to plant vegetables and grow fish
Some families in the community can sell fish to have income	Villagers are encouraged what vegetables they have to grow more. When they understand and learn fully about working in the farm, they have more fish and vegetables to sell
Community has requested more technical knowledge in agriculture	The community knows what they need and willing to learn about agriculture
	Good relationship in the community and they trust each other. However, the real success is learning from other villages and to see improvements. To see other village as role model, the community can practice new idea, grow fish, vegetable and protect animals
ICC always talks about the real situation and shown video on domestic violence and drugs.	Community knows now and have changed. They are more careful. Community starts to understand about the impact of chemical poison
	Learnings are easy to practice. Gained understanding about food chemical. Learned from other villages on how to make pond to grow fish and the learning is passed to other families.
Workshop on how to protect vegetable seeds for next season and also in traditional way	Families in community keep seeds by themselves and do not request ICC anymore
In the past, the communities ask ICC for tangible things, like bridge. Now communities know ICC do not provide bridge, etc. but technical knowledge	Community now understands and they do not anymore request big materials from ICC but just technical knowledge

	Community to develop on their own and test new ideas. 25 families are willing to spend small money to buy fish and vegetables to grow. Farmers know how to use the tool for planting rice seeds and also dig plastic pond to grow fish
--	--

Agent	Positive Changes
ICC	Community understands, videos raise awareness and creates dialogue. Some families learn from what they see. Learn about hygiene. Children go to school. Men and women are now helping each other. Clearer role between husbands and wives
Community	Community had unity to build the bridge to access health services and build the meeting house and houses for the poor and disabled people. ICC facilitated and provided small amount to help in building
Youth	Youth groups are having good relationships with different villages and help each other in difficult situation, like during funerals. They formed saving group in Om village. ICC talks about the role of the youth and in thinking about the future. Youth come to ICC to explore vision. Saving group gets support on how to keep money and record the money they get
VDC	VDC knows how to communicate and try to contact different government department. ICC helps them to write request letter to gov't departments.
Community	Community learned to create work plan for the village, to protect forest, cemetery and water resources. They receive support from local authority. ICC conducted workshop to explore how important the water resources are, the cemetery and how to grow some trees
ICC staff	Staff can implement plan and give more time to go to village to raise awareness in the community. Try hard day and night. No rest and work in the day. They also carry many things to the village.
ICC staff	Staff coordinate to help patients find health service. They support patients with charity fund. With the help of small money, they can save lives.
Community	Community is able to think critically. They resolve conflict in traditional way and by following national laws. There is solidarity in the village. ICC encourages to reflect on a better way to live in order to have dignity.

CRE			
	Topic	Accomplishment	Stakeholder
1	Production of Khmer materials	To use in literacy class Kreung, Brao, Tampuan Students know how to read and write Khmer	ICC, NTFP
2	Teachers' day and National literacy day	Celebration in Kamein village, including government, community, NGOs Gov't, NGOs and community encouraging teachers	ICC, Commune council, District representative, POE, Community

3	Editing learning materials	Language committee and technical staff edited contents to fit the current situation of community so that the students can read and write faster	ICC, Community
4	Issue of literacy class	Project staff meeting with the authorities and community to solve the issue. Later they reopened the literacy class.	ICC, government, community
5	Reserving land for school building	Community has a meeting and agreed to select two locations for a school building for the children 200x200m 100mx100m	ICC, village, commune
6	Opening Jarai literacy class	ICC, POE, DOE facilitated and opened classes of Jarai literacy in 3 target villages in Oyadav district.	ICC, government, community
7	Capacity building for assistant teachers	5 assistant teachers received training on teaching methodology for literacy of Krung and Tampuan from ICC	ICC
8	Creating enjoyable environment with students	Literacy students from Jarai and Tampuan villages practiced singing the songs and they demonstrated their skills to their parents. This was facilitated by project staff.	ICC
9	Production and sharing	Project has competent staff to produce education materials based on the social content and the materials were produced and shared to community and the public school	ICC

### Community Wellbeing / Changes in the communities

ICC conducted workshop on how to raise good children. Now community starts to think about the future of the children

ICC conducted a workshop to think about the role of the child. Some activities include what to tell a child, how to act towards a child, to think about the role of husbands and wife in the family, how to be a good teacher, how youth to think positive for the future, what youth need to learn and have vision for future. Parents now know who is the best teacher for their children.

Family role model improves family happiness. They create equality, sharing ideas, love and husbands learn how to take care.

Women are brave. They can advocate with their husbands and come to workshop or meeting. During the workshops, women talk about different issues.

Youth can join and give ideas during village activities, like during hygiene day, during toilet buildings and learn to explore their vision.

Use safe water more than before. They learned to boil water and filter water. Community gives value to clean water.

Some villagers like to use the water pump that they dig themselves more than the water from the river or stream water. They know how to fix the pump and where get the parts.

The community has human capacity and know-how on building latrines. Villagers teach other villages on how to build latrines.
Community gives value to using latrines more than in the past. ICC raised awareness and does follow-up. Gov't also encourages. Also PLAN and Unicef help in this effort.
Kammen village received ODF certificate from rural ministry. The community is clean and they use latrines.
Networking with ministry, other NGOs and local authority to get more experience from them for the project. They learned good governance, encourage hygiene and clean water.
Build toilet for disabled people in Om, Kammen, and Kapong villages. Elders and orphans are supported by the community.

<b>Problems encountered in Ratanakiri</b>
The gov't literacy class is 1 year while ICC is 2 years. This affects ICC's work. It is difficult to report and make statistics of the number of students. This also affects community in their studies.
Some communities don't understand the importance of their language, like Jarai. Some villages have network with other countries like in Jarai and think Vietnamese script is better than Khmer. They think that it is not necessary to learn the Khmer alphabet. Some students gave up and don't like to continue. This will cause the disappearance of their language.
No capacity building for staff due to lack of financial resources. Without capacity building, the work is slow. Some staff feel stressed because they feel incapable. They lack new knowledge and new ideas from outside.
Staff salary scale does not fit their work capacity and their high commitment. This leads to the lost of good quality staff and also effects how the staff feel.
Local authority doesn't trust the work of ICC staff especially because of political reasons. Some NGOs don't trust the local authority as well. Especially in Jarai village, ICC has been asked if they have permission to work there because of the political fears of NGOs being part of a political party.
More work but less staff. Work cannot move forward because of slow decision making and not according to plan. Heavy workload for staff and fear that this will affect their health.
Assets are old which affects the safety of staff. This also slows down the work.
There is no security inside the community, they give birth in the community, the children cannot go to school, they have loan from the bank, they lose their culture, they don't get information and don't accept new ideas. These affect their success and in gaining knowledge.
Community moved to another place, not having new ideas and don't accept new ideas. They do the same thing even if the situation is different. They are still collecting from the forest.
Parents worry. They have no security. Students do not go to school. No human resource. Women get married quickly while still young and don't go to school.
Remote villages are far from school which makes it difficult for children go to school.
Many sickness in the community, development is slow. This affects the family economy and children are not smart.
Children lack of nutrition and hygiene
Community is afraid of the gov't. The process involved in gov't work is complex which makes it difficult to request from the gov't.

Community production is low which make them always get food from the market. The family economy is low. They increase loan. Land is not fertile with many insects that eat crops.
Some staff don't understand germ protection which affects hygiene. Staff worry that they get infection from the patients when they see them. When this happens, community does not feel good about ICC.
Agriculture is low in production. Community has no skills, does not adapt, does not improve economically, difficult to work together and does not accept the model skill.
Some diseases spread to others and they don't take care of the patients. Communities separate the patients, discriminate the patients and staff are having difficulty to work with the patients.
Head office need to translate the policy for the staff in minority languages.
The children in community cannot read and write and always get cheated. It would be difficult to get a job when they don't go to school.
Loss time and loss domestic crops and seeds affect income. Community thinks that family garden is not important.
Some youth in the villages use drugs. The community worry and many bad children who might lose their future. They are with bad friends with no security and difficult to control.
Community loans from the bank which caused family breaking, land lost, leaving homeland and not participating in the development.
The head office seldom give feedback/direction to ICC's standard so there is no clear guideline for project implementation.
Villagers drink a lot and it is difficult to change the habit and there is lack of participation. These people lost income, commit domestic violence, their health is affected, they do not join the meetings or any other activities in the village or with other implementing partners.
Climate change, new generation have no land for farming and for rice field, lost forest for wild animals, lost of non-timber forest product (NTFP), drought, decreased agriculture productions, difficult to accept new knowledge.
Bad environment in the community, effecting health of human, animals and plants, spoiling the quality of land. Implementing agriculture activities with community have little success and causes discouragement.
Outbreak diseases happened and insecurity, ICC has limited budget to support the vulnerable children and women and cannot respond to the needs of the community.
Head office should provide training to project staff in order to increase the effectiveness of project implementation.
Most of villagers are difficult to change their behaviour in preparing the food with nutrition that make children grow very slow and less intelligence, weak and get sick very often. More expenses for treatment. It is hard to find new ways to help them change their behaviour for improvement of nutrition.
Young aged women have difficulty to give birth, lack of responsibility to take care of the baby, have family crisis, lack of education/knowledge, have traditional pressure, ICC staff have difficult to lobby with the community elders to change their attitude.
Women diseases faces challenges of spread out to other diseases (can be cancers, women cannot fulfil the needs of family and inability to reproductive). ICC does not have budget to support these activities.

# Questionnaires

## Questions for village visits (VDC, mixed group)

**0** Meet head of village, introductions, purpose, 2016-2017 evaluation

**1** List participants, gender age

Has village changed during last two years? How?

Find concrete way to describe period of time. Harvest etc.

**2** Write/draw each change on separate paper

Mark on each paper +/- and why

Is it good or not so good. Why?

Why you think these changes has happened?

**3** What are the ICC activities in/ with this village during last 2 years ?

Looking at activities on paper one by one

**4** What have worked well, what have not. Why?

Write/draw each activity on separate paper

**5** What ICC should do a) more and b) less? Why?

**6** If there would be no ICC, how things would be different?

**7** How would you continue the development without ICC?

**8** Visit teacher, library, women, toilets, agriculture ICC interventions to see quality of work and verify what has been reported.

## Questions for POE/NGO

Name and position of person interviewed

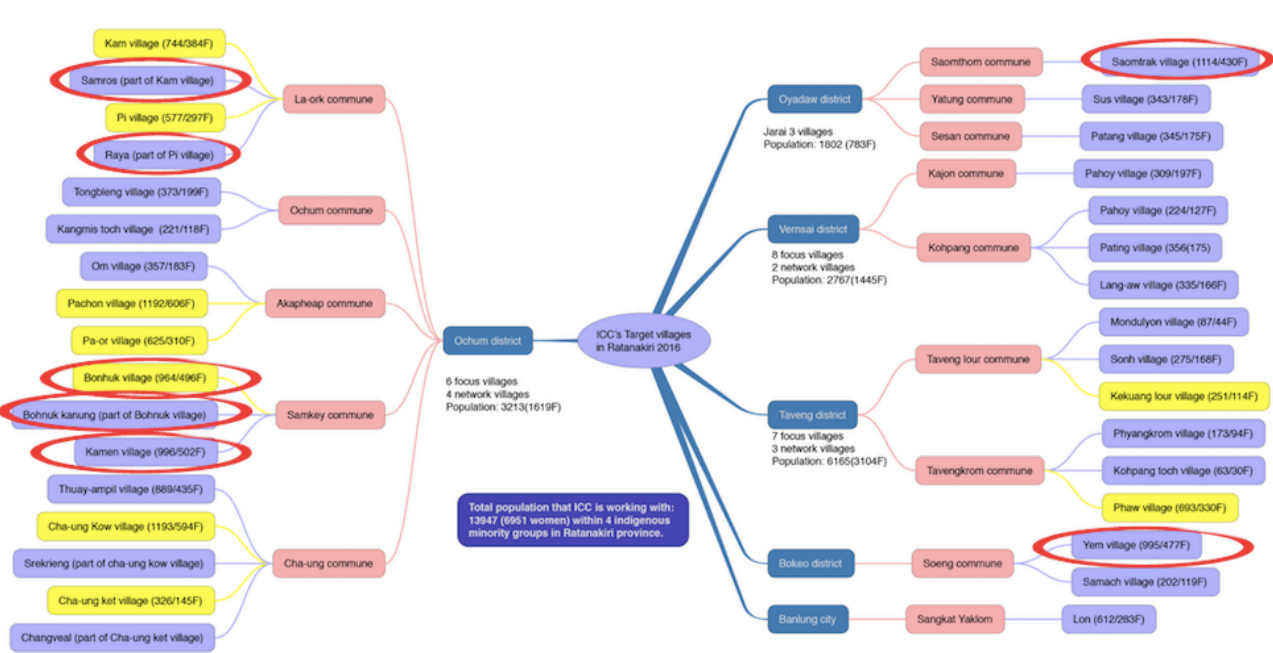
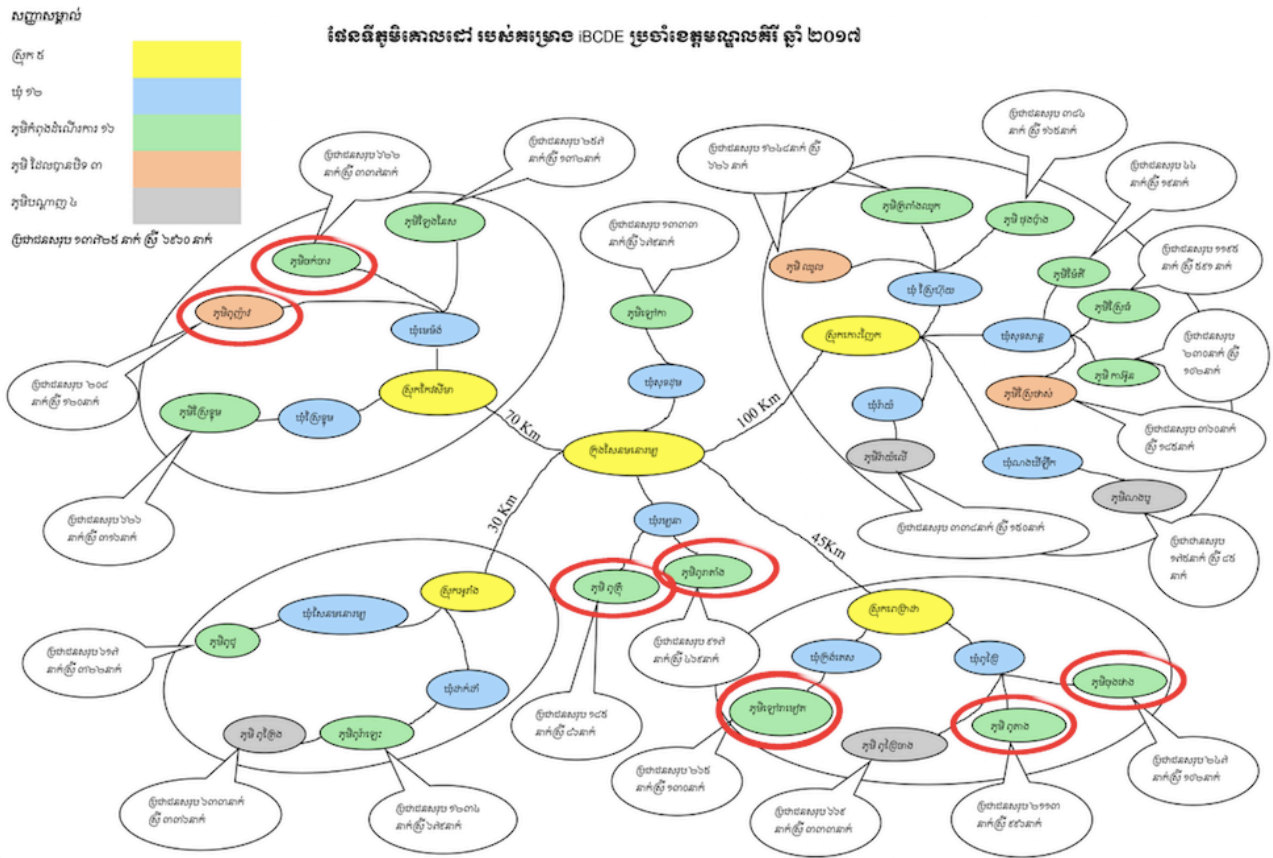
**1** Describe your cooperation with ICC

**2** How is the quality of ICC work? Why

**3** If ICC would end work in province, how that would affect POE/NGO?

**4** What ICC should do more and what less in next year/ next 4 years?

# Village visits





---

## **iBCDE Evaluation Field Notes**

11.12. -21.12.2017

### **Mondulkiri 11.12-13.12.2017**

#### **Mr Chan Vanna, Director of Provincial Education office, NFE department**

**11.12.2017**

iBCDE is training teachers and supporting bilingual non-formal education (BNFE) classes. POE receives work reports from iBCDE. iBCDE also helps in delivering education materials to villages. POE staff is not involved in the monitoring of BE. They cannot say about the quality of iBCDE's work. According Mr Chan Vanna, the only shared activity in 2017 was the literacy day that was facilitated by iBCDE and government, and POE officials attended.

Mr Chan Vanna said that in the past, there was no proper road access to villages, no electricity and no government schools. It was difficult to communicate with the villagers in Khmer. Now things are different and also NFE needs to adapt. He also said that Bunong people do not read much. Although he was encouraged by some radio broadcasting and video production in Bunong. He was not sure who produced them.

Mr Chan Vanna felt it is important to help bridge Bunong students to the government education system. However, there is no system that would give certification to students who have studied BNFE in order for them to continue in the government system. Also if students are over 14 years old, they cannot anymore study in primary education. He acknowledged that Ratanakiri has the certification but Mondulkiri does not have it.

Mr Chan Vanna's main recommendations to iBCDE are:

- 1) Cut down the BNFE curriculum from three to two years, so that it will not take so long time for the students to complete. Two years is sufficient when there is already government schools, electricity and road access to villages.
- 2) Making a good bridge to Khmer language is important because Bunong needs Khmer to survive.

What iBCDE should continue doing in future:

- 1) Teacher training of NFE teachers who appreciate the value of Bunong language
- 2) He mentioned about preserving Bunong culture. However, he also showed traditional Bunong loin clothing and said that Bunong children are ashamed to use it nowadays.
- 3) Supporting BNFE in remote places
- 4) Make BNFE available to those who like to learn
- 5) Produce educational booklets and videos
- 6) Mobile libraries



---

**Puretang village 11.12.2017****Mrs Leing Mom, 40-50 years old indigenous dance group coordinator**

After the NGO Nomad discontinued organising the dance group, Mrs Leing wanted to organise her own group with iBCDE's help. iBCDE helped to write down old songs, make new songs and to promote the group. She has received iBCDE's sponsored training on weaving with another woman from the village. iBCDE also built the foundation for a latrine she paid for. The latrine is not complete because she has been busy in her farm. iBCDE staff have visited to talk about the latrines and culture work.

No one in the village who received training in home gardening applied what they learned, including Mrs Leing. She said this due to lack of water, her land has no title and vegetables are available from her farm outside of the village. There are two home gardens in the village who are owned by villagers who did not join the training.

**Head of Village Putang 11.12.2017**

ICC helps with NFE and with Bunong stories. NFE classes stopped because the teacher gave birth. They decided to apply for BE from the provincial office to replace BNFE.

The main contribution from iBCDE is NFE and preserving indigenous culture, for example, writing down old songs and making new ones. The village sing songs during their own celebrations and for performing outside the village.

He could not say how it would be different without ICC in village.

**Putrom 11.12.2017**

Ms Niak Pika and school committee members, Mr Samkre and Mrs Kwan Saa Khat

Bunong BE is not enough. 80% in 1st grade, 60% in 2nd grade and 30% in 3rd grade. Children come to study Bunong literacy in the evening in 4 classes. Before there were 2 teachers, now there is only one teacher.

Interviewed 3 women who were waiting for their children who were studying in the evening BE NFE. They want their children to have the opportunity that they did not have. Children help with work when they are free from school but school is the priority.

**Lao Romeat 12.12.2017****(Remote village in Pech Chreda district)**

Head of the village for 10 years

“Those who work have enough to get by and those who do not are lacking”

---

Caritas gives latrines and water filters. District health office helps also with latrines. iBCDE helped with water pump after the solar powered water pump from OXFAM was broken. Also iBCDE donated tin roof for school construction.

iBCDE has discussed about the construction of health post. The government health authorities have promised personal if the post is completed. Community has collected money (1 lien) but it is not yet enough. They are asking iBCDE for help but iBCDE does not have funds.

Village access is difficult due to bad roads. It is easy to lose a child if a mother travels to the health centre to give birth. The village has traditional birth attendants. Some NGOs conducted training to traditional birth attendants.

iBCDE showed a video on domestic violence to the whole village. However, village leaders also traditionally talk against domestic violence. Some have stopped and some have continued violence in their homes.

The village leader would like iBCDE to help with building the health post and to support them in promoting education to parents since some of the children are still out of school in order to help parents with work.

There is no library in the village. The head of the village has not read or seen a Bunong story book. He still feels Bunong literacy is important to help understand their history, to learn poems and songs.

Met with the teachers of the BE government school. They have received help from iBCDE in building the school's roof. The teachers have the reading books in their houses. They bring the books to school when it is library time. They are hoping to have a library in school when the roof of the other school building is fixed.

### **Putang village 12.12.2017**

#### **Cham Chan BE teacher**

He is teaching Khmer FE in government school and volunteers to teach bilingual NFE in the evening to around 20 students. He has walking disability.

If there are less than 50% of Bunong students, he has to teach in Khmer in school. Some Khmer parents have complained regarding teaching Bunong to Khmer children. When BE stopped, he started teaching bilingual NFE in his house in the evenings for 2 hours. He does not take money from teaching BE but takes money for teaching English.

---

In the beginning, he was trying to teach NFE to older people. However, the class only lasted for a week because people got busy. He feels it is much easier to teach children.

He uses iBCDE primers 1-5 and has taught for 2 years now. He is teaching the last book at the moment. He uses CARE song book to sing songs when students are losing concentration.

There is not enough Bunong books in CARE BE, mostly just picture books. Children like to look at the iBCDE books. The lifeskill content is not too difficult for them. Children have asked to do the activities introduced in the primers. However, he does not have the time to try them out with students. Children also like the traditional Bunong stories because they have been told similar stories by their parents. The teacher feels that the content of the primers is suitable and interesting for the children. He is not suggesting modifications to the primers as long as they are used with primary school aged children.

Teacher Cham Chan received his first BE training from CARE but felt that he needed more training in Bunong literacy so he attended the iBCDE training. iBCDE had organised regular trainings for teachers who teach bilingual NFE. There they can learn about teaching methods and share experiences. He hopes that iBCDE will strengthen and expand to other mother tongue teachers to other locations as well. He is lacking books to teach mathematics and primers for new students.

Latrine usage, health and sanitation are promoted by ADB and the health department, not by iBCDE. In 2016, he received a village veterinary training but he was not aware that it was conducted by an iBCDE staff.

**Chong Pang village**  
**Head of the village, Mr Phjoo Kook**

More than 300 families in the village

The village borrowed money from banks for cassava and soya beans. Due to the heavy rain in 2016, most of the harvest was destroyed. Over the last years, tin roofs in the village have increased to 90%.

Many NGO are promoting health and sanitation in the village, such as, iBCDE, Caritas, CARE and others. ADB is planning to build 97 latrines, to provide more than 20 solar panels and dam for gathering water for gardens.

A charity from the USA built a school in middle of the village. The head of the village requested for BE to POE but have not heard back yet. He was the bilingual NFE teacher in the past and later on, his son. But the classes stopped when there was no more incentive for teacher to teach in the evening.

---

Trainings on sanitation and environment protection was given by iBCDE. The head of the village attended these trainings as reminded by the iBCDE staff but he did not remember them because he did not apply what he learned. There was no concrete proof in village that the trainings have positive impact. Soursop trees that were planted after the training were not successful.

He experienced that children liked the NFE books because of the pictures. He could not find story books in his house anymore because his son and another teacher took them. He still has two primers left. He thinks that there is interest in studying bilingual NFE if teachers get paid.

Since ADB will build the dam to make water available, they would make use of the home gardening training from iBCDE.

### **Pu Njau village 13.12.2017**

#### **District: Kaev Seima**

iBCDE has stopped working in this village in 2015

Interviewed 2 women and 2 man from the land and forest committee  
Teacher from BE / former bilingual NFE

Teacher had stopped teaching in 2015 when iBCDE stopped paying the teachers. Now he teaches BE 1-3 grades in the government school.

Mrs Tom Lang studied through the BNFE curriculum. Since she can read and write, she acquired confidence and became a member of the land and forest committee. She has been also teaching literacy to children and encouraging them to study. Due to BE NFE, she does not have to look down on her own culture. She now understands her own culture and can sign contracts.

### **Pian Ni**

Due to the understanding on the importance of the forest, she now protects it. She wants to be able to give the forest to the children and the knowledge on how to make living out of the forest. The village has only communal land title. They can move house anywhere in their communal land. They received training about forests, forest protection and own land protection mainly from the NGO, My Village. iBCDE conducted trainings in agriculture, planting trees and animal husbandry. iBCDE has also helped in giving them confidence through information to patrol the forest against illegal loggers. iBCDE has specially helped people to learn to read and write, to preserve the traditional knowledge, to help the young and the old to respect each other, to preserve culture and build unity in the village.

---

**Chak Cha village 13.12.2017****Lym Jii, head of the village**

In 2016-2017, more children has been able to start in the government school because they have been encouraged by bilingual NFE.

30 people joined the iBCDE home gardening training but only one implemented by planting spinach. He is a Khmer who does not own land to plant rice and was weak to work in the field. He exchanges spinach to get rice.

Nowadays, when people get sick, they go to the health centre. iBCDE and CARE help in promoting health.

There is lesser domestic violence due to video by iBCDE. Villagers share information about trafficking, outside of their own village as well.

**Lom Palin, BNFE teacher**

Bunong language education helps to keep their identity, to preserve the Bunong language and to introduce the Bunong culture. The primers are helpful because they have pictures that introduce traditional things, for example, the gongs. The children ask about the pictures and the elders can tell what they are. The children have asked for Bunong songs which the teacher received from iBCDE to perform in the government school.

No solution to their water problems after discussing with iBCDE.

**Ratanakiri 13.12.-18.12. 2017****Meeting with former ICC staff**

Outcome mapping does not separate the influence of different stakeholders so the donors do not see what is the impact of their investments. Output tracking does not show impact of activities, only shows lists of activities. Tools like River of life and Six thinking hats are time consuming and need a lot of administration. Instead of spending time with tools it is more efficient to simply discuss and resolve issues.

The former staff suggested that one strategy could be to choose model person/family in the village to implement the intervention, for example, with the latrine. Others can see good example and follow when they see the intervention is working well. Bringing villagers to other villages for learning has proven to be efficient but it needs to be a large group of around 30 villagers to have impact.

In communities where people are used to share, it would not work to expect villagers to start selling products to each other.

---

**Provincial Rural Development (PRD) 13.12.2017**  
**Director of provincial health department**  
**Deputy Director of water and health**

iBCDE reports have not reached the department head. However, this is resolved now. Government has clear targets and would like iBCDE's contributions. iBCDE does not work with the provincial office but more with ministry.

iBCDE should bring PRD staff along to give technical expertise. iBCDE would need to pay per diem according to government policy. Other NGOs do planning with PRD and include budget for PRD staff but not iBCDE. iBCDE's cooperation has been mainly about asking permissions.

**Ochum district 13.12.2017**  
**Sen Sophiep, vice district governor**

iBCDE's strongest area of work is education. iBCDE develops capacity, works in literacy, health, and sanitation. However, iBCDE should continue to focus in education. Education helps people make money, how to sell, making communities aware of prices, making groups in order to keep the price fair for all.

**Interim director of POE, Somal**

iBCDE does proper communication with POE, informing with official letters. iBCDE does not blame others but works together. iBCDE produced a video to convince the decision makers of the need for Jarai orthography.

iBCDE has built strong foundation in community and has been able to change behaviour and thinking. iBCDE worked in preserving indigenous culture and access to health. iBCDE has been able to break language barriers when raising awareness in the communities. iBCDE helped people to think differently about MLE. iBCDE helped in filling the education needs in communities.

Somal will be asking iBCDE to join the action research to train researchers in the concept of MLE so that research can be conducted.

iBCDE should document better, think on how to work effectively with POE and MoEYS, build staff capacity to take ownership of education. iBCDE should do more with MLE and education materials. iBCDE should be able to show what they do.

iBCDE should establish an MLE resource centre. Ratanakiri is a model for Cambodia and internationally. However, this will be hard to show without a resource centre.

iBCDE should invite POE to plan together if there are new projects.

---

## **Health department Director**

There are no activities with iBCDE. iBCDE is doing this and that but not anything strongly. iBCDE has no money to do properly. They should focus in few important tasks like clean water and latrines and do them well.

Health department does more with, AIDS and Malaria. iBCDE has more cooperation with the Rural Development because of latrines and clean water.

## **Saomtrack village 16.12**

Meeting teacher and supporting teacher in Saomtrack Jarai village

There used to be a lot of students of all ages when the Jarai literacy started. Then it stopped after 1,5 year. Only 5-6 came regularly. Children have stopped studying BNFE because the parents did not allow them. Parents were afraid that children will get confused with the Jarai and Khmer alphabets. There seems to be a need to review the alphabet and to evaluate the need for BE in Saomtrack. There needs to be more advocacy with community so that they are not hesitant to use the Jarai alphabet.

Jarai literacy materials are using different method from other iBCDE primers. They used to sing Jarai songs in school but not anymore. Jarai is still used to explain content when children do not understand in Khmer.

There are two other villages with Jarai literacy. In Patong, Jarai literacy is not also functioning because teachers have to make money for living since they were volunteers. Souk village was going for a while but classes has stopped there as well.

There are 6 functioning latrines in the village and 10 more are being built. The common reason why villagers are using toilets is the disappearing forest and they live so close to each other.

A Khmer man with prosthetic leg has grown fish before, was given 200 fish by iBCDE with 50% of his contribution. He made the tank himself. He grows fish for own consumption.

## **Meeting with Oyadaw DoE Officer**

He is not directly in charge of iBCDE activities. He did not know that a writing system has been developed for Jarai. He only knew about the National Literacy day that was organised in villages in cooperation with iBCDE. His superior has been mainly involved with iBCDE activities but he was not available during the meeting.

Concerning Khmer Literacy, he was explaining about the Sammamul equivalency program that allows NFE students to bridge to formal education.

---

He also mentioned that among the Jarais, everyone under 30 years old knows Khmer. Only the 60-70 years old might not know Khmer. Every village has a school, or at least close enough for children to access.

DOE would need help to support literacy in villages where they want to study.

### **YEM Tampuan village**

Former teacher Romah Yoeun has become First Vice chief of the commune council. His former student who is teaching now has also got a post in village administration. Romah Yoeun said that mother tongue literacy is important because it helps to preserve the original Tampuan language. When spoken, Tampuan language is mixed with Khmer.

Today, Tampuan literacy is used, for example, when students want to present Tampuan songs in government school. They use the written Tampuan songs to remind themselves of the songs. It seems like Tampuan written language is not having any function in the community.

iBCDE is good at education, training in villages and training teachers. The village has 37 latrines, 22 initiated by iBCDE but they lack water to use the latrines.

iBCDE should continue to promote education to parents so that they send children to school. iBCDE should give more training in health education.

It is good to divide the students into two groups according to their level. iBCDE primers not difficult for children over 10 years. There are 49 students in the evening literacy class. 4 of them go not attend the government school. The literacy class acts as a "rien kuo", an additional class in primary school.

The reason why the teacher volunteers to teach is being able to learn himself and to help the community. Otherwise, he said he just eat and sleep. Older children help in the teacher's farm. The teacher would like to have a chance to learn and teach English.

### **Samros village Krung**

ICC started in 2012. Remote village behind rubber plantations. No government school and no proper road.

1 literacy class that has studied from Krung primers to Khmer 1, two teachers taking turns.

The meeting in community house was attended by 4 community elders, head of the group, assistant to village leader and to elders, head of forest committee, two young men, women farmers, savings group members, 9 women, teachers, village security



---

In the last two years:

- Children can read and write Khmer and Krung (iBCDE literacy class)
- 10 students have continued to government school 12 km away
- Men have started to help women (IBCDE gender promotion)
- Learned to take care of fish
- 2 villagers have gardens, 3 villagers grow fish
- All have rice this year. Harvest is greater when husband and wife work together.
- 30% of the village have latrines while others are still building
- Domestic violence has decreased because of iBCDE
- Better hygiene and sanitation. IBCDE joins the monthly village meeting in village to discuss about sanitation.
- More women give birth in health centres
- iBCDE has contributed in building the community house
- Savings group has grown from 17 to 30 people. People trust each other. They share interest. They can borrow money to bring people to hospital etc.

iBCDE should build a school, a road and wells. iBCDE should train village health volunteers and give grants to savings group.

BE is valuable because the teacher is not fluent in Khmer. Mother tongue literacy gives foundation to understand Khmer and in order not to forget own language. The teacher stopped smoking because of iBCDE.

### **Bonhok Knung village Tampuan**

35 families, 153 people in the village.  
10 females and 3 men attended the meeting

Changes are:

- Working together, husbands helps wives
- Lesser domestic violence, "Food tastes better when family is not fighting"
- They farm in one place and use chemicals to kill weeds
- 9 latrines are ready, 18 in process, CIDA provides water access closer to houses
- Students are studying Khmer school books because children want to be successful in school. Children know Khmer. There are Khmer big books in the box but no mother tongue books.
- 90% of children go to government school

iBCDE should build a well and road, should address drug use and domestic violence, promote to get children to school and latrine use.

---

## Roya village (Krung) 17.12

- 8 people participated in the discussion (4 VDC members and village chief Banui Aranya)
- 52 families in the village
- PoE kindergarten (3-5 years children) funded by UNICEF and World Bank, contract teacher, 2 years
- Gov't school outside of the village but not so far (BE 1,2 bridge 3, 4 Khmer)
- Water pump by the government
- First village to receive ODF certificate
- 43 latrines - everyone use latrines
- Health and sanitation
- Animal health
- Dance group for events
- Planting cassava and cashew
- They have unity and work together; good cooperation between elders, village chief and VDC; VDC helps the village chief

### Changes in 2016 - 2017

- Discontinue literacy class because students are now in primary and high school
- Village constructed 1 km. road for students to go to school (1,000 USD from the villagers)
- Hygiene - know how to wash hands, pots
- Husbands help wives (50/50)
- Some are already using machines for farming
- They feel safe, no gangs, elders advise the youth

### iBCDE

- Helped to create the VDC
- Training in animal health, hygiene, latrines, gardening, child rights, human rights
- Video about domestic violence - decrease in domestic violence, very few evidence of domestic violence
- Facilitation of learning from other villages
- Workshops in Banlung on development and hygiene
- Promote traditional culture (help families of the deceased, no discrimination)

### iBCDE can help

- Build water tank (they only have one water pump)
- Literacy class to help the students attending the government school using the gov't books
- Water pipes

---

## Others

- They have allocated land to build school but they would need more than 100 students for the gov't to build the school and provide teachers. They cannot wait anymore so they will ask NGO like CARE to help

## Impression

- Model village
- Very clean

## **Bonhok 3 village (Tampuan) 17.12**

- Literacy teacher (Vannie), Village chief (Paksoun), one woman participated, many children and also some women were present, people came and went, including some men, 1 man on the hammock
- iBCDE started 2016
- 34 students in literacy class from 6 - 16 years, 2 teachers (1 female, 1 male), 2 hours Monday to Saturday, difficult for smaller kids but fine for bigger kids, good for traditional words
- No gov't school
- 20 families
- No NGO working there, except for Helen Keller who donated water jars and seeds

## iBCDE

- Organised the VDC
- Encouraged small children to go to school
- Build latrines
- Educate in hygiene (they boil their water), pesticide use, climate change (difficult)
- Show educational film

## Wishlist / What iBCDE can help with

- Well
- School toilet
- Seeds
- Training for gardening, how to multiply and store seeds
- Literacy class to be divided to 2, one for smaller kids and other for bigger kids

## Interesting points

- Village chief is glad that religion has not entered the village. Religion brings disunity. Some will stop participating in village events. Christian brings religion from outside, Buddhist has many celebrations.

---

## Concerns

- Polluted water because of the company next to the village, meeting was called between the gov't, villagers and company but company did not show up.

## **Kaman village (Tampuan) 17.12**

- iBCDE started in 2014
- 27 participants (15 women and girls) including the dance group, 1 disabled man, village chief, community trainer who trains other villages, 7 out of the 12 VDC members
- They have community cashew farm
- 120 families in the village

## Changes in 2016 - 2017

- Villagers use latrines
- Good road from the gov't
- Clean environment, not many garbage
- Fish pond
- They plant vegetables
- School
- Electricity - they asked from the gov't
- 2 savings groups
- Cashew plants
- Clean water
- Active person who trains others
- Dance group
- Creation of VCD

## Effects of the changes

- Less sickness and disease
- They go to the help centre to give birth, gov't from Phnom Penh gave health education and vaccinations
- Villagers participate in the village meetings
- Safety in the village
- Road (built in 2016, villagers requested from the gov't) helps them to go to the hospital but also dusty and they also fear road accidents for the children
- Parents are happy that children can go to primary school until grade 6 (in Khmer)

## iBCDE

- Built latrines and teach about hygiene
- Facilitate the ODF certificate
- Help in agriculture - fish pond and home garden
- Training in leadership and unity
- Help organised dance group and VDC

- 
- Build capacity
  - Organised leadership committee but no success. However, after visiting another village they learned, practiced and created rules

What they need / Plans / Dreams

- Water tank
- A way to market vegetables
- Organisation of handicraft group, weaving group
- iBCDE to facilitate weaving training by other village

### **CARE Ratanakiri 18.12**

#### **Project manager Ms Thanniti**

Jarai. In 2018, CARE does not have money. CARE is exiting in 2018 but has still technical support to POE and MoEYS.

CARE has three manuals for teachers: Community, contract and school teacher manuals  
VSO gives English training for 4th graders.

Went through the process to prepare MOEYS approved books by CARE. A lot of quality control and checking by language experts in English, Khmer and mother tongue by ICC before submitting to MOEYS for feedback.

In order to use books in classrooms, they need government approval. Only ICC primers are approved but not the post literacy materials.

She mentioned that approval does not need payment, just standard per diems for those in MOEYS who are checking. She mentioned 4 USD per day for mdm Tun Sa IM (This might be incorrect.)

iBCDE should do more language development, IBCDE Mondulkiri should provide teachers training, to work together with Jarai, to cooperate in producing books that are suitable for schools.

### **Ian 18.12**

Ian is expert in special education and literacy. He can prepare easy readers with decoded texts and graded reading materials using the Bloom software. This is essential in developing the fluency of readers both in Khmer and mother tongue.

He is now working with World Vision to develop categories for graded reading materials and reviewing the national primary school curriculum. Has been given some input to Jarai literacy, games, etc.

---

## Mee Sun 18.12

Mee Sun received feedback from colleagues in Chiang Mai that the Gudzinski method primers are not anymore used in other countries. Therefore, Mee Sun modelled the Jarai primer according to the primers that are used in Thailand. iBCDE literacy trainers are not confident in training teachers using the new Jarai primers because they are different. Mee Sun is planning to do further modification to primers according to the feedback she received.

Souk village literacy class was successful to start with. Many children joined and out of school children got encouraged to enter primary school. However, children moved too fast to primary school. Because they had not yet studied the transition to Khmer reading and writing, they got confused with the Khmer letters that were pronounced differently from Jarai letters. Children complained to parents and parents did not allow children to join Jarai mother tongue literacy classes anymore.

All of the three Jarai literacy classes are not functional at the moment. There were issues with the teacher in two classes. The other, parents complained about the Jarai alphabet which they felt was confusing children who were studying in government primary school.

## Workshop with iBCDE managers (18 December 2017)

<i>What is identity?</i>	<i>Who is iBCDE?</i>	<i>What is iBCDE good at? What makes iBCDE unique? What are iBCDE's unique contributions?</i>
Values	Works with indigenous people	Have close relationships with community
Traditions	Owned by community	Mother tongues (materials and tools used)
Dialect	Owned by stakeholders	Many groups
Where a person lives	ICC	Local staff (majority)
Culture	Cooperation between ICC and community	Encourage and support community decision
Language		Have a lot of resources
Clothes / what a person wears		A lot of experience with community work
Land		Office location is at the community
Forest		Outcome mapping
Water		Flexible working hours with the community

Religion		Our staff have extensive local knowledge
Music		Have trained a lot of locals + (staff) to become agent of change
Textile / weaving traditions		Christ centeredness
		Community focused
		People centred
		Expertise in reflective discussion
		Different skills in different sections to response to the needs of the community
		Material produced fits with the situation of the community
		Specialise in using local languages
		Innovate methodology in developing participatory approach
		Work with transparencies internally and externally
		Connect with the development partners
		Bible (the Word of God) is first on our work.
		Have the strategy plan in project work
		Excellent in coordinating the original language
		Know about the culture, the traditions, the context of the community and the needs of the community
		Local residents
		Good communication/relationship
		Take a lot of time
		Have materials for native language education
		Explore the village
		Considering the suffering of the community as the suffering of the staff (regarded as family/relatives)
		The staff help each other in the team
		Develop what already exists and reach what is not
		Most of the staff are ethnic minorities
		Facilitate by speaking the original language
		Always keep conversations at home
		Flexible time out of the community (at night or/and in the rice fields)
		Primary education message (Image)

---

		Participatory Strategy (Problem and Resource Change Tool)
		Give the community a chance to decide
		Increase human resources for helping the community
		Work equally
		Focus on discriminatory groups (disable people, pandemics)



---

# Photos

Photos of three evaluation workshops with iBCDE staff





Photos of focus group interviews in Ratanakiri and Mondulkiri





Photos of focus group interviews in Ratanakiri and Mondulkiri

