



FINAL NARRATIVE REPORT

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List of acronyms used in the report

BEST	Battambang Education Support Team ¹
B-ESWG	Battambang Education Sector Working Group
BTEC	Battambang teacher education college
CAD	Children’s Action for Development
CD	Capacity development
CSO	Civil Society Organisation
COVID-19	Coronavirus disease of 2019
CTOD	Community Training Organization for Development
DoE	District Office of Education
DoWA	District Office of Women’s Affairs
DCD	Curriculum Development Department
EU	European Union
ESWG	Education Sector Working Group
GSED	General Secondary Education Department
GADC	Gender and Development for Cambodia
KAP	Knowledge, Attitudes and Practices
KAPE	Kampuchea Action to Promote Education
KHEN	Khmer NGO for Education
IEC	Information, Education and Communication
NEP	NGO Education Partnership
MoEYS	Ministry of Education, Youth and Sport
MoWA	Ministry of Women’s Affairs
N/A	Not available
PED	Primary Education Department
PKO	Puthi Komar Organization
PoE	Provincial Office of Education
PoWA	Provincial Office of Women’s Affairs
PRD	Partners for Rural Development Organization
PTTC	Provincial Teacher Training College

¹ Also known as the Battambang Education Sector Working Group (B-ESWG).

PTD	Ptea Teuk Dong Cambodia
RACER	Relevant, Acceptable, Credible, Easy and Robust
ROM	Result-Monitoring Mission
RoSa	Centre of expertise, library and archives for gender equality and feminism
RTTC	Regional Teacher Training Centre
RUPP	Royal University of Phnom Penh
SRGBV	School-Related Gender-Based Violence
SSC	School Support Committee
TIGER	Teaching for Improved Gender Equality and Responsiveness
TEC	Teacher Education College
TTD	Teacher Training Department
ToT	Training of Trainers
VLIR-UOS	Flemish Interuniversity Council and University Development Co-operation
VVOB	VVOB – <i>education for development</i>
WHO	World Health Organization

1. Description

- 1.1. Name of Coordinator of the grant contract: VVOB
- 1.2. Name and title of the contact person: Ms. Merel Luichies, Country Programmes Manager VVOB Cambodia
- 1.3. Name of beneficiary(ies) and affiliated entity(ies) in the Action: 4,800 girls (and 4,800 boys) in 40 primary and lower secondary schools in Battambang Province. There are no affiliated entities in the action.
- 1.4. Title of the Action: Teaching for Improved Gender Equality and Responsiveness (TIGER)
- 1.5. Contract number: CSO-LA/2017/389-622
- 1.6. Start date and end date of the reporting period: 15 October 2017 – 15 December 2020
- 1.7. Target country(ies) or region(s): Battambang province, Cambodia
- 1.8. Final beneficiaries &/or target groups² :
 - The direct target groups are (a) 68 teaching and management staff of the Teacher Education College (TEC), (b) 480 teachers, school leaders and School Support Committee (SCC) members of 40 primary and lower secondary schools, (c) staff of 5 third party CSOs and (d) parents, guardians, community members and other local and national stakeholders in Battambang province.
 - Final beneficiaries are 4,800 girls and 4,800 boys in 40 primary and lower secondary schools in Battambang province.
 - Co-applicants are Kampuchea Action to Promote Education (KAPE), Gender and Development for Cambodia (GADC) and Puthi Komar Organization (PKO). Cooperating local ministries are the Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Women’s Affairs (MoWA).

² “Target groups” are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and “final beneficiaries” are those who will benefit from the project in the long term at the level of the society or sector at large.

2. Assessment of implementation of Action activities

2.1. Executive summary

The action

To tackle SRGBV in Cambodia, a Belgian international organization, VVOB – *education for development* (VVOB), launched the project Teaching for Improved Gender Equality and Responsiveness (TIGER), together with its consortium partners Puthi Komar Organisation (PKO), Gender and Development for Cambodia (GADC) and Kampuchean Action for Primary Education (KAPE). The project ran between 2017 and 2020.

TIGER was confined to the province of Battambang, involving the local Teacher Education Colleges (TEC) and 40 primary and lower-secondary schools. The objective was to transform the TEC and schools into centres of excellence for gender responsiveness. To reach this objective, the TIGER team developed a practical hands-on tool, an Action Guide, to support teachers and school leaders to create a gender-responsive school environment. The action guide is anchored in the daily school reality of Cambodia, offering relevant ideas, tools, and information to transform teaching practices and/or school leadership in a gender-responsive manner.

Based upon the Action Guide, a capacity development trajectory has been developed and implemented for the Teacher Education College (TEC) school management and lecturers in Battambang. After this trajectory, the TEC lecturers apply gender-responsive pedagogy in their teaching and teach student-teachers the value and know-how of gender-responsive pedagogy.

A second capacity development trajectory has been developed and implemented together with the TEC gender core trainers and five local civil society organisations (CSOs). They trained school leaders, teachers and school support committee members of 40 primary and lower-secondary schools in Battambang to create a gender-responsive school environment. The schools were trained in two cohorts: 20 pilot schools were trained directly by the project team (consisting of VVOB, KAPE, GADC and PKO), and afterwards 20 additional schools were trained by 5 third party CSOs. The third party CSOs had received capacity development from the project team on how to support the schools. In particular, the TIGER project included teacher professional development initiatives, like trainings of teachers and school leaders, individual coaching, and learning cycles including peer discussions. The training (at the beginning of the project), and refresher training (at the end of the project), focused on the content of the Action Guide, general knowledge, skills and attitudes on gender in education, how to apply gender-responsive pedagogy and how to establish a gender-responsive school. While school leaders and teachers implemented the Action Guide in their teaching and general professional context, they experienced difficulties and challenges, or even sometimes questioned certain elements in the action guide. To address these issues, the TIGER team and the CSOs coached the school leaders and teachers individually. To further strengthen implementation, coaches brought school leaders and teachers together for peer learning in a process of so-called learning cycles. Such learning cycles offered the peers a platform to share experiences and further strengthen their competences in establishing gender responsive school environments.

Lastly, the TIGER team did a sensitisation and communication campaign on the prevention and protection of children against all forms of violence or abuse at large. The multi-faceted campaign ranging from radio shows, over social media campaigns to theatre shows, targeted parents and guardians, communities and other relevant stakeholders, both related to the TIGER-intervention schools and beyond.

The results

For specific periods from March to December 2020, Cambodia, closed schools and restricted to a limited number of people for gatherings, in an attempt to contain the global COVID-19 pandemic. That is why scheduled in-person capacity development activities were either reorganised to take place digitally or were rescheduled. Whereas the project did its best to cope with the situation and to adapt activities to ensure continuity, a 2-month extension was required given that schools needed to be operating in order to finalise all activities. The extension also enabled an impact study of the TIGER project.

The **Overall Objective** of the Action was: “To ensure primary and lower-secondary school children are protected from school-related gender-based violence (SRGBV), enabling their equitable participation in all spheres of life at school and at home”.

Results from the post-intervention study suggest that this overall objective has been “**exceeded**”. The general findings of this study indicate that there is an increase in teachers’ knowledge and skills, change in attitudes and beliefs. Largest effects of the TIGER project on improved knowledge and attitude of teachers towards eradicating SRGBV are found for primary schools. The research evidenced that the teacher professional development trajectory had transfer effects towards the students in schools. Students reported a decrease in emotional, physical or sexual abuse in primary schools, which was small but significant, for all three outcomes. Secondary school teachers indicated smaller effects (than primary schools) of the TIGER project on teachers’ knowledge of gender equality and gender-based violence, resulting in fewer ‘transfer effects’ of the TIGER project on performing emotional abuse, and no transfer effects on performing physical abuse.

At **Outcome** level, TIGER sought to achieve the following: “To transform the Teacher Education College (TEC) and 40 schools in Battambang province into centres of excellence for gender-responsiveness.”

Taking into account the achievement on the different indicators, this Outcome can be considered “**partially achieved**”. The baseline assessment indicated that the TEC and the 40 schools were ‘indifferent to gender’, meaning that that schools lacked consideration of the specific needs of girls and boys, and/or women and men, and benefits from existing gender norms and an inequality of power to achieve a project’s purposes, negatively affecting the goals of gender equality. Throughout the project the TEC and the 40 schools started their transformation process towards a gender-responsive learning environment: all of them improved their initial baseline survey scores towards the end of the project. Not all schools and the TEC managed to achieve the highest achievement of centre of excellence however. A strict cut-off score was used for setting this achievement, which doesn’t fully reflect the positive evolution made by TEC and the 40 schools within the project duration.

To this end, TIGER aimed to achieve the following **five Outputs**:

Output 1 – Action Guide developed for creating gender-responsive schools which are safe and learning-friendly environments for all children.

Output 2 – Capacity development trajectory organised for the TEC in Battambang on training gender-responsive teachers who enable safe and learning-friendly environments for all children.

Output 3 – Capacity development trajectory organised for 20 pilot schools on becoming gender-responsive schools which are safe and learning-friendly environments for all children.

Output 4 – Capacity development trajectory organised for 5 third party CSOs on establishing 20 additional gender-responsive schools which are safe and learning-friendly environments for all children.

Output 5 – Outreach, sensitisation and communication campaign organised on the prevention and protection of girls from all forms of violence.

Of these, **Outputs 1, 2, 3 and 5** have **all been “achieved”**, with values on individual indicators varying between “largely achieved” and “exceeded”. In total nine individual indicators are “exceeded”. **Output 4** has been **“partially achieved”**, because one of the two indicators uses strict cut-off scores, what doesn’t completely demonstrate the positive evolution made by the CSO schools within the project duration.

The availability and the future continuous professional development for TEC management, lecturers, school leaders, teachers and five third party CSOs was based on the Action Guide that was approved by MoEYS. This strengthened the sustainability of the results of the project.

TIGER also met its financial targets. The direct eligible costs that were actually incurred amount to EUR 531,985.41, which represents a 0.22 % variance from the budgeted EUR 530,813. The required percentage of matched funding (co-financing) was provided by the Belgium government. Sub-granting to CSOs was closely monitored and their expenditures remained within estimated budgets.

2.2. Results and Activities

A. RESULTS

Overall Objective (Impact) - To ensure primary and lower-secondary school children are protected from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home

The baseline study conducted in Battambang provinces in Cambodia in the year 2018 indicates that a substantial share of students in primary and lower secondary education experiences emotional, physical or sexual abuse (Cabus et al., 2019). The way teachers, or other school staff, and students conduct, perceive and/or experience these forms of abuse heavily depends on gender norms and beliefs, gender stereotypes, and perceived inequality between the sexes. Therefore, one cannot disentangle abusive forms of discipline from knowledge and understanding of gender equality and of unacceptable forms of gender-based violence. In this respect, and within the broader context of the school environment, previous literature classifies emotional, physical and sexual abuse as school-related gender-based violence (SRGBV).

To support causal claims on the impact of the TIGER project on SRGBV, Cabus et al (2019) have compared teachers’ and students’ ratings with regard to scales of emotional, physical and sexual abuse in Battambang province with Svay Rieng province. These teachers’ and students’ ratings were then compared post-intervention with the ratings pre-intervention in order to reveal the impact of TIGER. The quantitative data were supplemented with qualitative data on key informants, like TEC teacher educators, principals, parents and teachers in both provinces, and representatives of KAPE and PKO in Battambang province.

In the tables below, we summarise the impact of the TIGER project on each of the beforementioned scales dealing with emotional, physical and sexual abuse at the level of the teachers and at the level of the students. The general findings indicate that there is a substantial increase in teachers’ knowledge and skills on SRGBV in both primary and lower secondary schools. We also observe changes in attitudes and beliefs, with largest estimated effects of the TIGER project on teachers from primary schools.

Table 1: The Evidence Base at the Teacher-Level

What worked?	Impact in Effect Sizes for Primary versus Secondary Schools	What didn't work?	Impact in Effect Sizes
(1) Decreased ratings on two scales of <u>acceptable forms of discipline</u> dealing with emotional and physical abuse.	Large impact on emotional abuse (-0.78) and physical abuse (-0.71) in primary schools. Moderate impact on emotional abuse (-0.48) and physical abuse (-0.54) in secondary schools.	(3) Due to problems with answers to the question on the incidence of sexual abuse, the questionnaire could not properly address the impact of TIGER on teachers' ratings with regard to this scale.	There is no impact measurement. All teachers agreed that sexual abuse of students did not happen at the school, or they indicated that they did not know.
(2) Decreased ratings on two scales of <u>performing</u> emotional and physical abuse.	Moderate impact on emotional abuse (-0.47) and small impact on physical abuse (-0.2) in primary schools. Small impact (-0.27) on emotional abuse in secondary schools.	(4) We do not estimate significant effects of the TIGER project on teachers' ratings of <u>performing</u> physical abuse in secondary schools.	No significant impact on performing physical abuse (-0.13).

Table 2: The Evidence Base at the Student-Level

What worked?	Impact in Effect Sizes for Primary versus Secondary Schools	What didn't work?	Impact in Effect Sizes
(1) Decreased ratings on <u>experiencing</u> emotional, physical and sexual abuse, however, for primary schools only.	Small impact on emotional abuse (-0.1); physical abuse (-0.2); and sexual abuse (-0.3) in primary schools when participation of teachers in the TIGER project is relatively high.	(3) We do not estimate significant effects of the TIGER project on students' ratings of <u>experiencing</u> emotional or physical abuse in secondary schools.	The effect size is close to zero and not significant.
(2) In secondary schools, we observe that student' ratings with regard to <u>experiencing</u> sexual abuse decreased.	Irrespectively of the participation rate of teachers in the TIGER project, a small impact (-0.1) on sexual abuse is observed in secondary schools.		

Further, the research observes that the TIGER project induced fewer changes among teachers from lower secondary schools regarding performing emotional abuse, and no changes regarding performing physical abuse. It is then not surprising that the transfer effects of the TIGER project on students' ratings of experiencing any form of child abuse in lower secondary schools are small and not significant. On the contrary, the decrease in the students' reporting of emotional, physical or sexual abuse in primary schools is small, but significant, for all three outcomes.

In line with the findings of the impact research and considering the overachievement shown in all indicators (see below) and the (over)achievement of most activities (see B. activities), we can consider the impact of the TIGER-project exceeded. We are proud that our intervention resulted in taking first steps to tackle the serious issue of SRGBV in Cambodia. In annex AC, you find the abstract that summarizes the evidence base resulting from two working papers dealing with the effectiveness of the TIGER project: one on the impact at teacher-level (Cabus et al., 2021a), and one on the impact at student-level (Cabus et al., 2021b).

Indicator 1: Percentage of grade 4 to 9 pupils (%f) from 40 targeted schools who report to feel safe from SRGBV at school during the last academic year

Gender-based violence (GBV) can occur in many spaces in and around school. GBV can take place in school, whether perpetrated by school management staff, teachers, or peers. It can also occur on the way to school. This is called School-Related Gender Based Violence (SRGBV). The research of Cabus et al (2019) shows that many children in Cambodia have already witnessed domestic violence, severely affecting their wellbeing and educational achievement. The baseline study conducted in Battambang in the year of 2018, indicates that 81.5 percent of grade 4 to 9 pupils (f: 79%) report to feel safe from SRGBV at school. To protect children's rights and to safeguard children's wellbeing and physical health, it is imperative to eliminate all forms of child abuse, and SRGBV in particular.

Schools that reject abuse, propagate a strong message to their pupils regarding the use of violence, threats and/or intimidation. The education system provides opportunities for innovative, effective, and sustainable interventions to prevent SRGBV and for changes of attitudes and beliefs towards gender roles. That is exactly what the TIGER project was focusing on. Schools, teachers, and school leaders in particular, are fundamental in transforming practices, attitudes and values, and in instilling in learners the understanding and practice of gender equality and non-violent behaviour. What is more, empirical studies have shown positive long-term effects of interventions or changes in schooling programmes on children's wellbeing and school performance. That is why we're proud that the post-intervention study indicates that 95.1% of grade 4 to 9 pupils (f: 95.5%) report to feel safe from SRGBV at school. As compared to 81.5% in the baseline study. This means an increase of 13.6%. It shows the effect of the TIGER project on the pupils' feeling safe at their school. This percentage of 95.1% exceeds the target of 90%.

Achievement	
Level	Exceeded (105.7%)
Explanation	95.1% (f: 95.5%) of grade 4 to 9 pupils from 40 targeted schools who report feeling safe from SRGBV at school during the last academic year. The actual result exceeds the target of 90%.

Indicator 2: Percentage of pupils (m/f; grade 4 to 9) from 40 targeted schools indicate to have experienced emotional and/or physical abuse by teachers, and/or sexual abuse within a school context (at school, or on the way to school – the perpetrator can be anyone) during the last academic year

The baseline study conducted in Battambang in the year of 2018, indicates that a substantial share of students in primary and lower secondary education experiences emotional, physical or sexual abuse (Cabus et al., 2019). Table 3 visualises the incidence rates of emotional and physical violence within a carer-child relationship and within a school context. With regard to the incidence of sexual abuse, we

did not explicitly ask for the perpetrator, because of the sensitivity of the question. [The baseline study \(2018\)](#) shows that in total 70 percent of all respondents (m: 71.1%; f: 69.5%) from grade 4 to grade 9 indicate to have experienced emotional abuse by teachers. And one in every two students experienced physical abuse in the last school year, more specific 52 percent (m: 60.4%; f:43.4%). With these rates, the incidence of child emotional and physical child abuse in Cambodian schools is high. In table 3, it is also visualised that 21 percent of students experienced a form of sexual abuse (m: 22.4%; f:20%).

The post-intervention study conducted in Battambang in the year of 2020, indicates that students in primary and lower secondary education experience less emotional, physical or sexual abuse, compared to the percentages of the baseline study. In total 56.5 percent of all respondents (m:65.5%; f: 50.0%) from grade 4 to grade 9 indicate to have experienced emotional abuse by teachers, that is 14,5% less compared to the baseline study. And 29.7% of the students (m:40.3%; f: 19.3%) experienced physical abuse in the last school year; 22.3% less compared to the baseline study. In table 3, it is also visualised that 6.1% percent of students (m: 4.6%; f: 7.6%) experienced a form of sexual abuse; a reduction of 14.9%. The target of emotional abuse by teachers has been largely achieved. Where the targets of physical abuse by teachers and sexual abuse within the school context have been exceeded.

When comparing to schools [in Svay Rieng province, which not receive](#) the TIGER intervention, the impact study shows that there is a general improvement of less pupils reporting emotional, physical and sexual abuse in the Cambodian context. An in-depth analysis could however identify the significant contribution of the TIGER project in achieving a higher improvement on less abuse being reported. Overall, we observe a small but significant impact of the TIGER project on emotional and physical abuse, and a small to moderate significant effect on sexual abuse. With these rates, the incidence of child abuse in Battambang schools is reduced after the project implementation.

Table 3: Incidence rates of child abuse by teachers in schools in Battambang

	Baseline study (2018)	Post-intervention study (2020)	Target
Pupils have experienced emotional abuse by teachers	70% (m: 71.1%; f: 69.5%)	56.5% (m:65.5%; f: 50.0%)	50%
Pupils have experienced physical abuse by teachers	52% (m: 60.4%; f:43.4%)	29.7% (m:40.3%; f: 19.3%)	35%
Pupils have experienced sexual abuse within a school context	21% (m: 22.4%; f:20%)	6.1% (m: 4.6%; f: 7.6%)	10%

Achievement	
Level	Exceeded (113.70%)
Explanation	56.5% of pupils have experienced emotional abuse by teachers; that is an achievement of 87%. 29.7% of pupils have experienced physical abuse by teachers; that is an achievement of 115.10%. 6.1% of pupils have experienced sexual abuse within a school context, that is an achievement of 139%. On average that is an achievement of 113.70%.

Indicator 3: # of stories of change from pupils protected from school-related gender-based violence documented.

A pupils' story of change is documented in a video clip to illustrate the transformation made through the project. Phy Srey Nich, grade 5 student at Samdach Chea Sim Primary School shares her story. The full story is available on VVOB Cambodia's YouTube Channel. This video was used during the official closing events of the project (see activity 5.8).



Phy Srey Nich, grade 5 student at Samdach Chea Sim Primary School: *“I experienced that my teacher assigned girls to sit with boys. I was wondering why my teacher mixed up girls and boys. The teacher explained it was to encourage gender equality in class. So, I did not understand this, and she explained the following: gender equality is the equality between female and male students, whereby both genders can do the same things.”*

Achievement	
Level	Achieved (100%)
Explanation	1 story of change from a grade 5 pupil protected from school-related gender-based violence documented.

Specific Objective (Outcome) - To transform the Teacher Education College (TEC) and 40 schools in Battambang province into centres of excellence for gender-responsiveness

The project supported the Battambang Teacher Education College (BTEC) and 40 primary and lower secondary schools in Battambang to establish gender-responsive school climates, which are safe and learner-friendly, by applying gender-responsive pedagogy and gender-responsive leadership. The outcome of the project aimed to transform the BTEC and the 40 schools into centres of excellence for gender-responsiveness. By centre of excellence, it is implied that the TEC and school staff use appropriate gender-responsive teaching pedagogy and create a gender-responsive environment. The transformation of a school into a gender-responsive learning environment is a big issue, one that involves all stakeholders – parents, students, school managers and teachers – and one that takes time. To help the TEC and schools to monitor their transformation, the project drafted an assessment tool. When the assessment was done in a comprehensive way and had yielded a positive outcome, the TEC and schools got recognised as centre of excellence for gender-responsiveness. The project identified 3 different levels of gender-responsiveness:

- **Level 1: Indifference to gender (0-60%):** an intervention that lacks consideration of the specific needs of girls and boys, and/or women and men, and benefits from existing gender norms and an inequality of power to achieve a project’s purposes, negatively affecting the goals of gender equality that may lead to the exploitation of girls, boys, women or men.
- **Level 2: Gender-sensitive (61-85%):** an intervention that ensures that planning and implementation are sensitive to the different capacity needs and opportunities of girls, boys, women, men.
- **Level 3: Gender-responsive (86-100%):** an intervention that employs approaches on gender that actively promote gender equality when working with relevant stakeholders to identify, respond to, and positively change the root causes of gender inequality for girls, boys, women and men.

[When schools reach level 3 \(gender-responsive school\), they are recognised as centre of excellence for gender-responsiveness.](#)

While the Overall Objective (impact) level clearly showed the project achievements (see above), the indicators at the level of the outcome show a more challenging picture to understand the achievements. It’s important to realize that the results of the self-assessment show that enormous improvements are made in the TEC and the target schools. On average, the difference between the scores of the self-assessment at baseline and at end line show an improvement of 36% (from 41% to 77%). The indicators however use strict cut-off scores (86% for achieving level 3), which doesn’t fully demonstrate the positive evolution made by the schools within the project duration. One school for example progressed from a self-assessment score of 44% at baseline to scoring 84% at end line, which however resulted in level 2 when applying the indicator of gender-excellence. Below you find a detailed explanation on the progress that the TEC and the schools made throughout the project.

Indicator 1: Number of schools in Battambang established as centres of excellence offering a gender-responsive learning environment for children between 10 and 16

To monitor the transformation of the 40 target schools, the project drafted an assessment tool for schools on gender-responsiveness and the prevention of school-related gender-based violence. This tool was used as a self-assessment tool by the schools and for an external assessment by an external evaluator (see below). The schools did the self-assessment 3 times throughout the project: during the baseline in March 2019, the midline in August 2019 and the end line in October 2020. To conclude the implementation process, an external assessment was conducted by the Teacher Education College (TEC) in Battambang and the Provincial Office of Education (PoE) to officially recognize the transformation process made by the 40 target schools. Each school got visited at the end of the project by at least two members of the external assessment committee. The external assessment committee used the tool for schools on gender-responsiveness and the prevention of school-related gender-based violence.

During the base-line self-assessment, all the 40 target schools assessed themselves at the lowest level 'Indifference to gender', meaning that schools lacked consideration of the specific needs of girls and boys, and/or women and men, and benefits from existing gender norms and an inequality of power to achieve a project's purposes, negatively affecting the goals of gender equality. Throughout the project, the gender-responsivity of the schools grew, and the end line (self-)assessment indicated that while 4 schools were still indifferent to gender (level 1), 24 schools became gender-sensitive (level 2) and 12 schools became gender-responsive (level 3). The external assessment largely confirmed the results of the end line self-assessment: this might be understood in view of a possible positive bias when working with self-assessments combined with possible different scoring interpretations between self-assessors and external assessors. In the following table, the results of the schools self- and external assessment are presented.

Table 4: Results of the self- and external assessment of the 40 target schools

	Baseline	Midline	End line	External
Level 1 - Indifference to gender	40 schools (24 primary)	7 schools (5 primary)	4 schools (2 primary)	8 schools (5 primary)
Level 2 – Gender-sensitive	0 schools	24 schools (14 primary)	24 schools (17 primary)	27 school (16 primary)
Level 3 – Gender-responsive	0 schools	9 schools (5 primary)	12 schools (5 primary)	5 schools (3 primary)

The establishment of 5 schools as [centres of excellence for gender-responsiveness \(i.e., level 3 - gender-responsive school\)](#) was recognized during the Ceremony of Certified Gender-Responsive Schools in Teaching and Leadership on November 26, 2020 (see activity 5.8). Celebrating this recognition, emphasized that the results need to be sustained and strongly embedded in the school's policies and culture. Meanwhile the other schools got an acknowledgment for their level of gender-sensitive and indifference to gender as well. This official recognition also intends to emphasize the need to improve to reach the level of gender-responsiveness.

Achievement	
Level	Not achieved (46.2% ³)

³ The following calculation method was used: gender responsive schools were assigned a weight of 100%, while gender sensitive school were assigned a weight of 50%, to take their positive evolution into account. Gender indifferent schools were not considered in the calculation.

Explanation	Five schools got established as gender-responsive primary and lower secondary schools by the external assessment. 27 schools got recognized as a gender-sensitive school and 8 schools as indifferent to gender.
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Indicator 2: Number of TECs established as centres of excellence training student teachers to create a gender-responsive learning environment for all children

Throughout the project the TEC carried out the self-assessment for TECs and schools on gender-responsiveness and the prevention of school-related gender-based violence three times. Next, an external assessment was conducted and recognized the TEC as a model of a gender-sensitive TEC. Throughout the project the TEC transformed from indifferent to gender to a gender-sensitive TEC. This was confirmed both by the results of the self-assessment and the external assessment. This means the TEC ensures that planning and implementation are sensitive to the different capacity needs and opportunities of female and male student teachers and all staff. The TEC did however not reach the level of gender-responsiveness yet, but throughout the project they kept transforming towards this level (see results self-assessment below).

The self-assessment was yield out 3 times throughout the project: the baseline in March 2019, the midline in August 2019 and the end line in October 2020 Throughout the project the TEC transformed from indifference to gender to a gender-sensitive TEC, with an improvement of 46% between the self-assessment scores from baseline to end line. This means the TEC ensures that planning and implementation are sensitive to the different capacity needs and opportunities of female and male student teachers and all staff. The TEC did not reach the level of gender-responsiveness yet, but throughout the project they kept transforming towards this level. This is promising for the ongoing transformation process towards a gender-responsive TEC. In table 5, the results of the TEC self-assessment are presented.

Table 5: Results of the TEC self-assessment

	Gender-responsive teaching and learning methods	Gender-responsive school structure	Partnership with community	Total	Level of gender-responsiveness
Baseline	47%	22%	7%	29%	Level 1 - Indifference to gender
Midline	81%	76%	36%	72%	Level 2 – Gender-sensitive
End line	89%	72%	50%	75%	Level 2 – Gender-sensitive

In October 2020 (after the end-line self-assessment), the external assessment was conduct by the Teacher Training Department (TTD) and the Provincial Office of Education (PoE) to recognize the transformation process made by the TEC. The external assessment confirmed the results of the end line self-assessment and certified the TEC as a gender-sensitive school. In table 6, the results of the TEC external assessment are presented.

Table 6: Results of the TEC external assessment

Gender-responsive teaching and learning methods	Gender-responsive school structure	Partnership with community	Total	Level of gender-responsiveness

89%	72%	64%	77%	Level 2 – Gender-sensitive
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The recognition of the Teacher Education College (TEC) in Battambang as a gender-sensitive TEC was officially announced during the Ceremony of Certified Gender-Responsive Schools in Teaching and Leadership on November 26, 2020 (see activity 5.8). This official recognition also intends to emphasize that the achieved results need to be sustained and need to be improved to reach the level of gender-responsiveness.

Achievement	
Level	Partially achieved (50%)
Explanation	The Teacher Education College (TEC) in Battambang is recognized a gender-sensitive TEC (level 2). The TEC didn't reach the level of gender-responsiveness yet.

Output 1 – Action Guide developed for creating gender-responsive schools which are safe and learning-friendly environments for all children

To develop and or strengthen teachers' and school leaders' understanding of gender responsiveness and to provide tools and strategies to establish a gender responsive school climate, the project developed an Action Guide on gender-responsive education. This action guide has been approved by MoEYS and was printed and disseminated.

Indicator 1.1: Action Guide is adopted by MoEYS/MoWA, printed and disseminated across all Teacher Education Colleges, Provincial Teacher Training College and Regional Teacher Trainer Centers in Cambodia

The Action Guide was designed as a flip-over guide, consisting of a booklet for school management (one side) and a booklet for teachers (other side). Each side of the booklet contains chapters relevant to the target group. These two sides share the same introductory part, which provides basic knowledge on gender and school-related gender-based violence. The booklet for school management focuses on gender-responsive school leadership and parental/community involvement. The booklet for teachers provides guidelines and tools to implement gender-responsive teaching into their classroom. The document has been endorsed by The Ministry of Education, Youth and Sport.

Copies of the Action Guide are distributed to relevant MoEYS departments, teacher training institutions and schools. A detailed overview of the distribution is available in annex B. Due to covid-outbreaks, not all printed copies have been distributed yet. VVOB guarantees that the delivery will be completed as soon as it is the COVID-19 regulations allow this.

Achievement	
Level	Achieved (100%)
Explanation	The Action Guide for creating gender-responsive schools which are safe and learning-friendly environments for all children is developed. The Action Guide served as a roadmap for many subsequent activities and built a stakeholder consensus at multiple levels that contributed to the wider adoption and sustainability of the proposed approaches to eliminating school-related gender-based violence (SRGBV). The Action Guide includes tools for monitoring the level of gender-responsiveness of schools and Teacher Education Colleges (TECs). The project printed, and (soon) distributed, 1,760 copies of the Action Guide, instead of the 1,000 copies targeted in the beginning of the project.

Output 2 – Capacity development trajectory organised for the TEC in Battambang on training gender-responsive teachers who enable safe and learning-friendly environments for all children

The capacity development trajectory for the Teacher Education College (TEC) in Battambang on training gender-responsive teachers who enable safe and learning-friendly environments for all children was organised. Gender-responsiveness is integrated into initial teacher education not only through subject teacher training but also by infusing other subjects with gender-responsiveness. As such the newly qualified teachers have the competences to enable safe and learning-friendly environments for all children. The TEC in Battambang cannot train gender-responsive teachers without also being a gender-responsive institution itself, so the activities for Output 2 focused also on the TEC in Battambang as an institution. Two indicators of output 2 are exceeded, two indicators are achieved, and three indicators are largely achieved. The two main reasons the project could not reach the target of indicators are the covid-19 pandemic and the turn-over of the TEC director.

Indicator 2.1: % of TEC teaching staff able to apply gender-responsive teaching methodologies (scores at least 14 on 18 regarding gender-responsive teaching and learning in the assessment survey)

TEC lecturers have a huge responsibility in training future teachers; therefore, they need to be very skilled in applying gender-responsive teaching methodologies. The percentage of TEC lecturers able to apply gender-responsive teaching methodologies is measured through the school's self-assessment tool. Specifically, the topic of 'gender-responsive teaching and learning' was looked at. We measured an enormous improvement at the level of 89% TEC lecturers.

Achievement	
Level	Exceeded (118.7%)
Explanation	89% of TEC teaching staff able to apply gender-responsive teaching methodologies, instead of the 75% targeted. This is an overachievement of 118.7%.

Indicator 2.2: % of TEC management staff able to apply gender-responsive leadership (scores at least 26 on 34 on gender-responsive leadership in the assessment survey)

TEC management shapes the quality and atmosphere of their institution; therefore, they need to be very skilled in applying gender-responsive leadership. The percentage of TEC management able to apply gender-responsive leadership is measured through the school's self-assessment tool. Specifically, following topics were looked at:

- school structure and gender-responsive leadership
- quality of community support

Achievement	
Level	Largely achieved (90.7%)
Explanation	68% of TEC management staff able to apply gender-responsive leadership, instead of the 75% targeted. This is an achievement of 90.7%. Due to staff turn-over in the TEC management team, it was challenging to engage the full TEC management in the project. In result, the results of the assessment survey are largely achieved.

Indicator 2.3: % of TEC management and teaching staff have the knowledge, attitudes and practices (KAP) regarding gender-responsive education (scores at least 45,5 on 65 on their total KAP).

To change a TEC into a gender-responsive TEC, the TEC management and teaching staff needs to have the necessary knowledge and attitude to put that into practice. The necessary KAP regarding gender-responsive education is measured through a pre/post-capacity development survey that measures the knowledge on gender and gender-issues in education and gender-responsive attitudes. The survey is taken individually by each TEC management and teaching staff member.

Achievement	
Level	Exceeded (114.7%)
Explanation	86% (f: 88%) of TEC management and teaching staff have the knowledge, attitudes and practices (KAP) regarding gender-responsive education, instead of the 75% targeted. This is an overachievement of 114.7%.

Indicator 2.4: Number of TEC management staff and TEC teaching staff have been coached individually, at least 2 times.

To change a TEC into a gender-responsive TEC, the TEC management and teaching staff may experience difficulties and challenges. Through coaching, TEC management staff and TEC teaching staff received support on the actual implementation of the action guide. The coaching conversation started by establishing a goal with regard to gender-responsive pedagogy and gender-responsive leadership (in the context of transforming their school into a centre of excellence on gender-responsiveness). The goal for the coaching session could be a performance goal, a development goal, a problem to solve, or a decision to make with regard to gender-responsiveness.

Achievement	
Level	Largely achieved (98.5%)
Explanation	67 (f: 27) of TEC management staff (f: 1) and TEC teaching staff (f: 26) have been coached individually, at least 2 times, instead of the 68 targeted. That is an achievement of 98.5%. Due to the covid-19 pandemic, TEC staff travelled back to their hometown what made it challenging for the target group to participate in the coaching sessions face-to-face or online (due to access, connectivity).

Indicator 2.5: Number of TEC management staff and TEC teaching staff joined a learning cycle of 3 sessions.

To change a TEC into a gender-responsive TEC, the TEC management and teaching staff may experience difficulties and challenges. Through peer support groups, TEC management staff and TEC teaching staff receive support in the actual implementation of the action guide. Peer support groups are groups of professional peers (e.g., TEC management staff, TEC teaching staff) who gather to share common problems and experiences associated with a particular problem in order to find solutions. A learning cycle of 3 sessions supports reflective practice in group and creates engagement of the participants in the process of continuous learning.

Achievement	
Level	Largely achieved (76.5%)
Explanation	52 (f: 21) of TEC management staff (f: 1) and TEC teaching staff (f: 20) joined a learning cycle of 3 sessions, instead of the 68 targeted. That is an achievement of 76.5%. Due to the covid-19 pandemic, TEC staff travelled back to their hometown what made it challenging for the target group to participate in the learning cycles face-to-face or online (due to access, connectivity). Next, a few lecturers resigned in the TEC in Battambang and moved to a new workplace in other provinces.

Indicator 2.6: # of stories of change of TEC staff on the impact of the capacity development trajectory.

TEC staff's stories of change of the TEC Battambang are documented in video clips to illustrate the transformation made. Recording stories of change from the target groups demonstrates actual

improvement and effect. Ms. Tep Vandy (deputy director) and Mr. Yon Sokheng (teacher trainer) share their story as one of the many gender role models and changemakers who participated in this project. The full stories are available on VVOB Cambodia's YouTube Channel. These videos were used during the official closing events of the project (see activity 5.8).

Ms. Tep Vandy, deputy director of Battambang Teacher Education College: *"I believe that, thanks to TIGER, student teachers who will become teachers will continue to implement gender-responsive activities by using the lesson plans and teaching methods we taught them. And these teachers educate the future generation of pupils to be gender responsive."*



Mr. Yon Sokheng, teacher trainer at Battambang Teacher Education College: *"Since I have been involved in that project, I started to reflect on myself. I can see that the principles I'd used for teaching students so far, negatively affected their emotions. So, I've made some changes."*



Achievement	
Level	Achieved (100%)
Explanation	2 stories of change of TEC staff on the impact of the capacity development trajectory documented.

Indicator 2.7: # of stories of change of student teacher on the impact of the capacity development trajectory.

A student teacher's story of change of the TEC Battambang is documented in a video clip to illustrate the transformation made. Recording stories of change from the target groups demonstrates actual improvement and effect. Mr. Phon Vanak (second-year student teacher) shared his story as one of the many gender role models and changemakers who participated in this project. The full story is available on VVOB Cambodia's YouTube Channel. This video is used during the official closing events of the project (see activity 5.8).

Mr. Phon Vanak, second-year student teacher at the Battambang Teacher Education College: *"At the Teacher Education College, the groups are always diversely composed of for example both male and female students, and with a mix of those who are outstanding and less performing. This diversity really enriches the group work, students learn much more from each other."*



Achievement	
Level	Achieved (100%)
Explanation	One story of change of student teacher on the impact of the capacity development trajectory documented.

Output 3 – Capacity development trajectory organised for 20 pilot schools on becoming gender-responsive schools which are safe and learning-friendly environments for all children

The capacity development trajectory for 20 pilot schools on becoming gender-responsive schools which are safe and learning-friendly environments for all children was organised. Their capacity development trajectory consisted of trainings, coaching and peer-learning facilitated by VVOB, PKO, GADC and the TEC core trainers (for the 20 pilot schools). At the same time, the capacity development trajectory for the 20 pilot schools served as a model for the capacity development trajectories to be implemented by 5 selected third party CSOs (in Output 4). Three indicators of output

3 are exceeded, one indicator is achieved, and two indicators are largely achieved. We can conclude that the capacity development trajectory for the 20 pilot schools is achieved.

Indicator 3.1: % of teachers of 20 primary and lower secondary pilot schools able to apply gender-responsive teaching methodologies (scores at least 14 on 18 regarding gender-responsive teaching assessment survey).

Teachers have a huge responsibility in educating the young generation Cambodian students, therefore they need to be very skilled in applying gender-responsive teaching methodologies. The percentage of teachers able to apply gender-responsive teaching methodologies is measured using the school's self-assessment tool. Specifically, the topic of 'gender-responsive teaching and learning' was looked at.

Achievement	
Level	Exceeded (101.3%)
Explanation	76% (%f unknown) of teachers of 20 primary and lower secondary pilot schools able to apply gender-responsive teaching methodologies, instead of the 75% targeted. That is an achievement of 101.3%. In detail, 78% (%f unknown) of primary school teachers and 74% (%f unknown) of lower secondary teachers are able to apply gender-responsive leadership.

Indicator 3.2: % of school leaders of 20 selected primary and lower secondary pilot schools are able to apply gender-responsive leadership (scores at least 26 on 34 on gender-responsive leadership the assessment survey).

School leaders shape the quality and atmosphere of their schools, therefore they need to be very skilled in applying gender-responsive leadership. The percentage of school leaders able to apply gender-responsive leadership and create a gender-responsive environment is measured through the school's self-assessment tool. Specifically, following topics were looked at:

- school structure and gender-responsive leadership
- quality of community support

Achievement	
Level	Largely achieved (94.7%)
Explanation	71% (%f unknown) of school leaders of 20 selected primary and lower secondary pilot schools are able to apply gender-responsive leadership, instead of the 75% targeted. That is an achievement of 94.7%. In detail, 71% (%f unknown) of primary school leaders and 70% (%f unknown) of lower secondary school leaders are able to apply gender-responsive leadership. We noticed that for some school leaders' challenges remained at the level of parental and community involvement to create a gender-responsive environment.

Indicator 3.3: % of school leaders and teachers of 20 selected primary and lower secondary pilot schools have the knowledge, attitudes and practices (KAP) regarding gender-responsive education (scores at least 45,5 on 65 on their total KAP).

To change a school into a gender-responsive school, the school leader and teachers needs to have the necessary knowledge and attitude to put that into practice. The necessary KAP regarding gender-responsive education is measured through a pre/post-capacity development survey that measures the knowledge on gender and gender-issues in education and gender-responsive attitudes. The survey is taken individually by each school leader and each teacher.

Achievement	
Level	Exceeded (126.7%)
Explanation	95% (f:83%) of school leaders and teachers of 20 selected primary and lower secondary pilot schools have the knowledge, attitudes and practices (KAP) regarding gender-responsive education, instead of the 75% targeted. That is an overachievement of 126.7%. In detail, 97% (f: 74%) of primary school leaders and 92% (f:83%) of lower secondary school leaders are able to apply gender-responsive leadership.

Indicator 3.4: Number of school leaders and teachers of 20 selected primary and lower secondary pilot schools have been coached individually, at least 2 times.

To change a school into a gender-responsive school, the school leaders and teachers may experience difficulties and challenges. Through coaching, school leaders and teachers receive support in the actual implementation of the action guide. The coaching conversation started by establishing a goal with regard to gender-responsive pedagogy and gender-responsive leadership (in the context of transforming their school into a centre of excellence on gender-responsiveness).

Achievement	
Level	Exceeded (108.5%)
Explanation	141 (f: 96) school leaders and teachers of 20 selected primary and lower secondary pilot schools have been coached individually, at least 2 times, instead of the 130 targeted. That is an achievement of 108.5%. In detail, 78 (f: 53) of primary school leaders and teachers, and 63 (f:43) of lower secondary school leaders and teachers have been coached individually, at least 2 times.

Indicator 3.5: Number of school leaders and teachers of 20 selected primary and lower secondary pilot schools joined a learning cycle of 3 sessions.

To change a school into a gender-responsive school, the school leaders and teachers may experience difficulties and challenges. Through peer support groups, school leaders and teachers receive support in the actual implementation of the action guide. A learning cycle of 3 sessions supports reflective practice in group and creates engagement of the participants in the process of continuous learning.

Achievement	
Level	Largely achieved (87.7%)
Explanation	114 (f:73) school leaders and teachers of 20 selected primary and lower secondary pilot schools joined a learning cycle of 3 sessions, instead of the 130 targeted. That is an achievement of 87.7%.

Indicator 3.6: # of stories of change of school staff on the impact of the capacity development trajectory.

People's stories of change of the schools are documented in video clips to illustrate the transformation made. Ms. Yin An (vice director of Anlong Vil Primary School) and Mr. Roeut Bo (physics and chemistry teacher at Soheu High School) share their story as one of the many gender role models and changemakers who participated in this project. The full stories are available on VVOB Cambodia's YouTube Channel. These videos were used during the official closing events of the project (see activity 5.8).



Ms. Yin An, vice director of Anlong Vil Primary School: “I applied what I've learned during the project into my school. For example: I checked on the teachers' lesson plans, to see if they have included gender in the objectives or not. And to ensure that they practice what they'd written in the lesson plans, I did classroom observations.”



Mr. Roeut Bo, physics and chemistry teacher at Soheu High School: “I started applying gender equality into my lesson plan, which for example means equal participation between male and female students. If a male student first answers a question, I make sure to nominate a female student to answer the next question.”

Achievement	
Level	Achieved (100%)
Explanation	Two of stories of change of school staff on the impact of the capacity development trajectory documented.

Output 4 – Capacity development trajectory organised for 5 third party CSOs on establishing 20 additional gender-responsive schools which are safe and learning-friendly environments for all children

The capacity development trajectory on how to establish gender-responsive schools of the 5 third party CSOs is completed. The capacity development trajectory for the 20 pilot schools (see Output 3) served as a model for the capacity development trajectories to be implemented by 5 selected third party CSOs. One indicator of output 4 is achieved, the other indicator of output 4 is not achieved. As explained above (see Specific Objective), because of the strict cut-off scores (86% for achieving level 3), this doesn't fully demonstrate the positive evolution made by the CSO schools within the project duration.

Comparing the achievement of the results of the external assessment of the 20 schools supported by the CSOs to the 20 pilot schools shows small but expected difference, since the 20 CSO schools were situated mostly in rural areas, as compared to the 20 pilot schools. The 20 CSO schools have an achievement level of 42.5% on indicator 4.2 (see below), compared to an achievement level of 50% of the 20 pilot schools on indicator 4.2. Based on those results, we can state the output 4 of the project is well-implemented. Thanks to the solid capacity development trajectory of the 5 third party CSOs (see below indicator 4.1), there was small but expected in working through third party CSOs or implementing this with the TIGER team.

Indicator 4.1: Number of CSOs with staff having participated in at least 10 activities of capacity development trajectory for CSOs.

After the TIGER project ends the local CSOs will continue their efforts to support gender-responsive learning environments. Capable CSO staff are crucial to continue this development process within the communities they operate. The TIGER project responded to a need of local CSOs who have extensive experience in education but wished to receive support to integrate gender-specific actions and gender mainstreaming into their educational programmes. To build the capacity of these NGOs and to support them in creating gender-responsive schools, the TIGER project offered a two-year capacity development trajectory, visibility actions and financial support. In total, staff of 3 CSOs have participated in 11 activities, staff of 1 CSO has participated in 10 activities, staff of 1 CSOs has participated in 9 activities.

Achievement	
Level	Achieved (100%)

Explanation	10 staff having participated in at least 10 activities of capacity development trajectory for CSOs. That is an achievement of 100%.
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Indicator 4.2: Number of primary and lower secondary schools, supported by CSOs, in Battambang established as centres of excellence offering a gender-responsive learning environment for children from grade 4 to 9.

All the schools, supported by the CSOs, assessed themselves at the lowest level ‘Indifference to gender’, meaning that schools lacked consideration of the specific needs of girls and boys, and/or women and men, and benefits from existing gender norms and an inequality of power to achieve a project’s purposes, negatively affecting the goals of gender equality. Throughout the project, the schools grew, and the end line assessment indicated that 4 schools are still indifferent to gender, 12 schools are gender-sensitive (level 2) and 4 schools are gender-responsive (level 3).

In October 2020 (after the end-line self-assessment), the external assessment was conducted by the Teacher Education College (TEC) in Battambang and the Provincial Office of Education (POE) to recognize the transformation process made by the CSO schools. The external assessment largely confirmed the results of the end line self-assessment: 2 schools got certified as a gender-responsive school, while 13 schools got recognized as a gender-sensitive school and 5 schools as indifferent to gender. In table 7, the results of the CSO schools self- and external assessment are presented.

Table 7: the results of the CSO schools self- and external assessment

	Baseline	Midline	End line	External
Level 1 - Indifference to gender	20 schools (13 primary)	4 schools (2 primary)	4 schools (2 primary)	5 schools (4 primary)
Level 2 – Gender-sensitive	0 schools	10 schools (7 primary)	12 schools (8 primary)	13 schools (7 primary)
Level 3 – Gender-responsive	0 schools	6 schools (4 primary)	4 schools (3 primary)	2 schools (2 primary)

The establishment of 2 schools as gender-responsive school was recognized during the Ceremony of Certified Gender-Responsive Schools in Teaching and Leadership on November 26, 2020 (see activity 5.8). Celebrating this recognition, emphasized that the results need to be sustained and strongly embedded into the school’s policies and culture. Meanwhile the other schools got a recognition for their level of gender-sensitive and indifference to gender as well. This official recognition also intends to emphasize that the need to be improved to reach the level of gender-responsiveness.

Achievement	
Level	Not achieved (42.5% ⁴)
Explanation	2 primary and lower secondary schools, supported by CSOs, in Battambang established as centres of excellence offering a gender-responsive learning environment for children from grade 4 to 9. 13 schools got recognized as a gender-sensitive school and 5 schools as indifferent to gender.

⁴ The following calculation method was used: gender responsive schools were assigned a weight of 100%, while gender sensitive school were assigned a weight of 50%, to take their positive evolution into account. Gender indifferent schools were not considered in the calculation.

Output 5 – Outreach, sensitisation and communication campaign organised on the prevention and protection of girls from all forms of violence

Output 5 amplified messaging (from the Action Guide in Output 1) related to the elimination of school-related gender-based violence (SRGBV) to multiple stakeholders. Multiple channels were used to achieve this, including traditional ones such as the use of Information, Education and Communication (IEC) materials and campaigns as well as new ones including social media and a storytelling app. Three indicators of output 3 are exceeded, four indicators are achieved, and one indicator is largely achieved.

Indicator 5.1: Number of lobby events organised at (sub)national level to create awareness on gender-responsive schools.

Realising an institutional change is only possible with the understanding and engagement of the (sub)national level. That is why the project organised 2 lobby events. The first event has been organised in December 2018 in Battambang Province, focussing on the elimination of school-related gender-based violence. The event related to the White Ribbon Campaign on “Men for ending sexual violence against women and girls” in Battambang province.

In year 3 the project organised an online advocacy campaign. During the 16 Days of Activism against Gender-Based Violence (from 25 November to 10 December 2020). The results of the online campaign showed an overwhelming support for gender equality in education of VVOB’s followers in Cambodia.

Achievement	
Level	Achieved (100%)
Explanation	Two lobby events organised at (sub)national level to create awareness on gender-responsive schools. That is an achievement of 100%.

Indicator 5.2: Number of high-level officials from MoEYS and MoWA reached through lobby events.

During those two lobby events (see indicator 5.1), the project research 29 high-levels officials from MoEYS and MoWA. VVOB build upon the strong working relations with the government of Cambodia. The project had strong support at different levels of MoEYS, e.g., national and sub-national level. GADC, as a leading gender organisation in Cambodia, facilitated the relationship with MoWA throughout the project.

Achievement	
Level	Largely achieved (96.7%)
Explanation	29 high-level officials from MoEYS and MoWA reached through lobby events, instead of 30 targeted. This is an achievement of 96.7%. Not all invited high-level officials were available on the scheduled date of the events.

Indicator 5.3: Number of sharing events organised with education networks (BEST) to create awareness on gender-responsive schools.

Three sharing events with education networks organised in June 2019, May 2020 and September 2020.

Achievement	
Level	Achieved (100%)

Explanation	Three sharing events organised with education networks (BEST) to create awareness on gender-responsive schools. That is an achievement of 100%.
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Indicator 5.4: Number of users of storytelling app differentiated by type of user (teacher/lecturer/student).

Innovative technologies are a part of making the target groups aware of gender issues and informing them of alternative behaviours. The project developed a storytelling app on gender (in)equality. The interactive storytelling app is a digital library that contains stories for teachers, students, parents and community members. The stories relate to real life situations in which gender (in)equality or stereotyping occurs in schools and communities.



Bunna (boy) does not feel well at school, because his teacher treats students differently based on gender. If you were Bunna, what would you do?



During the breaktime at school, Sokha (girl) sees the boys playing football and she decides to just play along. What do you think of girls who like playing football?



One day, classmates of Mealea show her a sexual image. She feels really upset after that. What should Mealea do?

What would you do, if you were Bunna, Sokha or Mealea? As the story unfolds, you, as reader, use text commands to control the characters and influence their environment. That is how you experience the consequences of your choices.

Achievement	
Level	Exceeded (735.2%)
Explanation	2213 users ⁵ of storytelling app, instead of the 301 targeted. This is an achievement of 735.2%

Indicator 5.5: Availability of IEC materials, including visual support to reach illiterate people, on prevention of bullying, harassment, and physical violence, among others at schools and in the communities in Battambang.

To amplify the messages from the Action Guide on the elimination of school-related gender-based violence, the project developed Information, Education and Communication (IEC) materials for different target groups: 3 posters for teachers and school leaders, 2 booklets for children and 3 brochures for parents. This supported the target groups and stakeholders to clearly understand the dynamics and consequences of bullying, harassment, and physical violence.

⁵ The users are teachers, parents, students, and others. We can't split the total group of users into the initial categories mentioned in the indicator.

Achievement	
Level	Achieved (100%)
Explanation	IEC materials for children and adults available in 40 schools and 40 communities in Battambang. That is an achievement of 100%.

Indicator 5.6: Number of radio broadcast shows on the prevention and protection of girls from all forms of violence in Battambang Province conducted.

Creating awareness in the communities contributed to the sustainability of the project, as well as to the creation of safer environments for girls and boys, not only in school, but also at home and in the communities.

Achievement	
Level	Exceeded (120%)
Explanation	96 radio broadcasts out of (80# planned broadcast) shows on the prevention and protection of girls from all forms of violence in Battambang Province conducted, instead of the 80 shows targeted. That is an achievement of 120%.

Indicator 5.7: Number of Men Dialogues and Gender Cafes facilitated to influence men's attitudes and behaviours towards gender-based violence and to build confidence of woman and girls to exercise their rights.

The aim of Men Dialogue is to influence men's attitudes and behaviours towards gender-based violence, while the Gender Café is building confidence for women and girls to exercise their rights. Men are stimulated in Men Dialogues to reflect on their own masculinity and how masculine attitudes and behaviours can contribute to gender-based violence. Their awareness grows about their powerful role in society, and how they can use this power to change the unequal status quo. Conversely, Gender Cafes provide safe, non-judgmental spaces for women to express themselves about their experiences with gender-based violence. The aim is to build their confidence in exercising their human rights.

In both cases, the meetings are driven by the participants them-selves, as they are the experts in their specific context and of their specific experiences, with very little input from the facilitator. It builds community and trust between colleagues to eventually help each other out of difficult situations or trouble-some thought processes.

Achievement	
Level	Exceeded (126,3%)
Explanation	Twenty-four Men Dialogues and Gender Cafes facilitated to influence men's attitudes and behaviours towards gender-based violence and to build confidence of woman and girls to exercise their rights. That is an achievement of 126,3%. Overall, a total amount of 424 (271 women) attend those meetings.

Indicator 5.8: Number of theatre forum shows on the prevention and protection of girls from all forms of violence.

The performance of forum theatre on the prevention and protection of girls from all forms of violence will directly support Output 5 to amplify messaging (from the Action Guide in Output 1) related to the elimination of school-related gender-based violence (SRGBV) to multiple stakeholders (in particular

caregivers and learners). Forum Theatre, an interactive form of theatre, engages spectators with the performance, as both spectators and actors have the power to stop and change the story line of the performance.

The performance of forum theatre on the prevention and protection of girls from all forms of violence will ensure higher impact of the TIGER project in the 40 communities of the schools.

Achievement	
Level	Exceeded (120%)
Explanation	12 theatre forum shows on the prevention and protection of girls from all forms of violence, instead of the 10 shows targeted. That is an achievement of 120%. Overall, there were approximately 2945 (2058 females) spectators who attended the performances.

B. ACTIVITIES

In this section we present all the activities implemented during the project, on a yearly basis. As a result, the section provides a detailed overview of the project implementation.

Activity 1.1 – Establish and facilitate an active Consultative Group for the Action Guide for creating gender-responsive schools

(Y1: COMPLETED) A Consultative Group was established, and four meetings were organised with the consultative group to receive inputs and guidance. The consultative group consists of 22 participants of which 11 are women. They provided important feedback on needed changes or modifications, supported the TIGER team and provided technical advice to the contents of the Action Guide.

Although the Action Guide was not reviewed by the consultative group after the review workshop with RoSa in year 1 – due to election campaigns – the consultative group provided further feedback during the reflection cycles that took place during the second year of the programme (see activity 1.2).

Achievement	
Level	Achieved (100%)
Explanation	The Consultative Group met seven times to review progress on the Action Guide development, provide feedback on needed changes or modifications: four have been organised in year 1, two in year 2 and one in year 3 of the project.

Activity 1.2 – Design, try-out and finalise the Action Guide

(Y1: ON TRACK) The first draft of the Action Guide was made and was piloted after approval by the MoEYS.

During the second year of the project, reflection cycles were organised to gather information from the implementers of the Action Guide in order to improve the guide accordingly. By the end of year 2 the Action Guide was fully revised based on practical experience from the field, success stories, tips to overcome challenges and so on.

To support data collection with the self-assessment tool, the open-source tool Kobo Toolbox was used. KoBo Toolbox includes an app that allows to collect the self-assessment data digitally. Once the new school year had started, we conducted a field-test of the assessment, comparing digital data collection via to paper assessments in our target schools before finalizing and administering the baseline survey.

(Y2: DELAYED) The final version of the Action Guide was almost fully revised, based on information gathered during trainings, monitoring visits, reflective workshops and the results of the data collection

(using the mobile app). The schoolteachers, school leaders and teacher trainers provided their input during a consultative workshop. The Action Guide - and the accompanying training - got a positive evaluation by the participants.

Next, the Action Guide was also reviewed twice by the consultative group. Based on the inputs of the last meeting, the TIGER team finalized the Action Guide.

(Y3: COMPLETED) In the beginning of year 3, a last consultative workshop was organised to finalize the revised version of the Action Guide. The project caught up with the delay of year 2 easily, with as result the official approval of the Action Guide by MoEYS on June 15, 2020. The finalisation of the Action Guide got delayed due to the feedback discussed and agreed upon during the last consultative group of year 2. Because of the additional time taken, the project ensured the development of the high-quality Action Guide in a co-creative way which ensured strong consensual support from stakeholders and incorporated lessons learned from the experience built up during the project.

Achievement	
Level	Achieved (100%)
Explanation	<p>Throughout the project, the Action Guide provided the roadmap needed to facilitate capacity development trajectories created gender-responsive schools and prevent school-related gender-based violence (SRGBV) across multiple institutional contexts including primary and secondary schools as well as Teacher Education Colleges (TECs).</p> <p>The flip-over Action Guide (see annexes I, J, K and L) consists of a booklet for school management (one side) and a booklet for teachers (other side). Each side of the booklet contains chapters relevant to the target group. These two sides share the same introductory part, which provides basic knowledge on gender and school-related gender-based violence. The booklet for school management focuses on gender-responsive school leadership (including the self-assessment for TECs and schools on gender-responsiveness and the prevention of school-related gender-based violence) and parental/community involvement. The booklet for teachers provides guidelines and tools to implement gender-responsive teaching into their classroom.</p>

Activity 1.3 – Disseminate the Action Guide

(Y3: COMPLETED) The Action Guide was officially disseminated after the MoEYS's approval, to the target groups in Battambang province, as well as nationwide. The project produced 1,660 copies of the Action Guide in Khmer and 100 copies of the Action in English (see annex B). Next, the Action Guide is an open source on VVOB Cambodia's and KAPE's website (in Khmer and in English).

The final Action Guide was presented first during the closing event in Battambang province on October 8, 2020 to all target groups and relevant stakeholders including representatives from MoEYS, MoWA, and BEST members. Secondly, the Action Guide was presented during the closing webinar on December 14, 2020 to all nationwide relevant stakeholders including representatives from MoEYS, MoWA, development partners and directors of all Teacher Training Institutions across Cambodia.

The Action Guide is integrated into the curriculum of the 12+4 teacher training in Battambang and Phnom Penh, as part of the 12+4 syllabi on General Topics in Education. As a result, the syllabus now contains four units on gender.

Gender-responsive pedagogy, as a subject for the student teachers, is included for 15 hours in the 12+2 training curriculum. VVOB will continue to advocate for further uptake of gender in the 12+2 curricula. A first step was made by presenting the Action Guide to all Teacher Training Institutions across Cambodia. VVOB supporting gender-responsive education in the PTTC in Kandal and Kampong Cham in their Strengthening Math Results and Teaching programme (SMART – funded by the Belgian government) will continue to support the implementation of the Action Guide into their curriculum.

Achievement	
Level	Exceeded (176%)
Explanation	<p>The project produced 1,760 copies of the Action Guide, instead of the 1,000 copies targeted in the beginning of the project. This explains the overachievement.</p> <p>The dissemination activities (the closing event in Battambang and the webinar) focused on raising, and maintaining, constant awareness on ensuring school children are protected from SRGBV and created familiarity with the Action Guide among the target groups and the relevant stakeholders. The official adoption/approval of the Action Guide by MoEYS will facilitate the implementation of the Action Guide into the curriculum of the teacher training, primary education and secondary education, and will facilitate its replication in existing programming among the (co-)applicants and a wide array of CSOs.</p>

Activity 2.1 - Train 68 staff of the Teacher Education College (TEC) in Battambang on training gender-responsive teachers

(Y1: ON TRACK) A first 6-day training was conducted from 24-29 September 2018 reaching 32 (17 women) TEC management staff, members from PoWA and DoWA, members from PoE and DoE and members from the five third party CSOs. After the training we collected feedback on each unit of the Action Guide, which was used to improve trainings to the TEC lecturers. The 2nd training was conducted from 15-19 October 2018 reaching 28 TEC Lecturers (10 women) and third training for TEC lecturers will take place in November 2018.

(Y2: COMPLETED) Two more trainings were conducted, reaching 31 TEC Lecturers (15 women) on 12-16 November 2018 and 14 TEC Lecturers (5 women) on 6-9 May 2019. During training, TEC staff reflected on gender-responsive pedagogy by sharing the best practices and experiences. The TEC teacher trainers committed to include gender-responsiveness into their teaching. They integrated gender-based teaching activities in lesson planning, material development, classroom activities and classroom principles to ensure safe and learning-friendly school environments.

As part of the capacity development trajectory and for the sustainability of the project, 6 outstanding lecturers (2 women) were selected as core trainers to facilitate training on gender responsiveness to 20 target schools (output 3).

Achievement	
Level	Exceeded (154,35%)
Explanation	<p>In total the project trained 105 (47 women) staff of the Teacher Education College (TEC) in Battambang on training gender-responsive teachers. This training strengthened the competences of TEC staff members in two ways: 1. How to make their TEC a gender-responsive, safe and learning-friendly environment for all student teachers; and 2. How to train student teachers in gender-responsiveness and in the prevention of school-related gender-based violence (SRGBV).</p>

Activity 2.1 (1) Conduct Refresher training on gender responsiveness for TEC Management and lecturers

(Y3: COMPLETED): Following the ROM report's recommendations (Recommendation 7), the TIGER project provided refresher training on gender-responsive pedagogy and gender-responsive leadership for TEC management and lecturers who received training on Action Guide in 2018 and 2019. A first 3-day refresher training was conducted from 22-24 July 2020, reaching 2 TEC management staff (0 women) and 33 lectures (12 woman). The second 2-day online refresher training was conducted on September 22 and 23, 2020 reaching 18 lecturers (10 women).

Achievement	
Level	Partially achieved (78%)
Explanation	The project provided refresher training on gender-responsive pedagogy and gender-responsive leadership for 53 TEC management and lecturers, instead of the 68 participants planned. Due to the covid-19 pandemic, we couldn't reach 15 participants. A part of the TEC staff travelled back to their hometown what made it challenging to attend the training face-to-face or online (due to access to devices or internet connectivity). Next, a group of TEC lecturers was occupied with online teaching themselves; they had to switch their approach from face-to-face lecturers to online lecturers as well, which resulted in less time available for a refresher training.

Activity 2.2 – Facilitate peer-learning and coaching of 65 teacher trainers at the Teacher Education College (TEC) in Battambang to support gender-responsive teaching methodologies

(Y1: DELAYED) The peer learning and coaching trajectory of the TEC lecturers will start in December 2018. This activity is delayed because of the general delay in the recruitment of TIGER staff. The delay is of little consequence to the target group.

(Y2: ON TRACK) The peer-learning and coaching trajectory of the TEC teacher trainers started in year 2. Between August and October 2019, 62 TEC teacher trainers (23 women) had been individually coached to address their issues. The coaching started from their questions and challenges experienced in the implementation of the Action Guide in their teaching, and general professional context.

(Y3: COMPLETED) The peer-learning and coaching trajectory of the TEC teacher trainers continued. In April and November 2020, 66 TEC teacher trainers (26 women) have been individually coached to support in the actual implementation of the Action Guide. The obstacles they experience in converting the theory into practice were addressed during those individual sessions. Under normal circumstances, TIGER coaches would have met in-person with the teaching staff. Due to COVID-19, we rescheduled those in-person individual coaching sessions. We switched our approach to online and telephone coaching. Online and telephone coaching offered the opportunity to schedule regular coaching sessions over the telephone or using an online application such as Telegram, Facebook Messenger or Zoom. VVOB created a new manual on how to conduct coaching sessions online or over the phone. Engaging in coaching from a distance is quite different from face-to-face coaching. Certain crucial social cues like eye contact, body language, facial expressions, and tone of voice are limited, or absent. But, by applying the guidelines in the manual properly, there were no real limitations to remote coaching compared to face-to-face coaching.

To further strengthen implementation of the Action Guide, coaches brought the TEC teaching staff together for peer learning in a process of so-called *learning cycles*. Such learning cycles offered the teaching staff a platform to share experiences and further strengthen their competences in establishing gender responsive school environments. Between June 30 and September 11, 2020, 54 lectures (23 women) participated in the first session and 50 lectures (23 women) participated in the second and third session. Those sessions are a combination of in-person and online sessions.

Achievement	
Level	Largely achieved (87%)
Explanation	The project facilitated peer-learning and coaching for, on average, 56 TEC lecturers, instead of the 65 participants planned. Due to the covid-19 pandemic, TEC staff travelled back to their hometown what made it challenging for the target group to participate in the coaching sessions and learning cycles face-to-face or online (due to access, connectivity). Next, a few lecturers resigned in the TEC in Battambang and moved to a new workplace in other provinces.

Activity 2.3 – Facilitate peer-learning and coaching of 3 TEC management staff to support gender-responsive leadership and management

(Y1: DELAYED) The peer learning and coaching trajectory of the TEC management will start in December 2018. This activity is delayed because of the general delay in the recruitment of TIGER staff. The delay is of little consequence to the target group.

(Y2: ON TRACK) The peer-learning and coaching trajectory of the TEC management staff started as well in year 2. Two TEC management staff (1 woman) have been individually coached. The coaching started from their questions and challenges experienced in their leadership practices in accordance with the Action Guide. Due to staff turn-over in the TEC management team, the remaining managers were further coached until the end of 2019.

(Y3: COMPLETED): The peer-learning and coaching trajectory of the TEC management continued. From February to April 2020, 2 TEC management (1 woman) have been individually coached to support in the actual implementation of the Action Guide. The female deputy director has been coached 5 times during this period, focussing on the topics of self-assessment tool and on advocating to include gender into the curriculum. Next, in July 2020, 1 TEC management staff (1 woman) participated in the first session of the learning cycles and 2 TEC management staff (1 woman) participated in the second and third session of the learning cycles.

Achievement	
Level	Partially achieved (66%)
Explanation	The project facilitated peer-learning and coaching for 2 TEC management staff, instead of the 3 (deputy-) directors planned. Due to staff turn-over in the TEC management team, it was challenging to engage the full TEC management in the project. Next, the TEC in Battambang was turning their programme from 12+2 to the 12+4. This resulted in the TEC director having to focus exclusively on the reform. Although the project could reach less TEC management staff as intensely as foreseen, this did not result in any implementation problems because one deputy-director got appointed to this project and was really engaged.

Activity 2.3 (1) Organize training on coaching skills to 38 Battambang TEC management staff

(Y2: COMPLETED): As the TEC management staff lead their teacher trainers to implement the Action Guide in their teaching training, we trained 20 TEC directors and vice-directors on coaching methods and skills. The training was joined by 5 TEC core trainers (3 women) and 5 PoE staff (2 women) as well. The TEC management staff we expected to coach their staff to become a centre of excellence in gender-responsiveness. The implementation was further strengthened by a process of learning cycles, organised in year 3, where the coaches brought the teaching staff together for peer-learning.

Achievement	
Level	Partially achieved (86.11%)
Explanation	31 Battambang TEC management staff, lecturers and PoE joined the training on coaching skills, instead of the 38 targeted. The other TEC staff wasn't available on the days the training was conducted, due to other activities and tasks. Having increased the coaching skills of the majority of the staff at TEC, we believe we managed to take the first step needed for the institutional integration of coaching methods and skill at the TEC.

Activity 2.4 – Establish the Teacher Education College (TEC) in Battambang as a model of a gender-responsive TEC

(Y3: COMPLETED) The Teacher Education College (TEC) in Battambang performed self-assessments throughout the project. The result of the self-assessments was used as input to facilitate the individual coaching sessions and to monitor the progress made towards a centre of excellence for gender-responsiveness. By centre of excellence, it is implied that the TEC (and school staff; see output 3) use appropriate gender-responsive teaching pedagogy and create a gender-responsive environment. By gender-responsive, it is implied that the intervention employs gender sensitive approaches and actively promotes gender equality when working with relevant stakeholders to identify, respond to, and positively change the root causes of gender inequality for girls, boys, women, men.

To help monitor the transformation of the TEC, the project drafted a self-assessment tool for schools on gender-responsiveness and the prevention of school-related gender-based violence. The assessment tool consists of three parts: (1) gender-responsive teaching and learning methods, (2) gender-responsive school structure and (3) partnership with community. A total of 52 questions are included and different sources of verification are used to answer those questions: interviews, observations, and revision of documents. After completing the questionnaire, the total score of gender-responsiveness can be calculated. There are 3 different levels of gender-responsiveness: indifference to gender (level 1), gender-sensitive (level 2) and gender-responsive (level 3). The self-assessment is part of the Action Guide (see activity 1.2); The booklet for school management focuses on gender-responsive school leadership and includes a lesson on integration of gender-responsiveness in planning, monitoring and evaluation (chapter 2, lesson 5). The self-assessment tool is presented as a tracking system to help school management monitor the transformation of their institution to a gender-responsive school. Due to COVID-19, the project revised the self-assessment tool, to make sure the assessment could be conducted during the full and partial (only grade 6 and 9 running) school closures. At the end of the project, an external assessment was conducted.

Achievement	
Level	Partially achieved (50%)
Explanation	The Teacher Education College (TEC) in Battambang is recognized a gender-sensitive TEC (level 2). The TEC didn't reach the level of gender-responsiveness yet.

Activity 3.1 – Train 240 teachers, school leaders and school support committee members of 20 primary and lower secondary schools on gender-responsiveness and the prevention of SRGBV

(Y1: SLIGHTLY DELAYED) From the beginning of the project, VVOB worked in close cooperation with consortium partners to select 20 schools in Battambang province as our target schools. The school leaders and teachers of the 20 selected schools participated in the project orientation provided by the TIGER team. The 20 pilot schools will receive their trainings between December 2018 and March 2019. This activity is delayed because of the general delay in the recruitment of TIGER staff. The delay is of little consequence to the target group.

(Y2: COMPLETED) 12 successful trainings on gender-responsive pedagogy and school leadership took place between December 2018 and June 2019. 302 (194 women) teachers, school leaders and school support committee members of 20 primary and lower secondary schools were trained on gender-responsiveness and the prevention of school-related gender-based violence.

Achievement	
Level	Exceeded (126%)
Explanation	In total the project trained 302 (194 women) teachers, school leaders and school support committee members of 20 primary and lower secondary schools on gender-responsiveness and the prevention of school-related gender-based violence.

3.1 (1) Train additional 120 teachers of 20 pilot schools on gender responsiveness

(Y3: COMPLETED) In August 2020, the TIGER project provided 4 additional trainings on gender-responsive pedagogy and gender-responsive leadership for teachers of 20 pilot schools. The trainings built the capacity of 124 teachers (78 women) untrained teachers on how to make their schools gender-responsive, safe and learning-friendly environments for all children.

Achievement	
Level	Exceeded (104%)
Explanation	The project trained an additional 124 teachers (78 women) of 20 pilot schools on gender responsiveness, instead of the 120 teachers planned.

3.1 (2) Conduct refresher training for 302 teachers and school leaders of 20 pilot schools on gender responsiveness

(Y3: COMPLETED) In July and September 2020, the project conducted refresher trainings on gender-responsive pedagogy for 213 teachers (148 women) and gender-responsive leadership for 56 leaders (27 women) of 20 pilot schools. The trainings built the capacity of the teachers, school leaders on how to make their schools gender-responsive, safe and learning-friendly environments for all children.

Achievement	
Level	Largely achieved (89%)
Explanation	The TIGER project conducted refresher trainings on gender-responsive pedagogy and gender-responsive leadership for 269 teachers and school leaders (175 women) of 20 pilot schools. Due to the covid-19 pandemic, we couldn't reach 33 participants. A part of the teachers and school leaders travelled back to their hometown what made its challenging to attend the sessions face-to-face. Next, teachers were occupied with online teaching; they had to switch their approach from face-to-face lessons to online lessons as well, limiting time available for the refresher training.

Activity 3.2 – Coach the implementation of the Action Guide and support learning cycles for 120 teachers of 20 primary and lower secondary schools

(Y1: DELAYED) The start-up of the peer learning and coaching trajectory of the pilot schoolteachers was delayed because of the general delay in the recruitment of TIGER staff. The delay in the schedule was of little consequence to the target group.

(Y2: DELAYED) The peer learning and coaching trajectory of the pilot schoolteachers started in August 2019. Within this period, only one school received 7 individual coaching sessions. The remaining schools were coached at the end of 2019. This activity was delayed because an extra training on coaching was needed for the 6 TEC core trainers. This training was provided in November 2019.



Picture 1: Individual coaching session at BTEC



Picture 2: Learning cycles for teachers at Or Ja School

The peer-learning and coaching trajectory of the teachers of 20 primary and lower secondary schools continued. In January and February 2020, 113 teachers (79 women) have been individually coached to support in the actual implementation of the Action Guide. The obstacles they experience in converting the theory into practice were addressed during those individual sessions. The second individual coaching sessions were organised in May, April and June 2020 reaching 119 teachers (85 women) teachers.

To further strengthen the implementation of the Action Guide, coaches brought the teachers together for peer learning in a process of so-called learning cycles. In May and June 2020, 99 teachers (71 women), participated in the first session and 97 teachers (69 women) participated in the second and third session.

Achievement	
Level	Largely achieved (89%)
Explanation	The project facilitated peer-learning and coaching for, on average, 106 teachers (f: 75) instead of the 120 teachers planned. Due to the covid-19 pandemic, we couldn't reach 14 participants. A part of the teachers travelled back to their hometown what made it challenging to attend the sessions face-to-face. Next, teachers were occupied with online teaching; they had to switch their approach from face-to-face lessons to online lessons as well, limiting time available for the learning cycles.

Activity 3.3 – Coach the implementation of the Action Guide and learning cycles for school leaders of 20 primary and lower secondary schools

(Y1: DELAYED) The peer learning and coaching trajectory of the pilot schoolteachers could only start after the 20 schools received the training from the TIGER team. This activity was delayed because of the general delay in the recruitment of TIGER staff. The delay in the schedule was of little consequence to the target group.

(Y2: ON TRACK) The project coached 2 school leaders of Wat Kampheng primary school so far and the project will coach school leaders of 19 more schools by the end of 2019. The school leaders raised similar issues mentioned by the teachers concerning the difficulties and challenges they experienced for implementing the action guide at the school.

(Y3: COMPLETED): The peer-learning and coaching trajectory of the school leaders continued. In January and February 2020, 19 school leaders (10 women) have been individually coached by the TIGER core trainers to support in the actual implementation of the Action Guide. Next, in May and June 2020, the TIGER team facilitated the second individual coaching session to 22 school leaders (11 women).

Furthermore, in March 2020, 42 school leaders (19 women) participated in the first session of the learning cycles and, in June 2020, 38 school leaders (10 women) participated in the second and third session of the learning cycles.

Achievement	
Level	Exceeded (160%)
Explanation	The project facilitated peer-learning and coaching for, on average, 32 school leaders (f: 12). The project invited both school leader and a deputy school leader to the project activities, that is why we exceeded the target.

Activity 3.4 – Establish 20 gender-responsive primary and lower secondary schools through self- and external assessment

(Y2: ON TRACK) The project completed the baseline self-assessment with the 20 target schools, while the midline self-assessment was conducted with 12 target schools only in year2 (see attachment: Results self-assessment baseline and midline). The project conducted the midline self-assessment with TEC and 8 other schools by the end of 2019.

(Y3: COMPLETED) The project aimed to establish 20 gender-responsive primary and lower secondary schools through self- and external assessment. The self-assessment for schools on gender-responsiveness and the prevention of school-related gender-based violence (see activity 2.4) was yield out 3 times throughout the project: the baseline in March 2019, the midline in August, 2019 and the end line in October 2020. Next, an external assessment was conducted at the end of the project.

Achievement	
Level	Not achieved (42.50% ⁶)
Explanation	Two schools got established as gender-responsive primary and lower secondary schools by the external assessment. 13 schools reached level 2; meaning that they are a gender-sensitive school for now.

Activity 4.1 – Orient all CSOs of the BEST network on the establishment of gender-responsive schools and select 5 third party CSOs

(Y1: COMPLETED) Five CSOs have been selected as third parties for the grant. They are now part of a 2-year capacity development trajectory and will be involved in many elements and activities of the TIGER project. As part of their capacity development trajectory, they were involved to train the additional 20 schools on implementing the Action Guide and to guide them to become gender-responsive schools (act. 4.2).

Achievement	
Level	Achieved (100%)
Explanation	The TIGER project engaged 5 Civil Society Organisations (CSOs), who are a member of the Battambang Education Sector Working Group, as third parties: Children's Action for Development (CAD), Khmer NGO for Education (KHEN), Partners for Rural Development Organization (PRD), Ptea Teuk Dong Cambodia (PTD) and Community Training Organization for Development (CTOD). These CSOs received a 2-year capacity development trajectory on gender-responsiveness

⁶ The following calculation method was used: gender responsive schools were assigned a weight of 100%, while gender sensitive school were assigned a weight of 50%, to take their positive evolution into account. Gender indifferent schools were not considered in the calculation.

	in education. The project offered a small grant to each CSO to organise learning activities in 20 additional schools. The TIGER team guided and supported the CSOs to transform their own target schools to become gender-responsive schools (see activity 4.2 and 4.3).
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Activity 4.2 – Support 5 third party CSOs to organise training of 240 teachers, school leaders and school support committee members of 20 schools on becoming gender-responsive schools

(Y1: DELAYED) 20 schools of which 14 are primary schools and 6 are lower secondary schools have been selected in the target areas of the 5 CSOs above. The 20 selected schools are located in Ek Phnom, Banan, Rukhakiri, Samlout districts of Battambang province. The capacity development trajectory for the CSOs has been set up, however, the actual training only started in year 2 after CSOs had received ToT training from the TIGER team.

(Y2: ON TRACK) The 5 third party CSOs were receiving capacity development on how to establish gender-responsive schools, making use of the Action Guide (Output 1). A practical initial workshop has been conducted and the 5 third party CSOs are shadowing the establishment of the first 20 gender-responsive schools by VVOB, PKO, GADC and the Teacher Education College in Battambang (Output 2 and 3).

The CSOs conducted orientation workshops for the target schools about the creation of gender-responsive schools. As a result, 357 (194 women) teachers and school leaders are trained, making use of the Action Guide. After the training, practical implementation in the 20 schools was supported by the 5 CSOs, guided by PKO. PKO kept on assisting the 5 third party CSOs in monitoring the establishment of 20 gender-responsive schools in year 3.

(Y3: COMPLETED) In year 3, the 5 third party CSOs trained another 103 (58 women) teachers and school leaders. Next, had conducted the refresher training to their target schools to review the creation of gender responsive schools. As result, within the whole project period, 460 (252 women) teachers, school leaders, DoEs, SSCs, local authorities and parent are trained and making use of the Action Guide.

Achievement	
Level	Exceeded (191,6%)
Explanation	The project supported the 5 third party CSOs to organise training of 460 (f: 252) teachers, school leaders and school support committee members of 20 primary and lower secondary schools on becoming gender-responsive schools, instead of the 240 targeted. That is an achievement of 191,6%.

Activity 4.3 – Support 5 third party CSOs in coaching and peer learning of 20 schools in becoming gender-responsive schools

(Y2: ON TRACK) Four third party CSOs started providing on-going support to schools through regular monitoring and support visits to the 20 selected schools. During these visits, they follow-up on progress and challenges in the establishment of gender-responsive schools. As a results of this follow-up visits, the schools apply a more gender-responsive approach. All together they conducted individual coaching sessions to 68 teachers and school leaders (43 women). The fifth third party CSO, KHEN, conducted the trainings in October and November 2019. They started providing coaching after all trainings are conducted.

(Y3: COMPLETED) The peer-learning and coaching trajectory of the teachers and school leaders started. From February to September 2020, 67 school leaders (23 women) and 181 teachers (111 women) have been individually coached by the CSOs to support in the actual implementation of the Action Guide.

Furthermore, in June and August 2020, 22 school leaders (6 women) and 140 teachers (75 women) participated in the first session of the learning cycles and, from July to September 2020, 30 school

leaders (8 women) and 137 teachers (76 women) participated in the second and third session of the learning cycles.

Achievement	
Level	Achieved (100%)
Explanation	The project supported the 5 third party CSOs in coaching and peer learning of 20 schools in becoming gender-responsive schools.

Activity 4.4 – Share best practices with education networks and through social media

(Y2: ON TRACK) On 27 June 2019, the TIGER team presented the progress of the TIGER project – and the best practices on the Action Guide development at Battambang Education Support Team (BEST) quarterly meeting. The participants were BEST’s members in order to find a helpful cooperation and collaboration between the Provincial Office of Education and 5 third party CSOs within the education sector. A total of 40 participants (14 women) joined this successful event.

(Y3: COMPLETED) In year 3, the CSOs shared their best practices during the next meetings of BEST. First, on 22 May 2020, PKO cooperated with CSOs-CAD to shared best practice during BEST’s quarterly meeting on the gender responsive leadership to BEST members and PoE officers in order to share gender responsive leadership in school and to share the selecting gender responsive focal person in school followed by action guide guideline. A total of 42 (13 women) joined this event.

And the second on 30 September 2020, CSO-KHEN shared best practice on experience of a real practical of gender responsive school between 6 lower secondary schools and DoE. This event was done in Samlot district hall. As a result, 5 (3 women) DoE, 39 (4 women) school leaders, 3 (1 women) schoolteachers joined this event. They had shared and learnt between schools and schools on good practise of gender responsive school, especially unlock on gender stereotype and effective of quality education related to gender.

The CSOs also participated in the radio broadcasting (output 5); PTD on May 17, 2019; CAD on February 22, 2019 and February 7, 2020; PRD on May 31, 2019 and April 3, 2020; KHEN on January 10, 2020 and March 6, 2020; CTOD on March 20, 2020. The radio broadcasting has been shared on Facebook and the CSO’s good practices were shared on social media on September 25, 2020.

Achievement	
Level	Achieved (100%)
Explanation	The project shared best practices with education networks and through social media.

Activity 5.1 – Organise an official launch of “Teaching for Improved Gender Equality and Responsiveness (TIGER)”

(Y1: COMPLETED) On the 12th of February 2018, we organised the official launch of the TIGER project at the Regional Teacher Training Centre (RTTC) in Battambang. 97 participants, of which 45 are women, joined us for this successful event. The Deputy Head of Cooperation of the European Union also participated, wished the TIGER team success and said to look forward to visiting the project activities.

Achievement	
Level	Achieved (100%)
Explanation	The official launch of the project was organised successfully on February 12, 2018. The event was the start of the outreach, sensitisation and communication campaign (output 5) and contributed to all other results as it created the required visibility for the project right from the start. Next, the event helped to ensure transparency about the project for all stakeholders.

Activity 5.2 – Develop an outreach, sensitisation and communication campaign on the prevention and protection of girls from all forms of violence

(Y1: COMPLETED) The consortium developed a communication and visibility strategy and plan that stipulate the means, channels, target groups and frequency of communication. The strategy and plan have been implemented as foreseen.

Achievement	
Level	Achieved (100%)
Explanation	The consortium developed a communication and visibility strategy and plan. The development and implementation of the protocols relating to awareness raising on the elimination of school-related gender-based violence (SRGBV) supported directly Output 5 to orchestrate the outreach campaign that prevents and protects girls from all forms of violence against them. The protocols identified (1) relevant content, (2) who received the content, (3) the most ideal communication channels through which to reach them, and (4) specific activities to implement through these channels.

Activity 5.3 – Design and print Information, Education and Communication (IEC) materials for different target groups

(Y1: ON TRACK) Some IEC materials (posters, brochures and presentations) to communicate about the project have been developed and are used during trainings, events and other activities.

(Y2: DELAYED) Developing IEC materials addressing students, parents/guardians and teachers is delayed because KAPE's Gender Education Senior Officer only started at the beginning of year 3. To overcome this delay, KAPE worked closely together with the other members of the TIGER team to develop the IEC materials. Dissemination was foreseen during the planned project activities (coaching, learning cycles, ...).

(Y3: COMPLETED) In year 3, the project caught up with the delay of year 2, with as result the finalized IEC materials for different target groups: 3 posters for teachers and school leaders, 2 booklets for children and 3 brochures for parents (see annex B). Those materials amplify the messages from the Action Guide on the elimination of school-related gender-based violence. More specific; the posters for teachers and school leaders focus on gender-responsive pedagogy, gender-responsive school leadership and school-related gender-based violence. The brochures for parents cover the topics of positive parenting, and parental and community involvement. The booklets for children cover the topics of sexual harassment and the use of language.

Achievement	
Level	Achieved (100%)
Explanation	The project designed and printed IEC materials for different target groups: teachers, school leaders, parents, guardians, children and youth. This development and dissemination of IEC materials relating to school-related gender-based violence (SRGBV) supported directly the outreach, sensitisation and communication campaign by providing the content and documentation needed to deliver topical messaging.

Activity 5.4 – Develop the capacity of decentralised government structures in Battambang Province on gender-responsive budgeting and planning

(Y2: COMPLETED) GADC developed the capacity of decentralised government structures in Battambang Province on gender-responsive budgeting and planning. They facilitated the Training of Trainer on gender-responsive budgeting to 22 participants (9 women) from Provincial Office of

Education, District Office of Education, Provincial Office of Woman Affairs, District Office of Woman Affairs and third party CSOs staff. Gender-responsive budgeting is deemed as a tool for promoting gender equity as well as efficiency and transparency in budget policies and processes.

In October 2019, the training on gender-responsive budgeting and planning has been conducted (33 participants of which 5 women). The training was conducted by a team composed of a core trainer from the Training of Trainer on gender-responsive budgeting and a representative from the TIGER team.

Achievement	
Level	Achieved (100%)
Explanation	The project developed the capacity of decentralised government structures in Battambang Province on gender-responsive budgeting and planning. The improved knowledge and skills of decentralised government structures at the sub-national level contributes to the prevention and protection of girls from all forms of violence.

Activity 5.5 – Implement an outreach, sensitisation and communication campaign on the prevention and protection of girls from all forms of violence in Battambang Province

(Y1: DELAYED) The first radio broadcasting was planned in November 2018. The broadcasting was planned in accordance with the trainings for TEC lecturers and staff from the pilot schools. The outreach activities in communities were planned to be implemented in year 2.

(Y2: ON TRACK) The contract with National Radio Chamkarchek was signed in November 2018. From November 2018 to October 2019, PKO broadcasted 21 live shows and 25 replays. The guest speakers for the talk shows were TIGER team members and staff from the 5 third party CSOs. A new contract was signed with National Radio Chamkarchek until October 2020.

In March and June 2019, the TIGER consortium team cooperated with the 5 third party CSOs to conduct a campaign on school-related gender-based violence to 20 schools in Battambang municipality and 20 schools in 5 different district areas (Ek Phnom, Bannon, Koshkrolor, Rukkhakiri and Samlot). The total amount of participants was 6721(3476 women), which consists of education officers, school directors and directress, vice director and directress, teachers, students, local authorities and communities.

(Y3: COMPLETED) The radio regularly broadcasted from November 2018 to October 2020. Until now, PKO had broadcasted 40 lives and 56 replays from different topics. The guest-speakers were CSOs representative, VVOB, GADC, KAPE and PKO. The broadcasting followed by two different ways, first from PKO organization Facebook page and second from national radio chamkachek.92.70 MHz. Various topics quoted from gender responsive action guide were broadcasted. You may see the annex attached file of topics discussed, comments, like.... etc.

In March, April and June 2020, the TIGER consortium team cooperated with the 5 third party CSOs to conduct a campaign on school-related gender-based violence to 20 schools in Battambang municipality and 20 schools in 5 different district areas (Ek Phnom, Bannon, Koshkrolor, Rukkhakiri and Samlot). The total amount of participants was 5587 (2870 women) which consists of education officers, school directors and directress, vice director and directress, teachers, students, local authorities and communities.



Picture 3: Broadcasting of a live TIGER radio show.



Picture 4: Recording of a live TIGER radio show.

Achievement	
Level	Achieved (100%)
Explanation	The project implemented an outreach, sensitisation and communication campaign on the prevention and protection of girls from all forms of violence in Battambang Province. That is an achievement of 100%.

Activity 5.5 (1) Forum Theatre performance on the prevention and protection of girls from all forms of violence in community

(Y3: COMPLETED): Following the ROM report’s recommendations to strengthen awareness raising within the community (recommendations 1 & 6), the project organised 12 interactive theatre plays on gender equality in collaboration with Phar Ponleu Selapak who has extensive experience in the field of community awareness raising. The performance of forum theatre on the prevention and protection of girls from all forms of violence ensured higher impact of the TIGER project in the 40 communities of the schools. Forum Theatre, an interactive form of theatre, engages spectators with the performance, as both spectators and actors have the power to stop and change the story line of the performance.



Picture 5: Spectators watching a forum theatre show.

Achievement	
Level	Exceeded (120%)
Explanation	The project conducted 12 Forum Theatre performances, instead of the targeted 10 performances. Overall, there were approximately 2945 (2058 females) spectators who attended the performances. The performance of forum theatre on the prevention and protection of girls from all forms of violence supported directly

	Output 5 to amplify messaging (from the Action Guide in Output 1) related to the elimination of school-related gender-based violence (SRGBV) to multiple stakeholders (in particular caregivers and learners). Forum theatre was an extra channel added to achieve output 5.
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Activity 5.6 – Develop and disseminate an interactive visual storytelling application on the prevention of SRGBV

(Y1: ON TRACK) The beta version of an interactive storytelling application was released manually for the consortium to try-out its functionality. The consortium agreed to name the app “**ផ្សំ ឯកសារ**” which means “educational story”. The application was released in PlayStore.

(Y2: DELAYED) The launch of the stories is delayed because KAPE’s Gender Education Senior Officer only started at the beginning of year 3 and due to the slow progress for updating the app to include the audio function based. To overcome this delay, the TIGER team developed a campaign to promote the storytelling app in year 3.

(Y3: COMPLETED) In year 3, the project caught up with the delay of year 2, with as result the finalized interactive storytelling app. The app includes 10 stories relating to real life situations in which for example gender (in)equality or stereotyping occurs in the communities (see annex C). All the stories in the library are interactive. As the story unfolds, the readers use text commands to control the characters and influence their environment. With this interaction the readers experience the consequences of their choices. The stories sensitise and educate the reader, with content that is adapted to the knowledge, skills and attitudes required in a rapidly changing society.

A campaign on the promotion of the storytelling app was organised. The app got promoted in the fifth edition of the TIGER newsletter and on social media (see 4. Visibility). A brochure was also developed to share among all target schools and a social media campaign was out by Facebook and Telegram.

After this project, the consortium partners, CSOs and BTEC can continue the story development and published their stories in the app without costing.

Achievement	
Level	Achieved (100%)
Explanation	The project developed and disseminated an interactive visual storytelling application on the prevention of SRGBV. The provision of interactive learning exercises contributed to internalisation of messaging that is orchestrated by the project’s outreach campaign. This channel of communication provided an active means to manipulate information and see outcomes.

Activity 5.7 – Organise a lobbying and advocacy event on the prevention and protection of girls from all forms of violence

(Y2: DELAYED) In December 2018 a lobbying and advocacy event has been organised in Battambang Province, focussing on the elimination of school-related gender-based violence. The event related to the White Ribbon Campaign on “Men for ending sexual violence against women and girls” in Battambang province. A total of 347 (205 women) attended this event of which members of the government of Battambang Province, District Office of Education, Provincial Office of Woman Affairs, District Office of Woman Affairs, Social Services of Cambodia, local authorities, community members, school management, schoolteachers, students and third party CSOs staff. This event aimed to ensure that policy makers pay more attention to the elimination of school-related gender-based violence.

19 Men Dialogue and Gender Cafes have been organised. A total amount of 253 (179 women) attend those meetings. The aim of Men Dialogue is to influence men’s attitudes and behaviours towards gender-

based violence, while the Gender Café is building confidence for woman and girls to exercise their rights. We provided a Training of Teachers training on how to organise and facilitate Men Dialogue and Gender Café. 43 participants (22 women) joined this Training of Teachers. These gender focal persons plan to conduct more sessions at the beginning of the new academic year 2019-2020.

(Y3: COMPLETED) In year 3, the project caught up with the delay of year 2, by organising an online advocacy campaign. During the 16 Days of Activism against Gender-Based Violence (from 25 November to 10 December 2020), VVOB invited all to head over to their Facebook page and answer 5 statements on gender in education. Every 2 days a new poll was launched. The first statement was launched on International Day for the Elimination of Violence Against Women, the results were shared on December 10, Human Rights Day. The results of the online campaign showed an overwhelming support for gender equality in education of VVOB's followers in Cambodia: more than 15.500 responses on the 5 statements together. Additionally, the results were shared during the closing webinar of the project (see activity 5.8) of where high-level officials of MoEYS and MoWA participated.

Next, five more Men Dialogue and Gender Cafes have been organised by CAD and PRD, two of the 5 CSOs. A total amount of 171 (92 women) attend those meetings in year 3.

Achievement	
Level	Achieved (100%)
Explanation	<p>The project organised two lobbying and advocacy events on the prevention and protection of girls from all forms of violence, of which one online campaign with more than 15.500 responses.</p> <p>Next, the project facilitated 24 Men Dialogues and Gender Cafes to influence men's attitudes and behaviours towards gender-based violence and to build confidence for woman and girls to exercise their rights.</p>

Activity 5.8 – Organise two official closing events of “*Teaching for Improved Gender Equality and Responsiveness (TIGER)*”

(Y3: COMPLETED): Three formal closing events on ensuring school children are protected from school-related gender-based violence (SRGBV) were organised on October 8 in Battambang, on November 26 in Battambang, and on December 14 online. Due to COVID-19, the project rescheduled this event. The project switched the approach from an in-person closing event in Phnom Penh to a webinar.

The closing event in Battambang (1) celebrated the achievements of TEC and 40 target schools that participated in the TIGER project, (2) raised and maintained constant awareness on ensuring school children are protected from SRGBV in Battambang, (3) shared successes, lessons learned and illustrated people's stories of change throughout the TIGER project and, lastly, (4) disseminated the Action Guide (see activity 3.1) and the IEC materials (activity 5.3).

The Ceremony of Certified Gender-Responsive Schools in Teaching and Leadership on November 26, 2020, awarded the certificates on gender-responsiveness to the BTEC and the 40 schools (see indicators of the project' specific objective).

The closing webinar (1) raised and maintained constant awareness on ensuring school children are protected from SRGBV in Cambodia, (2) shared successes, lessons learned and illustrated people's stories of change throughout the TIGER project, (3) promoted the findings of the impact study on gender-responsive and violence-free school environments and, lastly, (4) advocated on the prevention and protection of girls from all forms of violence by sharing the results on the online advocacy campaign (see activity 5.7).

Achievement	
Level	Exceeded (150%)

Explanation	The project organised three official closing events, where the project's successes and publications have been shared and the lessons learned from Battambang Province for replication in other provinces were disseminated. The closing webinar marked the end of the outreach, sensitisation and communication campaign (output 5) and contributed to the sustainability and replicability of the project as whole. It also helped to ensure transparency about the project for all stakeholders.
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2.3. Sustainability of the Action

Overall, the chances of sustainability of TIGER are medium to high. For example, the use of the Action Guide that was approved by MoEYS and the integration of gender-responsiveness at the BTEC and the 40 target schools contribute to increase the sustainability of the TIGER project. Some elements of the Action will not be continued as such, but this was to be expected as TIGER was set up as a pilot intervention. It was, in other words, an underlying aim to identify successful elements to be institutionalized, without the expectation that this would be equally the case for all components.

The following components have high chances of sustainability:

- **The use of the Action Guide that is approved by MoEYS, including the gender-responsive school assessment tool:**
 - PRESET: The approval of the Action Guide by MoEYS has enabled the TECs in Battambang and Phnom Penh to integrate the Action Guide as study material for their course on Gender, and thus prepare student teachers to provide gender-responsive education. As such, newly qualified teachers have the competences to enable safe and learner-friendly environments for all children (see next bullet point). Next, the Action Guide can be used by other TECs, PTTCs and RTTCs nation-wide to transform to a gender-responsive institution.
 - INSET: The 40 target schools continue to use the Action Guide as a recognized resource within their education. The school management has the competences to continuously improve the level of gender-responsiveness of their schools and the parental/community involvement. The booklet for school management offers the content and tools to apply this in practice. Teachers can continue to use the Action Guide to strengthen their role as change agent. The booklet for teachers provides guidelines and tools to implement gender-responsive teaching into their classroom. Also, the Action Guide can be used by schools nation-wide to transform to a gender-responsive institution.
- **The integration of gender-responsiveness at the BTEC and the 40 target schools**
 - The integration of gender responsiveness at the BTEC and the 40 schools is expected to be a long-term change, thanks to the institutional support of the MoEYS and the official approval of the Action Guide. Also, supported by the TIGER project, gender has become part of the TEC 12+4 curriculum, with the Action Guide being used as teaching and learning material for this part of the curriculum. This assures that newly qualified teachers have the competences to enable safe and learner-friendly environments for all children.
 - Due to many gender role-models and changemakers who participated in this project, the project sustains its actions through new perspectives and attitudes, as the basis for sustaining a safe and supportive school environment. TIGER has put a lot of emphasis on changes in attitudes, as the basis for sustainable (behavior) change and an improved school climate. In that sense, the following finding from the post-intervention study are encouraging:
 - The general findings indicate that there is a substantial increase in teachers' knowledge and skills on SRGBV in primary and lower secondary schools.
 - The study also observes changes in attitudes and beliefs, with largest estimated effects of the TIGER project on teachers from primary schools.

- As such, there is a multiplier effect of a substantial generation of learners being more gender-responsive, having an effect as future citizens on changing gender norms and attitudes.
- **Gained competences of the 5 CSOs on establishing 20 gender-responsive schools which are safe and learning-friendly environments for all children:** The 5 CSOs, who are a member of the Battambang Education Sector Working Group, received a 2-year capacity development trajectory on gender-responsiveness in education and on the establishment of gender-responsive schools. Thanks to the solid capacity development trajectory of the 5 third party CSOs, there was a small but expected difference in working through third party CSOs or implementing this with the TIGER team. This indicate that the CSOs gained the needed competences to keep on supporting schools to become gender responsive. In their (future) work, they can apply those competences learned throughout the TIGER project.
- **Gained competences of TTD, PoE and BTEC on conducting an external assessment on gender-responsive schools:** TTD, PoE and BTEC gained the required competences to conduct external assessments in general and more specific gender-responsive school assessments. These assessors from MoEYS can continue to monitor and accompany a change process at the levels assessments of the school, through an external assessment and help schools to strengthen their gender-responsiveness.
- **Continuation of story development for, and use of, the storytelling app:** The project developed and disseminated an interactive visual storytelling application on the prevention of SRGBV. During the project the app has been used by 2213 users. The app remains accessible for the teachers, parents, students, and others. Also, after this project, the consortium partners, CSOs and BTEC can continue the story development and publish their stories in the app without costing.
- **Collaboration between MoEYS and MoWA staff at central and decentralized levels:** The project established a collaboration between MoEYS and MoWA by including staff members from both ministries as members of the Consultative Group for the Action Guide. Also, the project reached 29 high-level officials from MoEYS and MoWA through lobby events. In addition, MoEYS and MoWA conducted joint field visit to the BTEC to strengthen their collaboration to implement the gender mainstreaming policy in education. On their request, the project presented its best practices on gender mainstreaming in education.

The following elements of TIGER have lower chances of sustainability:

- **The outreach sensitisation and communication campaign:** This project amplified the messages from the Action Guide in Output 1 related to the elimination of school-related gender-based violence (SRGBV) to multiple stakeholders, through an outreach sensitisation and communication campaign. The implementing partners and the third party CSOs can continue amplifying the messages through other projects and programmes. MoEYS and MoWA can decide to continue the campaign, but no funds are guaranteed for this yet. The campaigns at school level were supported and funded by the project. The schools might lack funding to keep continue organizing similar campaigns and activities.

2.4. Logframe matrix

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall Objective: Impact	To ensure primary and lower-secondary school children are protected from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home	Percentage of grade 4 to 9 pupils (%f) from 40 targeted schools who report to feel safe from SRGBV at school during the last academic year ⁷	81.5% of grade 4 to 9 pupils (f: 79%) report to feel safe from SRGBV at school (academic year 2017-2018)	95,1% of grade 4 to 9 pupils (f: 95,5%) report to feel safe from SRGBV at school	At least 90% of grade 4 to 9 pupils (f:89%) report to feel safe from SRGBV at school (end Y3)	<ul style="list-style-type: none"> Questionnaires by external research partners 	Pupils feel comfortable to report their true feelings.

⁷ The baseline study carried out in 2017 (pilot study) and 2018 (baseline study) by the University of Leuven (KU Leuven, Belgium) and the Royal University of Phnom Penh (RUPP, Cambodia) focused on the role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools. Most indicators of the Overall Objective and Specific Objective will be measured by this dedicated research to establish a clear (causal) evidence-based link between the introduction of TIGER and the incidence rate of gender-based violence in schools. Those indicators not measured by the impact study are measured by our internal Monitoring and Evaluation system using a M&E app (see more below).

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Percentage of pupils (m/f; grade 4 to 9) from 40 targeted schools indicate to have experienced emotional and/or physical abuse by teachers, and/or sexual abuse within a school context (at school, or on the way to school - the perpetrator can be anyone) during the last academic year ⁸	70% (f: 69.5%) of pupils have experienced emotional abuse by teachers. 52% (f:43.4%) of pupils have experienced physical abuse by teachers. 21% (f:20%) of pupils have experienced sexual abuse within a school context. (2017-2018)	56,5% (f: 50.0%) of pupils or less have experience d emotional abuse by teachers. 29,7% (f: 19.3%) of pupils or less have experience d physical abuse by teachers. 6.1% (f: 7.6%) of pupils or less have experience d sexual abuse within a school context.	50% of pupils or less have experienced emotional abuse by teachers. 35% of pupils or less have experienced physical abuse by teachers. 10% of pupils or less have experienced sexual abuse within a school context. (End Y3)	<ul style="list-style-type: none"> Questionnaires by external research partners 	Pupils feel comfortable to report their true feelings.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		# of stories of change from pupils protected from school-related gender-based violence documented	0 stories of change from pupils documented. (2017-2018)	1 story of change from grade-5 girl pupil documented.	1 story of change from pupil documented. (End Y3).	<ul style="list-style-type: none"> ▪ Short movie clip 	Learners are willing to share their story.

⁸ The baseline study carried out in 2017 (pilot study) and 2018 (baseline study) by the University of Leuven (KU Leuven, Belgium) and the Royal University of Phnom Penh (RUPP, Cambodia) focused on the role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools. Most indicators of the Overall Objective and Specific Objective will be measured by this dedicated research to establish a clear (causal) evidence-based link between the introduction of TIGER and the incidence rate of gender-based violence in schools. Those indicators not measured by the impact study are measured by our internal Monitoring and Evaluation system using a M&E app (see more below).

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
Specific Objective: Outcome	To transform the Teacher Education College (TEC) and 40 primary and lower secondary schools in Battambang province into centres of excellence ⁹ for gender-responsiveness ¹⁰ .	Number of primary and lower secondary schools in Battambang established as centres of excellence offering a gender-responsive learning environment for children from grade 4 to 9	Zero schools have reached the highest level of excellence (2017-2018)	5 schools reached Level 3. 27 schools reached Level 2, 8 reached Level 1.	40 schools in Battambang have reached the highest level of excellence (level 3 by end Y3)	<ul style="list-style-type: none"> ▪ (Self-)assessment survey collected with M&E app¹¹ 	<ul style="list-style-type: none"> *Limited staff turnover during project period of school leaders and teachers. *Availability to participate in CD trajectory does not reduce due to other MOEYS priorities. *Teachers and/or school leaders respond to self-assessment in a truthful manner.

⁹ By centre of excellence, it is implied that the TEC and school staff use appropriate gender-responsive teaching pedagogy and create a gender-responsive environment (source: TIGER Action Guide).

¹⁰ By gender-responsive, it is implied that the intervention employs gender sensitive approaches and actively promotes gender equality when working with relevant stakeholders to identify, respond to, and positively change the root causes of gender inequality for girls, boys, women, men (source: TIGER Action Guide).

¹¹ We used an M&E app to collect the data of the self-assessment of the TEC and 40 schools. Using KoboToolbox we collected the data online and offline, using phones, tablets or any browser.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		established as a centre of excellence, training student teachers to create a gender-responsive learning environment for all children	Battambang (end Y3) hasn't reached the highest level of excellence (2017-2018)	reached Level 2.	Battambang (end Y3) has reached the highest level of excellence (level 3 by end Y3)	survey collected with M&E app	turnover during project period of management staff and lecturers. *Availability to participate in CD trajectory does not reduce due to other MOEYS priorities. *Teacher trainers and/or TEC management respond to self-assessment in a truthful manner.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
Outputs	1. Action Guide developed for creating gender-responsive schools which are safe and learning-friendly environments for all children.	Action Guide is adopted by MoEYS/MoWA, printed and disseminated across all Teacher Education Colleges, Provincial Teacher Training College and Regional Teacher Trainer Centers in Cambodia ¹²	Action Guide is not available (2017-2018)	1 AG (Booklet 1 for teachers, Booklet 2 for school leaders) finalized and printed. Printed: KH=1660, EN=100	*Action Guide is adopted and launched (end Y2) *Upon validation 1000 copies of Action Guide are printed (end Y3) National *Dissemination conducted (end Y3)	<ul style="list-style-type: none"> ▪ Action Guide ▪ Programme launch event ▪ TOR Consultative Group ▪ Consultative Group reports ▪ Reports of pilot testing 	Availability to participate of MoEYS/MoWA officers.
	3. Capacity development trajectory organised for the TEC in Battambang on training gender-responsive teachers who enable safe and learning-friendly environments for all children.	% of TEC teaching staff able to apply gender-responsive teaching methodologies (scores at least 14 on 18 regarding gender-responsive teaching and learning in the assessment survey)	Unknown to what extent teaching staff applies gender-responsive teaching methodologies (2017-2018)	89% of TEC teaching staff knows and applies gender-responsive teaching methodologies (end Y3).	75% of TEC teaching staff knows and applies gender-responsive teaching methodologies (end Y2)	<ul style="list-style-type: none"> ▪ (Self-)assessment survey collected with M&E app 	*TEC Battambang is established (If TECs are not established before the start of the action, the action will be implemented in RTTC and PTTC in Battambang). * TEC

¹² The indicators of the 5 Outputs are part of the internal Monitoring and Evaluation system of the project. Within our M&E system we use pre- and post-test calculation methods.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
							teaching staff responds to self-assessment in a truthful manner.
		% of TEC management staff able to apply gender-responsive leadership (scores at least 26 on 34 on gender-responsive leadership in the assessment survey)	Unknown to what extent TEC management staff applies gender-responsive leadership (2017-2018)	68% of TEC management staff applies gender-responsive leadership (end Y3)	75% of TEC management staff applies gender-responsive leadership (end Y2)	<ul style="list-style-type: none"> ▪ (Self-)assessment survey collected with M&E app 	* TEC management staff responds to self-assessment in a truthful manner.
		% of TEC management and teaching staff have the knowledge, attitudes and practices (KAP) regarding gender-responsive education (scores at least 45,5 on 65 on their total KAP)	Unknown to what extent teaching staff applies gender-responsive teaching methodologies (2017-2018)	86% of TEC management and TEC teaching staff have the necessary KAP regarding gender-responsive education (end Y3)	75% of TEC management and TEC teaching staff have the necessary KAP regarding gender-responsive education (end Y2)	<ul style="list-style-type: none"> ▪ KAP survey 	* TEC management and teaching staff respond to KAP survey in a truthful manner.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of TEC management staff and TEC teaching staff have been coached individually, at least 2 times	Zero TEC management staff and TEC teaching staff have been coached individually, at least 2 times (2017-2018)	67 TEC management staff and TEC teaching staff have been coached individually, at least 2 times.	68 TEC management staff and TEC teaching staff have been coached individually, at least 2 times (end Y3)	<ul style="list-style-type: none"> ▪ Reports coaching sessions 	TEC staff feel free to share their learning questions.
		Number of TEC management staff and TEC teaching staff joined a learning cycle of 3 sessions	Zero TEC management staff and TEC teaching staff joined a learning cycle of 3 sessions (2017-2018)	52 TEC management staff and TEC teaching staff joined a learning cycle of 3 sessions. 3 TEC staff joined only 1 session.	68 TEC management staff and TEC teaching staff joined a learning cycle of 3 sessions (end Y3)	<ul style="list-style-type: none"> ▪ Reports learning cycles sessions 	TEC staff feel free to share their learning questions.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		# of stories of change of TEC staff on the impact of the capacity development trajectory.	0 stories of change from TEC staff documented (2017-2018)	2 stories of change from TEC staff documented.	2 stories of change from TEC staff documented. (end Y3)	<ul style="list-style-type: none"> Short movie clip 	TEC staff feel free to share their story of change.
		# of stories of change of student teacher on the impact of the capacity development trajectory.	0 stories of change from student teacher documented (2017-2018)	1 story of change from student teacher documented	1 story of change from student teacher documented (end Y3)	<ul style="list-style-type: none"> Short movie clip 	Student teachers feel free to share their story of change
	3. Capacity development trajectory organised for 20 pilot schools on becoming gender-responsive schools which are safe and learning-friendly environments for all children.	% of teachers of 20 primary and lower secondary pilot schools able to apply gender-responsive teaching methodologies (scores at least 14 on 18 regarding gender-responsive teaching and learning in the assessment survey)	Unknown to what extent teaching staff applies gender-responsive teaching methodologies (2017-2018)	76% of teachers of 20 selected primary and lower secondary pilot schools apply gender-responsive teaching methodologies (end Y3)	75% of teachers of 20 selected primary and lower secondary pilot schools apply gender-responsive teaching methodologies (end Y2)	<ul style="list-style-type: none"> (Self-)assessment survey collected with M&E app 	Teachers respond to assessment in a truthful manner.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		% of school leaders of 20 selected primary and lower secondary pilot schools are able to apply gender-responsive leadership (scores at least 26 on 34 on gender-responsive leadership the assessment survey)	Unknown to what extent teaching staff applies gender-responsive teaching methodologies (2017-2018)	71 % of school leaders of 20 selected primary and lower secondary pilot schools are able to apply gender-responsive leadership (end Y3)	75 % of school leaders apply gender-responsive leadership (end Y2)	<ul style="list-style-type: none"> ▪ (Self-)assessment survey collected with M&E app 	School leaders respond to assessment in a truthful manner.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		% of school leaders and teachers of 20 selected primary and lower secondary pilot schools have the knowledge, attitudes and practices (KAP) regarding gender-responsive education (scores at least 45,5 on 65 on their total KAP)	Unknown to what extent school leaders and teachers of 20 selected primary and lower secondary pilot schools have the necessary KAP regarding gender-responsive education (2017-2018)	95% of school leaders and teachers of 20 selected primary and lower secondary pilot schools have the necessary KAP regarding gender-responsive education	75% of school leaders and teachers of 20 selected primary and lower secondary pilot schools have the necessary KAP regarding gender-responsive education (end Y3)	<ul style="list-style-type: none"> ▪ KAP survey 	Teachers and school leaders respond to KAP survey in a truthful manner.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of school leaders and teachers of 20 selected primary and lower secondary pilot schools have been coached individually, at least 2 times	Zero school leaders and teachers of 20 selected primary and lower secondary pilot schools have been coached individually, at least 2 times (2017-2018)	141 (f:96) school leaders and teachers have been coached individually, at least 2 times	130 school leaders and teachers of 20 selected primary and lower secondary pilot schools have been coached individually, at least 2 times (end Y3)	<ul style="list-style-type: none"> ▪ Reports coaching sessions 	School leaders and teachers have time and are willing to participate in the coaching sessions. They feel free to share their learning questions.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of school leaders and teachers of 20 selected primary and lower secondary pilot schools joined a learning cycle of 3 sessions	Zero school leaders and teachers of 20 selected primary and lower secondary pilot schools joined a learning cycle of 3 sessions (2017-2018)	114 (f:73) school leaders and teachers joined a learning cycle of 3 sessions. 4 school leaders and teachers joined only 2 sessions. 23 school leaders and teacher joined only 1 session.	130 school leaders and teachers of 20 selected primary and lower secondary pilot schools joined a learning cycle of 3 sessions (end Y3)	<ul style="list-style-type: none"> ▪ Reports learning cycles sessions 	School leaders and teachers have time and are willing to participate in the sessions. They feel free to share their learning questions.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		# of stories of change of school staff on the impact of the capacity development trajectory.	0 stories of change from school staff documented (2017-2018)	2 stories of change from school staff documented	2 stories of change from school staff documented (end Y3)	<ul style="list-style-type: none"> ▪ Short movie clip 	School staff feel free to share their story of change.
	4. Capacity development trajectory organised for 5 third party CSOs on establishing 20 additional gender-responsive schools which are safe and learning-friendly environments for all children.	Number of CSOs with staff having participated in at least 10 activities of capacity development trajectory for CSOs.		Staff of 3 CSOs have participated in 11 activities, staff of 1 CSOs has participated in 10 activities, staff of 1 CSOs has participated in 9 activities	Staff of 5 CSOs have participated in at least 10 activities of capacity development trajectory for CSOs (mid Y3)	<ul style="list-style-type: none"> ▪ Action plans CSOs ▪ Training schedules ▪ Participants list ▪ Evaluation reports training ▪ Reports coaching sessions 	Availability to participate in CD trajectory does not reduce to other priorities.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of primary and lower secondary schools, supported by CSOs, in Battambang established as centres of excellence offering a gender-responsive learning environment for children from grade 4 to 9	None of the 20 CSO supported schools in Battambang have reached the highest level of excellence (level 3 by end Y3)	2 school reached level 3, 13 schools reached level 2, while 5 school are basically level.	20 selected schools in Battambang have reached the highest level of excellence (level 3 by end Y3)	<ul style="list-style-type: none"> ▪ (Self-)assessment survey collected with M&E app 	<ul style="list-style-type: none"> *Limited staff turnover during project period of school leaders and teachers. *Availability to participate in CD trajectory does not reduce due to other MOEYS priorities. *Teachers and/or school leaders respond to (self-) assessment in a truthful manner.
	5. Outreach, sensitisation and communication campaign organised on the prevention and protection of learners, especially girls, from all forms of violence	Number of lobby events organised at (sub)national level to create awareness on gender-responsive schools	Zero events organised (2017-2018)	2 lobby events organised in December 2018 and December 2020.	2 lobby events organised (end Y3)	<ul style="list-style-type: none"> ▪ Event reports ▪ Participants lists ▪ Programme 	Key stakeholders demonstrate political will to participate in lobby events.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
	against them.	Number of high-level officials from MoEYS and MoWA reached through lobby events	Zero high levels officials from MoEYS and MoWA reached (2017-2018)	29 high levels officials from MoEYS and MoWA reached.	30 high levels officials from MoEYS and MoWA reached (end Y3)	<ul style="list-style-type: none"> ▪ Programmes lobbying events ▪ Attendance sheets 	Key stakeholders demonstrate political will to participate in lobby events.
		Number of sharing events organised with education networks (BEST) to create awareness on gender-responsive schools	Zero events organised (2017-2018)	3 sharing events with education networks organised in June 2019, May 2020 and September 2020.	3 sharing events with education networks organised (end Y3)	<ul style="list-style-type: none"> ▪ Event reports ▪ Participants lists ▪ Programme 	Timeslots available during education network meetings.
		Number of users of storytelling app differentiated by type of user (teacher/lecturer/student).	Zero users of storytelling app. (2017-2018)	2213 users downloaded the app. 7040 stories have been downloaded by	At least 71 TEC management and lecturers, 130 teachers and 100 students have used the storytelling app (end Y3)	<ul style="list-style-type: none"> ▪ Specifications electronic app ▪ Shared by significant institutions (e.g. ministry) 	* Schools, institutions, and communities have access to mobile devices with internet connection. *Stakeholders

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
				users. 4136 stories have been read by users. ¹³			demonstrate proficiency in the use of 'smart' technologies.
		Availability of IEC materials, including visual support to reach illiterate people, on prevention of bullying, harassment, and physical violence, among others at schools and in the communities in Battambang	No IEC materials available in schools in Battambang (2017-2018)	IEC materials for children and adults available in 40 schools and 40 communities in Battambang	IEC materials for children and adults available in 40 schools and 40 communities in Battambang (end Y3)	<ul style="list-style-type: none"> ▪ Bulletin boards at schools ▪ School library inventories ▪ POE offices ▪ 	The target groups are motivated to read the content of the materials.

¹³ The users are teachers, parents, students, and others. We can't split the total group of users into the initial categories mentioned in the indicator.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of radio broadcast shows on the prevention and protection of girls from all forms of violence in Battambang Province conducted	Zero radio broadcast shows on the prevention and protection of girls from all forms of violence in Battambang Province conducted (2017-2018)	40 live radio shows and 56 replays conducted between November 2018 and October 2020.	40 live radio shows and 40 replays on the prevention and protection of girls from all forms of violence in Battambang Province conducted (2017-2018) (end Y3)	<ul style="list-style-type: none"> ▪ Radio show programme 	Households, families and communities have access to radio devices and power supply is available when the radio shows are conducted.
		Number of Men Dialogues and Gender Cafes facilitated to influence men's attitudes and behaviours towards gender-based violence and to build confidence of woman and girls to exercise their rights	Zero Men Dialogues and Gender Cafes facilitated to influence men's attitudes and behaviours towards gender-based violence and to build confidence of woman and girls to exercise their rights	24 Men Dialogues and Gender Cafes facilitated .	19 Men Dialogues and Gender Cafes facilitated to influence men's attitudes and behaviours towards gender-based violence and to build confidence for woman and girls to exercise their rights (end Y2)	<ul style="list-style-type: none"> ▪ Men Dialogue and Gender Café reports ▪ Participants lists 	The participants feel comfortable to join the sessions and feel free to discuss gender issues.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date YEAR 3	Targets (incl. reference year)	Sources and means of verification	Assumptions
		Number of theatre forum shows on the prevention and protection of girls from all forms of violence	Zero theatre forum shows on the prevention and protection of girls from all forms of violence	12 theatre forum shows on the prevention and protection of girls from all forms of violence	10 theatre forum shows on the prevention and protection of girls from all forms of violence (end Y3)	<ul style="list-style-type: none"> ▪ Programme ▪ Theatre reports 	The social distance measures are lifted.

2.5 Cross-cutting issues

Three cross-cutting issues are at the core of the design of the Action and warrant a score “2” (“principal”) on the three-point system of OECD DAC markers for cross-cutting issues: gender; human rights and children’s rights.

SRGBV affects children and adolescents across Cambodia. It is one of the worst manifestations of gender discrimination and violates a wide range of **children’s rights**. The right to education is a fundamental right of all children and ensuring its realisation is a basic function of the modern State. Education is critical in empowering and transforming the lives of young people, especially girls, yet widespread gender-based violence in and around schools seriously undermines the achievement of quality, inclusive and equitable education for all children. Violence in schools reflects underlying social norms regarding authority and preconceived gender roles. Schools represent a critical space for learning, including children’s understanding of gender roles. Unchecked gender discrimination and power imbalances in schools encourage attitudes and practices that subjugate children, uphold unequal gender norms and allow the toleration and continuation of gender-based violence.

VVOB integrates a **human rights**-based approach into all its actions. Working with intermediary partners like ministry departments and TEC, we strengthen the capacities of duty bearers to fulfil the rights of rights holders and to meet their obligation related to the right to education. The involvement of 3rd party CSOs also strengthened their capacities to empower their beneficiaries to claim their rights.

The project has put forward advancing gender equality as its principal objective and the focus on improving **gender equality** was built into the project from formulation onwards up to the monitoring and evaluation framework. Gender equality was taken into account at different levels of the project: through striving for a gender balance in project teams and activities, through improvement of the educational content delivered in the education system, and through addressing norms and attitudes at organisational and societal level. To build the capacity of the implementing consortium in this area, specialised knowledge partners such as RoSa, was brought on board. As gender(ed) attitudes and norms are one of the root causes of persistent gender inequality, TIGER activities such as the CD trajectory for teacher trainers, teachers and school leaders (Outputs 2 and 3), the Men Dialog and Gender Café (Activity 5.7) and the awareness creation in the communities (Activities 5.5, 5.5.1 and 5.6) put considerable emphasis on uncovering and critically reflecting on these attitudes and norms. For example, the storytelling app had 2213 users, instead of the 301 targeted.

2.6 Monitoring & Evaluation of activities

To ensure the necessary stability and transparency, monitoring was done according to the agreed Log Frame and “indicator sheets” that were defined together. “Indicator sheets” are a tool used by VVOB to record, e.g., indicator type (quantitative, qualitative), whether or not target values are cumulative (in case of quantitative indicators), operational definitions of key terms in the indicator, method of calculation (formula – in case of quantitative indicators) or measurement, regularity of measurement, etc.

Progress on activities and spending of the co-applicants and CSOs were reviewed during the annual management meetings and the two-monthly TIGER coordination meeting. During these meetings, any necessary course corrections were discussed and agreed on. VVOB’s own activities were monitored on a four-monthly basis, according to the cycle used for internal reporting on all projects (so-called quadrimester dialogue between country offices and head office followed by a cross-country consolidation meeting at head office). The quadrimester dialogue and consolidation meetings are a key element of VVOB’s risk management system, as all running projects go through a 360° review (results, human resources, finance, governance).

In addition, TIGER systematically built in opportunities for learning and adjusting implementation where needed. This was done through various means. At regular times, the TIGER implementing

consortium sought feedback from the different target groups as to their satisfaction with the support received. Some examples:

- Consultative group project evaluation – during each meeting; organiser: VVOB, KAPE; respondents: members of the consultative group
- Training evaluation – end of each training; organisers: TIGER team; respondents: participants
- Coaching evaluation – after each session; organiser: TIGER team; respondents: participants

More formally and to receive an external appreciation, TIGER also foresaw:

- Base- and end line study – contracted party: Catholic University of Leuven and Dr. Serey (researcher of RUPP); respondents: pupils, teachers.
- Mid-term evaluation – mid-Action; contracted party: Dr. Sok Soth (research of RUPP); respondents; TEC teaching and management staff, school leaders, teachers, students, parents and key respondents from implementing consortium.
- External evaluation – post-Action; contracted party: Dr. Serey (RUPP); respondents; TEC teaching and management staff, school leaders, teachers, students, parents and key respondents from implementing consortium.

The baseline study was carried out in 2017 (pilot study) and 2018 (baseline study) by the University of Leuven (KU Leuven, Belgium) and the Royal University of Phnom Penh (RUPP, Cambodia). The study gathered both qualitative and quantitative data from students aged 10-16 in the province of Battambang (see annex Y).

To rigorously evaluate TIGER's impact, a post-intervention (end line) study was carried out together with the KU Leuven (University of Leuven) and RUPP (Royal University of Phnom Penh) as the impact evaluation and with the following specific aims. First, to establish a clear (causal) evidence-based link between the introduction of TIGER and the incidence rate of gender-based violence in schools, measuring the impact by comparing the results of a post-intervention study to the baseline study. And second to observe a change in perceptions about gender relations, among children and their parents, teachers and school leaders - owing to TIGER.

During these three years project, EU delegation has paid a visit 3 times to monitor and witness the progress outcomes of the project including a Result-Monitoring Mission (ROM) conducted by an external consultant hired by the EU delegation. The ROM visit has provided a number of useful recommendations to improve project results, which were implemented accordingly by the TIGER team.

2.7 Lessons learned from the Action

Although VVOB considers the project overall as successful, several lessons can be learned from the action. In this chapter we address the main lesson learned: related to the importance of the results framework and its key role in monitoring and evaluating the changes initiated by the project.

It was already during the project implementation that VVOB realized that the drafted log frame and its indicators had some challenges. That is why VVOB took the ROM report's recommendations as opportunity to increase the quality of the log frame. The following changes were made:

- VVOB attempted to make the log frame more Relevant, Acceptable, Credible, Easy and Robust (RACER), to include qualitative indicators and to make use of the data that was collected as part of the TIGER baseline study (see below). The following parts of the log frame were adjusted:
 - Reformulation of the overall objective and specific objective
 - Reformulation, insertion and elimination of indicators of the overall objective, specific objective and outputs
 - Reformulation of baseline and reference data

Making use of the data that was collected as part of the TIGER baseline study made it possible for the project to support the M&E system and results with scientifically collected data. By making use of those collected data in the log frame, the project made the next step in working evidence based.

- Next, VVOB included an impact study in the project activities, following the ROM report's recommendations. The project conducted a post-intervention study, together with researchers from the KU Leuven (University of Leuven) and RUPP (Royal University of Phnom Penh) to establish a clear (causal) evidence-based link between the introduction of TIGER and the incidence rate of gender-based violence in schools and to observe a change in perceptions about gender relations owing to TIGER. By comparing the occurrence of school-related gender-based violence (SRGBV) and gender attitudes in the TIGER schools to the occurrence of SRGBV and gender attitudes in Svay Rieng province, we could scientifically estimate the impact of the TIGER intervention compared to no intervention. Note that the baseline study also involved the same 40 schools in Battambang province and Svay Rieng provinces.

Since the log frame was adjusted during the final project year, VVOB was careful in changing all the indicators. Now looking at the achievement of the different indicators at overall objective (impact), specific objective (outcome) and the results level, we realize that the indicators of the specific objective level did not fully succeed in capturing the positive change process which we could closely observe during the implementation of the project. This was somehow a disappointing and frustrating experience, which was tempered when reading the positive and significant findings of the impact research on TIGER. To set ambitious targets and to be able to demonstrate clear achievements, VVOB decided to work with strict cut-off scores for the indicators on the outcome level. In hindsight, using strict cut off scores does not capture nor demonstrate the positive evolution. This is an impressive progress, but in de cut-off score the school only reaches of gender-excellence.

Some of the results of the impact study were used to report on the indicators of the impact level. VVOB learned that it has an added value to include the pre- and postintervention data of an impact study in the project's monitoring system. By extending the M&E system with a research component causal claims on the impact of the action could be made. That is why it might have been better to use the data of the impact study to report on the indicators of the outcome level as well.

2.8 List of all materials

The Action produced various types of materials – for training; Action Guide and Information, Education and Communication (IEC); reports; research and communication & visibility -- as well as a number of reports. The table below provides details on the target groups and the development, use or dissemination of the materials. Due to their size, the materials are handed over digitally rather than printed in Annex of this report. Printed versions are available on simple demand.

Title	Primary target audience	Dev't & Use	Dissemination
Training materials			
ToT Guide	(Core) Trainers and CSOs	Output 2, 3 and 4	100 printed copies
Coaching guidelines	Coaches and CSOs	Output 2, 3 and 4	Digital
Guidelines for online and telephone coaching	Coaches and CSOs	Output 2, 3 and 4	Digital
Manual for leaning cycles	Facilitators and CSOs	Output 2, 3 and 4	Digital
Action Guide and IEC Materials			
Action Guide to promote gender-responsiveness in	TECs and 40 target schools	Output 1 - 5	1660 printed copies in KH

Cambodian primary and lower secondary schools (Khmer + English)			100 printed copies in EN
Poster on gender-responsive pedagogy	TECs and 40 target schools	Output 1	307 printed copies in KH
Poster on gender-responsive school leadership	TECs and 40 target schools	Output 1	307 printed copies in KH
Poster on gender-based violence	TECs and 40 target schools	Output 1	307 printed copies in KH
Brochure on positive parenting	Parents	Activity 5.3	783 printed copies in KH
Brochure on parental and community involvement	School leaders and parents	Activity 5.3	783 copies in KH
Brochure on SRGBV	School leaders and parents	Activity 5.3	784 copies in KH
Booklet ‘Life of Mealea’	Students	Activity 5.3	1175 copies in KH
Booklet ‘Use of language’	Students	Activity 5.3	1175 copies in KH
Storytelling app	Teachers, teacher trainers and students	Activity 5.6	Digital
Reports			
Mid-term evaluation report	Implementing consortium	N/A	Digital
End term evaluation report	Implementing consortium	N/A	Digital
ROM evaluation report	EU delegation to Cambodia and implementing consortium	N/A	Digital
Research			
Working paper ‘The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools’ ¹⁴	MoEYS, MoWa and implementing consortium	N/A	Digital
Working paper ‘Impact of Gender-Responsive and Violence-Free School Environments on Primary and Lower Secondary School Children’	MoEYS, MoWa and implementing consortium	N/A	Digital
Working paper ‘Tackling School-Related Gender-Based Violence through Teacher Professional Development: From Knowledge Acquisition to Changes in Beliefs and Attitudes’	MoEYS, MoWa and implementing consortium	N/A	Digital

¹⁴ The baseline study was funded by the multi stakeholder grant from VLIR-UOS; the University of Leuven (KUL), the faculty of education from RUPP and VVOB signed a short-term collaboration for the baseline measurement on SRGBV.

Extended abstract ‘Tackling School-Related Gender-Based Violence through Teacher Professional Development: Summary of an Impact Study on Teachers and Students’	MoEYS, MoWa and implementing consortium	N/A	Digital
Communication & Visibility			
TIGER banner	TIGER stakeholders	Activity 5.2	50 printed copies
TIGER roll-up	TIGER stakeholders	Activity 5.2	8 printed copies
TIGER newsletter (6)	TIGER stakeholders	Activity 5.2	470 printed per edition + digital
TIGER video clips on people’s story of change throughout the project (6)	TIGER stakeholders	Activity 5.2	Digital

2.9 List of contracts

The project has not engaged in the procurement of more than €60,000. A vehicle was purchased at a cost of €30,297,71.

3. Beneficiaries/affiliated entities and other Cooperation

3.1. Relationship between beneficiaries/affiliated entities

The communication and cooperation between VVOB and the consortium partners was open, constructive and positive. Our collaboration runned smoothly: the TIGER team shared an office in Battambang, planned together, reviewed the action guide together, supported each other and all partners played the role of critical friend to make sure that we reach the best quality possible. As indicate above, On the third of March, 2020, VVOB informed the EU that VVOB received a letter (dated: 07/02/2020) from GADC with the decision of their withdrawal of the EU-funded TIGER project. To avoid/limit any negative impact of GADC's withdrawal, VVOB decided subsequently to allocate additional staff time in the remaining months of the TIGER project to complete the outstanding activities. A good and effective implementation of the remaining activities was ensured during the final months of the project.

3.2. Agreement between signatories to grant agreement

The project collaborated with the following contractors:

- The consortium contracted Phare Ponleu Selpak to develop the TIGER logo and look, as well as the play that was performed during the launch event. This cooperation has been highly creative and fruitful. We are very satisfied with Phare's commitment and professional approach.
- The consortium contracted InSTEDD, a non-profit organisation that is registered with the Ministry of Foreign Affairs, has significant experience in working in the health and education sectors. With the expertise from InSTEDD, the development of the digital interactive story-telling app ran smoothly.
- The consortium contracted Phare Ponleu Selpak to conduct interactive theatre plays on gender equality to strengthen awareness raising within the communities. Phare Ponleu Selpak has extensive experience in the field of community awareness raising.
- The consortium contracted researchers from the KULeuven (Belgium) and RUPP (Cambodia) to conduct the impact study, collecting evidence of the impact of TIGER on the occurrence of school-related gender-based violence (SRGBV), as well as on upper primary and lower secondary school children's perceptions of gender norms and relations. We are satisfied with this collaboration and proud we disseminate the results of this study.

3.3. Relationship between the project and State authorities

VVOB has a years-long, strong and positive relationship with the MoEYS, while consortium partner GADC has such a relationship with the MoWA. Thanks to the project VVOB could strengthening its relationship with the MoWA. Since the project was localised in Battambang, our relationship with the governor and the NGOs from the B-ESWG was strengthened as well.

3.4. Relationship with any organisations involved in implementing the Action

VVOB has a years-long cooperation with the teacher training institutes and is close to the new TEC Battambang. VVOB has worked closely with the cooperating/practice schools in its most recent programmes. The TIGER consortium partners and the 5 third party CSOs have actively cooperated with and supported each other to implement the project activities as agreed on.

3.5. Links and synergies with other actions

Through a multi stakeholder grant from VLIR-UOS; the University of Leuven (KUL), the faculty of education from RUPP and VVOB signed a short-term collaboration to expand the baseline measurement on SRGBV to 20 control schools in Svay Rieng province. This information has made it possible for us to analyse the impact of the TIGER project in a more precise manner.

3.6. Previous grants in view of strengthening same target group

VVOB in Cambodia has not received any EU grants before receiving the current grant.

3.7. Evaluation with regards to services of the Contracting Authority

The cooperation with the services of the Contracting Authority went well. The EU delegation to Cambodia did follow-up the project closely with multiple visits and (de-)briefing meetings. They showed their support by participating during events, such as the closing event.

4. Visibility

VVOB has no objection to this report being published on the Europe Aid website after November 2021. This proposed embargo for publishing is needed to support submission of the two working papers for publication in international scientific magazines.

The TIGER visibility and communication plan was developed with input from the Delegation and the final version was submitted on July 27th, 2018. It provides an overview of the communication objectives, activities and their target groups. Actions under 'Output 5' served a double purpose. Their primary purpose was related to the specific objective of the TIGER project, but they also strongly served a communication and visibility purpose. Under 3.4 List of all materials, you find the overview of the produced various types of materials: training materials; Action Guide and Information, Education and Communication (IEC); reports; research and communication & visibility materials. All materials are submitted digitally as separate annexes to this report. Printed versions can be provided on demand. The TIGER video clips on participants' and beneficiaries' stories of change that were developed during the project are available on [VVOB Cambodia's YouTube Channel](#).

The overall communication objectives of the plan are achieved. The communication target groups of the activities, achievements and impact of the TIGER project were all reached. As part of the communication plan, the project advocated for sustainability of the outcome and results and expanding/upscaling of the TIGER project. The project included European stakeholders in its communication target groups and the international development community are aware of the EU's and DGD's role and support in the TIGER project. Lastly, the project ensured that the communication target groups (including potential donors and the international development community) perceive VVOB, PKO, GADC and KAPE as professional and effective organisations with a specialisation in gender and education.

Year 1:

On the 18th of October 2017 the consortium organised a lunch presentation in Battambang province to introduce the TIGER project to the public. The lunch presentation was presided by the EU Ambassador George Edgar; former president of the European Council, former Prime Minister of Belgium and current VVOB ambassador, Herman Van Rompuy; H.E. Nath Bunroeun of the MoEYS; and Governor H.E. Chan Sophal. Invitees to the event were VVOB's director-general, a representative from the Belgian government, the PoE Battambang director, RTTC and PTTC school directors, the PED director, the GSED director, the TTD director, the PoWA director and the chair of the BEST network. Rasmei Kampuchea Daily (newspaper) was invited to report on the event and published a news article that same day.

On the 12th of February 2018, the consortium launched the TIGER project in Battambang, at the RTTC. The launch was presided by the Deputy Head of Cooperation of the EU Delegation Egbert Walter, H.E. Ung Borath of MoEYS, Country Programme Manager VVOB Cambodia Katia Leber, Director of PoE Mr. Ngy Seth and the Police Commissioner of Battambang. Invitees to the event were school leaders, members of the school support committees and teacher representatives of the 20 pilot schools, TEC management staff, members of the BEST network, representatives of DoWA Krong Battambang and Sangke, representatives of DoE Krong Battambang and Sangke, a representative from PoE, the Secretary of State of MoWA, the director of DCD, the director of GSED, the director of PED and the director of TTD. Phare Ponleu Selpak performed a play visualising the gender challenges children face, while another play showed a learning environment that is gender-responsive and

exciting. Television Khmer TVK, Cambodia Top News Channel CNC and the National Radio were invited to report on the event and broadcasted a news feature that same day.

In June 2018 TIGER published its first newsletter. The newsletter is distributed to TEC Battambang, the 20 pilot schools, the school support committees of the 20 pilot schools, the Secretary of State of MoEYS, the Battambang Governor, TTD, PED, GSED, DCD, PoE, DoE, MoWA, PoWA, DoWA, the local police and the community message boards. It is furthermore digitally shared with the EU delegation in Cambodia, the BEST network, NEP, the ESWG and VVOB Head Office, as well as shared on the consortium websites and Facebook pages.

Throughout the first year of the action, the TIGER consortium and the action's stakeholders have published 7 website articles, 19 Facebook posts, and 2 YouTube posts. The TIGER project also appeared 1 time in a news article, 1 time in a radio broadcasting and 2 times in a TV broadcasting.

Year 2:

In December 2018 and September 2019 TIGER published its second and third newsletter. The newsletter is distributed to TEC Battambang, the 40 target schools, the school support committees of the 40 pilot schools, the Secretary of State of MoEYS, the Battambang Governor, TTD, PED, GSED, DCD, PoE, DoE, MoWA, PoWA, DoWA, the local police and the community message boards. It is furthermore digitally shared with the EU delegation in Cambodia, the BEST network, NEP, the ESWG and VVOB Head Office, as well as shared on the consortium websites and Facebook pages.

In December 2018 a lobbying and advocacy event for policy makers in Battambang province has been organised, focussing on the elimination of school-related gender-based violence. In March and June 2019, an outreach campaigns in the communities of the 40 target schools has been conducted to raise awareness and promote increased understanding of SRGBV.

Throughout the second year of the action, the TIGER consortium and the action's stakeholders have published 5 website articles, 102 Facebook posts, and 3 YouTube posts. The TIGER project also appeared 46 times in radio broadcasting, 18 live shows and 28 replays.

Year 3:

In December 2019, July 2020 and November 2020 TIGER published its fourth, fifth and sixth newsletter. Also, this year, the newsletter is distributed to TEC Battambang, the 40 target schools, the school support committees of the 40 pilot schools, the Secretary of State of MoEYS, the Battambang Governor, TTD, PED, GSED, DCD, PoE, DoE, MoWA, PoWA, DoWA, the local police and the community message boards. It was furthermore digitally shared with the EU delegation in Cambodia, the BEST network, NEP, the ESWG and VVOB Head Office, as well as shared on the consortium websites and Facebook pages.

In March, April and June 2020, outreach campaigns in the communities of the 40 target schools has been conducted to raise awareness and promote increased understanding of SRGBV. From 25 November to 10 December 2020, during the 16 Days of Activism against Gender-Based Violence an online advocacy campaign has been organised. VVOB invited all to head over to their Facebook page and answer 5 statements on gender in education. Every 2 days a new poll was launched. The first statement was launched on International Day for the Elimination of Violence Against Women, the results were shared on December 10, Human Rights Day. The results of the online campaign showed an overwhelming support for gender equality in education of VVOB's followers in Cambodia: more than 15.500 responses on the 5 statements together. Additionally, the results were shared during the closing webinar of the project (see activity 5.8) of where high-level officials of MoEYS and MoWA participated.

Throughout the third year of the action, the TIGER consortium and the action's stakeholders have published 17 website articles, 134 Facebook posts, and 6 YouTube posts. The TIGER project also appeared 50 times in radio broadcasting, 22 live shows and 28 replays.

TIGER: Impact communication activities			
Date	Title/topic	Media	Sender
2017			
18-Oct-17	Three years project on gender equality and responsiveness launching in Battambang	Newspaper	Rasmei Kampuchea Daily
25-Nov-17	Presentation of TIGER	Website	VVOB Head Office
25-Nov-17	Presentation of TIGER	Facebook	VVOB Cambodia
8-Dec-17	Safe learning in Cambodia: overcoming school-related gender-based violence	Website	VVOB Head Office
2018			
12-Feb-18	Official launching program	Facebook	GADC
12-Feb-18	Official launching program	Facebook	KAPE
12-Feb-18	Official launching program	Website	Battambang Provincial Department of Information
12-Feb-18	Official launching program	TV	Television Khmer TVK
12-Feb-18	Official launching program	TV	Cambodia Top News Channel CNC
12-Feb-18	Official launching program	Radio	National radio
6-Mar-18	Story of school-related gender-based violence (part 1)	You Tube	VVOB Cambodia
6-Mar-18	Story of school-related gender-based violence (part 2)	You Tube	VVOB Cambodia
7-Mar-18	We proudly welcome: TIGER	Website	VVOB Cambodia
9-Mar-18	We proudly welcome: TIGER	Facebook	VVOB Cambodia
13-Mar-18	Shared VVOB post and website article	Facebook	KAPE
7-May-18	Link to KAPE's TIGER webpage	Facebook	KAPE
28-May-18	Consultative workshop programme on developing a Gender Action Guide	Facebook	KAPE
18-Jun-18	First TIGER newsletter	Facebook	VVOB Cambodia
18-Jun-18	First TIGER newsletter	Website	VVOB Cambodia
20-Jun-18	First TIGER newsletter governor	Facebook	VVOB Cambodia
9-Aug-18	Orientation to CSOs	Facebook	GADC
9-Aug-18	Orientation to CSOs	Facebook	PKO
9-Aug-18	Orientation to CSOs	Facebook	VVOB Cambodia
25-Sep-18	Opening ceremony training TIGER	Facebook	VVOB Cambodia
30-Sep-18	Last day pilot training TIGER	Facebook	VVOB Cambodia
30-Sep-18	Last day pilot training TIGER	Facebook	VVOB Head Office
2-Oct-18	International day of non-violence	Facebook	VVOB Cambodia
2-Oct-18	International day of non-violence	Facebook	KAPE
2-Oct-18	International day of non-violence	Facebook	PKO
2-Oct-18	How to create a gender-responsive school environment	Website	VVOB Head Office
11-Oct-18	Unravelling: 3 forms of GBV in Cambodia	Website	VVOB Head Office
12-Oct-18	How to create a gender-responsive school environment	Facebook	VVOB Cambodia
07-Nov-18	Radio show TIGER: introduction	Radio	PKO
07-Nov-18	Radio show TIGER: introduction	Facebook	PKO
16-Nov-18	Workshop to improve the teaching guideline menu	Facebook	KAPE

16-Nov-18	Workshop to improve the teaching guideline menu	YouTube	KAPE
16-Nov-18	Workshop to improve the teaching guideline menu	Website	KAPE
28-Nov-18	TIGER helps to improve understanding of gender in education	Facebook	KAPE
28-Nov-18	TIGER helps to improve understanding of gender in education	YouTube	KAPE
28-Nov-18	TIGER helps to improve understanding of gender in education	Facebook	KAPE
29-Nov-18	TIGER project	Facebook	KAPE
29-Nov-18	Radio show TIGER: introduction - replay	Radio	PKO
29-Nov-18	Radio show TIGER: introduction - replay	Facebook	PKO
29-Nov-18	Radio show TIGER: introduction - replay	Facebook	VVOB Cambodia
29-Nov-18	GADC event: Men for ending violence against women and girls	Facebook	VVOB Cambodia
29-Nov-18	Visit of Belgian ambassador to TIGER project	Facebook	VVOB Cambodia
01-Dec-18	KAPE YouTube: TIGER activity video	Facebook	VVOB Cambodia
01-Dec-18	White Ribbon Campaign	Facebook	GADC
02-Dec-18	Event against violence against women and girls	Facebook	VVOB Cambodia
13-Dec-18	TIGER newsletter 2	Newsletter	VVOB Cambodia
13-Dec-18	TIGER newsletter 2	Facebook	VVOB Cambodia
14-Dec-18	Radio show TIGER: 16 days of activism	Radio	PKO
14-Dec-18	Radio show TIGER: 16 days of activism	Facebook	PKO
21-Dec-18	Radio show TIGER: 16 days of activism - replay	Radio	PKO
21-Dec-18	Radio show TIGER: 16 days of activism - replay	Facebook	PKO
28-Dec-18	Radio show TIGER: sex and gender	Radio	PKO
28-Dec-18	Radio show TIGER: sex and gender	Facebook	PKO
2019			
04-Jan-19	Radio show TIGER: sex and gender - replay	Radio	PKO
04-Jan-19	Radio show TIGER: sex and gender - replay	Facebook	PKO
10-Jan-19	Gender stereotypes in education	Facebook	KAPE
11-Jan-19	Radio show TIGER: gender stereotypes	Radio	PKO
11-Jan-19	Radio show TIGER: gender stereotypes	Facebook	PKO
14-Jan-19	TIGER has successfully implemented their action plan since February 2018	Facebook	KAPE
14-Jan-19	TIGER has successfully implemented their action plan since February 2018	YouTube	KAPE
14-Jan-19	TIGER has successfully implemented their action plan since February 2018	Website	KAPE
18-Jan-19	Radio show TIGER: gender stereotypes - replay	Radio	PKO
18-Jan-19	Radio show TIGER: gender stereotypes - replay	Facebook	PKO
25-Jan-19	Radio show TIGER: the importance of gender in education	Radio	PKO
25-Jan-19	Radio show TIGER: the importance of gender in education	Facebook	PKO

25-Jan-19	Radio show TIGER: the importance of gender in education	Facebook	GADC
30-Jan-19	EU Ambassador George Edgar visits TIGER project	Facebook	VVOB Cambodia
01-Feb-19	Radio show TIGER: the importance of gender in education - replay	Radio	PKO
04-Feb-19	Radio show TIGER	Facebook	VVOB Cambodia
06-Feb-19	Radio show TIGER	Facebook	VVOB Cambodia
07-Feb-19	Radio show TIGER	Facebook	VVOB Cambodia
08-Feb-19	Radio show TIGER: the importance of gender in education - replay	Radio	PKO
14-Feb-19	Radio show TIGER	Facebook	KAPE
14-Feb-19	Action Guide training by TIGER team	Facebook	PKO
15-Feb-19	Radio show TIGER: gender-responsive lesson plan	Radio	PKO
15-Feb-19	Radio show TIGER: gender-responsive lesson plan	Facebook	PKO
15-Feb-19	Radio show TIGER: gender-responsive lesson plan	Facebook	VVOB Cambodia
18-Feb-19	Boys and girls have equal rights to access violence-free schools	Facebook	KAPE
22-Feb-19	Radio show TIGER: gender-responsive lesson plan - replay	Radio	PKO
22-Feb-19	Radio show TIGER: gender-responsive lesson plan - replay	Facebook	PKO
06-Mar-19	Radio show TIGER: reporting on campaign – replay	Radio	PKO
06-Mar-19	Radio show TIGER: reporting on campaign – replay	Facebook	PKO
08-Mar-19	Radio show TIGER: campaign	Radio	PKO
08-Mar-19	Radio show TIGER: campaign	Facebook	PKO
08-Mar-19	Happy International Women's Day	Facebook	VVOB Head Office
15-Mar-19	Radio show TIGER: campaign - replay	Radio	PKO
15-Mar-19	Radio show TIGER: campaign - replay	Facebook	PKO
22-Mar-19	Radio show TIGER: campaign - replay	Radio	PKO
22-Mar-19	Radio show TIGER: campaign - replay	Facebook	PKO
26-Mar-19	Action Guide training by CSO	Facebook	PKO
28-Mar-19	Radio show TIGER	Facebook	VVOB Cambodia
29-Mar-19	Radio show TIGER: gender-responsive classroom setup	Radio	PKO
29-Mar-19	Radio show TIGER: gender-responsive classroom setup	Facebook	PKO
29-Mar-19	Radio show TIGER: gender-responsive classroom setup	Facebook	VVOB Cambodia
05-Apr-19	Action Guide training by CSO	Facebook	PKO
05-Apr-19	Radio show TIGER: gender-responsive classroom setup- replay	Radio	PKO
05-Apr-19	Radio show TIGER: gender-responsive classroom setup- replay	Facebook	PKO
12-Apr-19	Radio show TIGER: campaign - replay	Radio	PKO
12-Apr-19	Radio show TIGER: campaign - replay	Facebook	PKO

19-Apr-19	Radio show TIGER: positive discipline	Radio	PKO
19-Apr-19	Radio show TIGER: positive discipline	Facebook	PKO
26-Apr-19	Radio show TIGER: positive discipline	Facebook	VVOB Cambodia
29-Apr-19	Action Guide training by CSO	Facebook	PKO
03-May-19	Radio show TIGER: gender-responsive materials	Radio	PKO
03-May-19	Radio show TIGER: gender-responsive materials	Facebook	PKO
03-May-19	Radio show TIGER: gender-responsive materials	Facebook	VVOB Cambodia
06-May-19	Action Guide training by TIGER team	Facebook	PKO
10-May-19	Radio show TIGER: gender-responsive materials - replay	Radio	PKO
10-May-19	Radio show TIGER: gender-responsive materials - replay	Facebook	PKO
17-May-19	Radio show TIGER: school safety	Radio	PKO
17-May-19	Radio show TIGER: school safety	Facebook	PKO
26-May-19	Radio show TIGER: positive discipline - replay	Radio	PKO
26-May-19	Radio show TIGER: positive discipline - replay	Facebook	PKO
31-May-19	Radio show TIGER: positive discipline - replay	Radio	PKO
31-May-19	Radio show TIGER: positive discipline - replay	Radio	PKO
31-May-19	Radio show TIGER: positive discipline - replay	Facebook	VVOB Cambodia
01-Jun-19	SRGBV campaign	Facebook	PKO
04-Jun-19	Accompany EU visit target school	Facebook	PKO
07-Jun-19	Gender-responsive classroom management	Facebook	KAPE
07-Jun-19	Radio show TIGER: positive discipline - replay	Radio	PKO
07-Jun-19	Radio show TIGER: positive discipline - replay	Facebook	PKO
11-Jun-19	Training Action Guide at Khemera 1	Facebook	PKO
13-Jun-19	Joint Gender Café and Men dialogue	Facebook	PKO
14-Jun-19	Radio show TIGER: gender-responsive policies	Radio	PKO
14-Jun-19	Radio show TIGER: gender-responsive policies	Facebook	PKO
21-Jun-19	Training Action Guide by CSO	Facebook	PKO
21-Jun-19	Radio show TIGER: gender-responsive - replay	Radio	PKO
21-Jun-19	Radio show TIGER: gender-responsive - replay	Facebook	PKO
25-Jun-19	Training Action Guide at Khenmera 1	Facebook	PKO
28-Jun-19	Radio show TIGER: change management	Radio	PKO
28-Jun-19	Radio show TIGER: change management	Facebook	PKO
02-Jul-19	Training Action Guide by CSO	Facebook	PKO
05-Jul-19	Radio show TIGER: change management - replay	Radio	PKO

05-Jul-19	Radio show TIGER: change management - replay	Facebook	PKO
11-Jul-19	Quarterly Coordination meeting with TIGER Team	Facebook	VVOB Cambodia
12-Jul-19	Radio show TIGER: change management - replay	Radio	PKO
12-Jul-19	Radio show TIGER: change management - replay	Facebook	PKO
19-Jul-19	Radio show TIGER: Gender café and men dialogue	Radio	PKO
19-Jul-19	Radio show TIGER: Gender café and men dialogue	Facebook	PKO
19-Jul-19	Radio show TIGER: Gender café and men dialogue	Facebook	VVOB Cambodia
19-Jul-19	Radio show TIGER: Gender café and men dialogue	Facebook	GADC
26-Jul-19	Radio show TIGER: Gender café and men dialogue- replay	Radio	PKO
26-Jul-19	Radio show TIGER: Gender café and men dialogue- replay	Facebook	PKO
02-Aug-19	Radio show TIGER: gender-responsive lesson plan	Radio	PKO
02-Aug-19	Radio show TIGER: gender-responsive lesson plan	Facebook	PKO
05-Aug-19	Reflection workshop on gender equality education Action Guide and using the gender equality assessment tools in schools	Facebook	KAPE
08-Aug-19	Radio show TIGER: gender-responsive lesson plan	Facebook	VVOB Cambodia
09-Aug-19	Radio show TIGER: gender-responsive lesson plan - replay	Radio	PKO
09-Aug-19	Radio show TIGER: gender-responsive lesson plan - replay	Facebook	PKO
16-Aug-19	Radio show TIGER: gender-responsive assessment tool	Radio	PKO
16-Aug-19	Radio show TIGER: gender-responsive assessment tool	Facebook	PKO
16-Aug-19	Radio show TIGER: gender-responsive assessment tool	Facebook	VVOB Cambodia
16-Aug-19	Radio show TIGER: gender-responsive assessment tool	Facebook	KAPE
16-Aug-19	Does your school respond to gender equality?	Facebook	KAPE
20-Aug-19	The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools	Website	VVOB Cambodia
20-Aug-19	The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools	Facebook	VVOB Cambodia
23-Aug-19	Radio show TIGER: gender-responsive assessment tool - replay	Radio	PKO
23-Aug-19	Radio show TIGER: gender-responsive assessment tool - replay	Facebook	PKO
29-Aug-19	The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools	Website	VVOB Head Office

29-Aug-19	The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools	Facebook	VVOB Head Office
30-Aug-19	Radio show TIGER: Gender café and men dialogue - replay	Radio	PKO
30-Aug-19	Radio show TIGER: Gender café and men dialogue - replay	Facebook	PKO
04-Sep-19	TIGER newsletter - issue 3	Facebook	VVOB Cambodia
04-Sep-19	TIGER newsletter - issue 3	Website	VVOB Cambodia
04-Sep-19	TIGER newsletter - issue 3	Facebook	KAPE
06-Sep-19	Radio show TIGER: sex and gender - replay	Radio	PKO
06-Sep-19	Radio show TIGER: sex and gender - replay	Facebook	PKO
06-Sep-19	Radio show TIGER: sex and gender - replay	Facebook	VVOB Cambodia
13-Sep-19	Radio show TIGER: Use of gender-responsive language and interaction	Radio	PKO
13-Sep-19	Radio show TIGER: Use of gender-responsive language and interaction	Facebook	PKO
11-Sep-19	TIGER newsletter - issue 3	Facebook	GADC
16-Sep-19	Radio show TIGER	Facebook	VVOB Cambodia
16-Sep-19	TIGER National Working Group on Action Guide	Facebook	VVOB Cambodia
16-Sep-19	TIGER National Working Group on Action Guide	Facebook	KAPE
16-Sep-19	TIGER National Working Group on Action Guide	Facebook	GADC
18-Sep-19	Training Action Guide by CSO	Facebook	PKO
20-Sep-19	Radio show TIGER: Use of gender-responsive language and interaction - replay	Radio	PKO
20-Sep-19	Radio show TIGER: Use of gender-responsive language and interaction - replay	Facebook	PKO
27-Sep-19	Radio show TIGER: Gender budgeting - replay	Radio	PKO
27-Sep-19	Radio show TIGER: Gender budgeting - replay	Facebook	PKO
02-Oct-19	Radio show TIGER	Facebook	VVOB Cambodia
04-Oct-19	Radio show TIGER: Use of gender-responsive language and interaction - replay	Radio	PKO
04-Oct-19	Radio show TIGER: Use of gender-responsive language and interaction - replay	Facebook	PKO
11-Oct-19	Radio show TIGER: Introduction	Radio	PKO
11-Oct-19	Radio show TIGER: Introduction	Facebook	PKO
18-Oct-19	Radio show TIGER: Introduction - replay	Radio	PKO
18-Oct-19	Radio show TIGER: Introduction - replay	Facebook	PKO
25-Oct-19	Radio show TIGER: Development of gender-responsive materials	Radio	PKO
25-Oct-19	Radio show TIGER: Development of gender-responsive materials	Facebook	PKO
1-Nov-19	Radio show TIGER: Development of gender-responsive materials - replay	Radio	PKO
1-Nov-19	Radio show TIGER: Development of gender-responsive materials - replay	Facebook	PKO

15-Nov-19	Radio show TIGER: Gender-responsive lesson plan	Radio	PKO
15-Nov-19	Radio show TIGER: Gender-responsive lesson plan	Facebook	PKO
22-Nov-19	Radio show TIGER: Gender-responsive lesson plan - replay	Radio	PKO
22-Nov-19	Radio show TIGER: Gender-responsive lesson plan - replay	Facebook	PKO
25-Nov-19	TIGER: 16 Days of Activism against Gender-Based Violence	Facebook	VVOB Cambodia
29-Nov-19	Radio show TIGER: Gender-responsive classroom setup	Radio	PKO
29-Nov-19	Radio show TIGER: Gender-responsive classroom setup	Facebook	PKO
6-Dec-19	Radio show TIGER: Gender-responsive classroom setup - replay	Radio	PKO
6-Dec-Nov-19	Radio show TIGER: Gender-responsive classroom setup - replay	Facebook	PKO
9-Dec-19	TIGER newsletter - issue 4	Facebook	VVOB Cambodia
9-Dec-19	TIGER newsletter - issue 4	Facebook	KAPE
9-Dec-19	TIGER newsletter - issue 4	Website	VVOB Cambodia
9-Dec-19	TIGER newsletter - issue 4	Website	KAPE
13-Dec-19	Radio show TIGER: Gender stereotypes	Radio	PKO
13-Dec-19	Radio show TIGER: Gender stereotypes	Facebook	PKO
20-Dec-19	Radio show TIGER: Gender stereotypes - replay	Radio	PKO
20-Dec-19	Radio show TIGER: Gender stereotypes - replay	Facebook	PKO
27-Dec-19	Radio show TIGER: The assessment of a gender-responsive school	Radio	PKO
27-Dec-19	Radio show TIGER: The assessment of a gender-responsive school	Facebook	PKO
2020			
3-Jan-20	Radio show TIGER: The assessment of a gender-responsive school - replay	Radio	PKO
3-Jan-20	Radio show TIGER: The assessment of a gender-responsive school - replay	Facebook	PKO
10-Jan-20	Radio show TIGER: Positive discipline	Radio	PKO
10-Jan-20	Radio show TIGER: Positive discipline	Facebook	PKO
12-Jan-20	Radio show TIGER: Positive discipline	Facebook	VVOB Cambodia
17-Jan-20	Radio show TIGER: Positive discipline - replay	Radio	PKO
17-Jan-20	Radio show TIGER: Positive discipline - replay	Facebook	PKO
24-Jan-20	Radio show TIGER: Use of gender-responsive language and interaction	Radio	PKO
24-Jan-20	Radio show TIGER: Use of gender-responsive language and interaction	Facebook	PKO
27-Jan-20	Radio show TIGER: Use of gender-responsive language and interaction	Facebook	VVOB Cambodia
31-Jan-20	Radio show TIGER: Use of gender-responsive language and interaction - replay	Radio	PKO

31-Jan-20	Radio show TIGER: Use of gender-responsive language and interaction - replay	Facebook	PKO
7-Feb-20	Radio show TIGER: The importance of gender in education	Facebook	PKO
7-Feb-20	Radio show TIGER: The importance of gender in education	Radio	PKO
14-Feb-20	Radio show TIGER: The importance of gender in education - replay	Facebook	PKO
14-Feb-20	Radio show TIGER: The importance of gender in education - replay	Radio	PKO
21-Feb-20	Radio show TIGER: Sex and gender	Facebook	PKO
21-Feb-20	Radio show TIGER: Sex and gender	Radio	PKO
28-Feb-20	Radio show TIGER: Sex and gender - replay	Facebook	PKO
28-Feb-20	Radio show TIGER: Sex and gender - replay	Radio	PKO
2-Mar-20	SRGBV campaign in Samlot	Event	PKO
3-Mar-20	SRGBV campaign in Samlot	Facebook	PKO
6-Mar-20	Radio show TIGER: School safety	Radio	PKO
6-Mar-20	Radio show TIGER: School safety	Facebook	PKO
13-Mar-20	Radio show TIGER: school safety - replay	Radio	PKO
13-Mar-20	Radio show TIGER: school safety - replay	Facebook	PKO
9-Mar-20	TIGER school leadership training CTOD	Facebook	PKO
20-Mar-20	Radio show TIGER: parental and community involvement	Radio	PKO
20-Mar-20	Radio show TIGER: parental and community involvement	Facebook	PKO
27-Mar-20	Radio show TIGER: parental and community involvement - replay	Radio	PKO
27-Mar-20	Radio show TIGER: parental and community involvement - replay	Facebook	PKO
23-Mar-20	KAPE Annual Report 2019	Website	KAPE
23-Mar-20	KAPE Annual Report 2019	Facebook	KAPE
28-Mar-20	TIGER Storytelling app	Facebook	KAPE
29-Mar-20	TIGER Storytelling app	Facebook	MoEYS
30-Mar-20	TIGER Storytelling app	Facebook	VVOB Cambodia
3-Apr-20	Radio show TIGER: Positive parenting	Radio	PKO
3-Apr-20	Radio show TIGER: Positive parenting	Facebook	PKO
3-Apr-20	Radio show TIGER: Positive parenting	Facebook	VVOB Cambodia
2-Apr-20	Positive parenting	Facebook	KAPE
7-Apr-20	Apps for parents to help their children learn during COVID 19 outbreak	Facebook	KAPE
10-Apr-20	Radio show TIGER: Positive parenting - replay	Radio	PKO
10-Apr-20	Radio show TIGER: Positive parenting - replay	Facebook	PKO
15-Apr-20	Capacity development from a distance: 3 good practices	Website	VVOB Head Office
17-Apr-20	Radio show TIGER: Positive parenting - replay	Radio	PKO
17-Apr-20	Radio show TIGER: Positive parenting - replay	Facebook	PKO
20-Apr-20	Capacity development from a distance: 3 good practices	Website	Teaching at the Right Level Africa

21-Apr-20	Capacity development from a distance: 3 good practices	Facebook	VVOB Cambodia
24-Apr-20	Radio show TIGER: Sex and gender – replay	Radio	PKO
24-Apr-20	Radio show TIGER: Sex and gender - replay	Facebook	PKO
1-May-20	Radio show TIGER: Coaching	Radio	PKO
1-May-20	Radio show TIGER: Coaching	Facebook	PKO
4-May-20	Radio show TIGER	Facebook	VVOB Cambodia
8-May-20	Radio show TIGER: Coaching - replay	Radio	PKO
8-May-20	Radio show TIGER: Coaching - replay	Facebook	PKO
13-May-20	New story launched in the interactive storytelling app	Facebook	KAPE
15-May-20	Radio show TIGER: Storytelling app	Radio	PKO
15-May-20	Radio show TIGER: Storytelling app	Facebook	PKO
15-May-20	Radio show TIGER: Storytelling app	Facebook	VVOB Cambodia
15-May-20	Radio show TIGER: Storytelling app	Facebook	KAPE
15-May-20	New story launched in the interactive storytelling app	Facebook	VVOB
21-May-20	New story launched in the interactive storytelling app	Facebook	KAPE
21-May-20	New story launched in the interactive storytelling app	Facebook	VVOB
22-May-20	Radio show TIGER: Storytelling app – replay	Radio	PKO
22-May-20	Radio show TIGER: Storytelling app - replay	Facebook	PKO
28-May-20	New story launched in the interactive storytelling app	Facebook	KAPE
28-May-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia
29-May-20	Radio show TIGER: Gender-responsive teaching and learning	Radio	PKO
29-May-20	Radio show TIGER: Gender-responsive teaching and learning	Facebook	PKO
1-Jun-20	Radio show TIGER: Gender-responsive teaching and learning	Facebook	VVOB Cambodia
4-Jun-20	New story launched in the interactive storytelling app	Facebook	KAPE
5-Jun-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia
5-Jun-20	Radio show TIGER: Gender-responsive teaching and learning	Radio	PKO
5-Jun-20	Radio show TIGER: Gender-responsive teaching and learning	Facebook	PKO
12-Jun-20	Radio show TIGER: Mainstreaming gender in education	Radio	PKO
12-Jun-20	Radio show TIGER: Mainstreaming gender in education	Facebook	PKO
13-Jun-20	New story launched in the interactive storytelling app	Facebook	KAPE
15-Jun-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia

19-Jun-20	Radio show TIGER: Mainstreaming gender in education - replay	Radio	PKO
19-Jun-20	Radio show TIGER: Mainstreaming gender in education - replay	Facebook	PKO
22-Jun-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia
26-Jun-20	Radio show TIGER: Gender café and men dialogue	Radio	PKO
26-Jun-20	Radio show TIGER: Gender café and men dialogue	Facebook	PKO
29-Jun-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia
3-Jul-20	Radio show TIGER: Gender café and men dialogue - replay	Radio	PKO
3-Jul-20	Radio show TIGER: Gender café and men dialogue - replay	Facebook	PKO
5-Jul-20	New story launched in the interactive storytelling app	Facebook	KAPE
7-Jul-20	New story launched in the interactive storytelling app	Facebook	VVOB Cambodia
10-Jul-20	Radio show TIGER: The assessment of interaction	Radio	PKO
10-Jul-20	Radio show TIGER: The assessment of interaction	Facebook	PKO
15-Jul-20	Radio show TIGER: The assessment of interaction	Facebook	VVOB Cambodia
17-Jul-20	Radio show TIGER: The assessment of interaction - replay	Radio	PKO
17-Jul-20	Radio show TIGER: The assessment of interaction - replay	Facebook	PKO
23-Jul-20	Promoting TIGER storytelling app	Facebook	KAPE
23-Jul-20	TIGER newsletter - issue 5	Facebook	VVOB Cambodia
23-Jul-20	TIGER newsletter - issue 5	Website	VVOB Cambodia
24-Jul-20	Radio show TIGER: Gender-responsive teacher	Radio	PKO
24-Jul-20	Radio show TIGER: Gender-responsive teacher	Facebook	PKO
24-Jul-20	TIGER newsletter - issue 5	Facebook	KAPE
24-Jul-20	TIGER newsletter - issue 5	Website	KAPE
27-Jul-20	TIGER newsletter – issue 5	Facebook	PKO
27-Jul-20	Radio show TIGER: Gender-responsive teacher	Facebook	VVOB Cambodia
27-Jul-20	COVID-19 in Cambodia: capacity development from a safe distance	Website	VVOB Cambodia
27-Jul-20	COVID-19 in Cambodia: capacity development from a safe distance	Facebook	VVOB Cambodia
31-Jul-20	Radio show TIGER: Gender-responsive teacher - replay	Radio	PKO
31-Jul-20	Radio show TIGER: Gender-responsive teacher - replay	Facebook	PKO
7-Aug-20	Radio show TIGER: Sex and gender -replay	Radio	PKO
7-Aug-20	Radio show TIGER: Sex and gender - replay	Facebook	PKO
14-Aug-20	Radio show TIGER: Storytelling app - replay	Radio	PKO

14-Aug-20	Radio show TIGER: Storytelling app - replay	Facebook	PKO
21-Aug-20	Radio show TIGER: Gender-responsive teaching and learning - replay	Radio	PKO
21-Aug-20	Radio show TIGER: Gender-responsive teaching and learning - replay	Facebook	PKO
21-Aug-20	New story launched in the interactive storytelling app	Facebook	KAPE
28-Aug-20	Radio show TIGER: SRGBV	Radio	PKO
28-Aug-20	Radio show TIGER: SRGBV	Facebook	PKO
4-Sep-20	Radio show TIGER: SRGBV - replay	Radio	PKO
4-Sep-20	Radio show TIGER: SRGBV - replay	Facebook	PKO
11-Sep-20	Radio show TIGER: Gender-responsive budgeting	Radio	PKO
11-Sep-20	Radio show TIGER: Gender-responsive budgeting	Facebook	PKO
11-Sep-20	Radio show TIGER: Gender-responsive budgeting	Facebook	VVOB Cambodia
18-Sep-20	Radio show TIGER: Gender-responsive budgeting - replay	Radio	PKO
18-Sep-20	Radio show TIGER: Gender-responsive budgeting - replay	Facebook	PKO
25-Sep-20	Radio show TIGER: Debate on gender	Radio	PKO
25-Sep-20	Radio show TIGER: Debate on gender	Facebook	PKO
25-Sep-20	Radio show TIGER: Debate on gender	Facebook	VVOB Cambodia
28-Sep-20	TIGER refresher training	Facebook	PKO
2-Oct-20	Radio show TIGER: Debate on gender - replay	Radio	PKO
2-Oct-20	Radio show TIGER: Debate on gender - replay	Facebook	PKO
8-Oct-20	TIGER closing event in Battambang - before	Facebook	VVOB Cambodia
8-Oct-20	TIGER closing event in Battambang - before	Facebook	PKO
8-Oct-20	TIGER closing event in Battambang - Ung Borat	Facebook	VVOB Cambodia
8-Oct-20	TIGER closing event in Battambang - Ung Borat	Facebook	KAPE
8-Oct-20	TIGER closing event in Battambang - Tep Vandy	Facebook	VVOB Cambodia
8-Oct-20	TIGER closing event in Battambang - Tep Vandy	Facebook	KAPE
8-Oct-20	TIGER closing event in Battambang - Tep Vandy	Facebook	PKO
8-Oct-20	TIGER closing event in Battambang - Thank you	Facebook	VVOB Cambodia
8-Oct-20	TIGER closing event in Battambang - Thank you	Facebook	PKO
8-Oct-20	TIGER closing event in Battambang	Facebook	KAPE
9-Oct-20	TIGER closing event in Battambang - Ung Borat	Facebook	PKO
9-Oct-20	Radio show TIGER: Debate on gender - replay	Radio	PKO
9-Oct-20	Radio show TIGER: Debate on gender - replay	Facebook	PKO
13-Oct-20	TIGER closing event in Battambang	Facebook	PKO

7-Nov-20	TIGER materials - Wat Cheng	Facebook	PKO
11-Nov-20	Ms. Tep Vandy, deputy director of Battambang Teacher Education College	YouTube	VVOB Cambodia
11-Nov-20	Ms. Yin An, vice director of Anglong Vil Primary School	YouTube	VVOB Cambodia
11-Nov-20	Mr. Yon Sokheng, teacher trainer at Battambang Teacher Education College	YouTube	VVOB Cambodia
11-Nov-20	Mr. Roeut Bo, physics and chemistry teacher at Soheu Secondary school	YouTube	VVOB Cambodia
11-Nov-20	Phon Vanak, second-year student at the Battambang Teacher Education College	YouTube	VVOB Cambodia
11-Nov-20	Phy Srey Nich, grade 5 student at Samdach Chea Sim Primary School	YouTube	VVOB Cambodia
15-Nov-20	Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools (Khmer)	Website	VVOB Cambodia
18-Nov-20	TIGER newsletter - issue 6	Facebook	VVOB Cambodia
18-Nov-20	TIGER newsletter - issue 6	Facebook	KAPE
18-Nov-20	TIGER newsletter - issue 6	Website	VVOB Cambodia
18-Nov-20	TIGER newsletter - issue 6	Website	KAPE
24-Nov-20	TIGER materials - Osro Lok Primary School	Facebook	PKO
25-Nov-20	#16Days of Activism against Gender-Based Violence	Facebook	VVOB Cambodia
25-Nov-20	Statement 1	Facebook	VVOB Cambodia
27-Nov-20	Statement 2	Facebook	VVOB Cambodia
29-Nov-20	Statement 3	Facebook	VVOB Cambodia
30-Nov-20	Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools (English)	Website	VVOB Cambodia
1-Dec-21	Information, education and communication materials on gender-responsive education and on the elimination of school-related gender-based violence (Khmer)	Website	VVOB Cambodia
1-Dec-20	Statement 4	Facebook	VVOB Cambodia
3-Dec-20	Statement 5	Facebook	VVOB Cambodia
10-Dec-20	Ensuring that primary and lower secondary school children are protected from school-related gender-based violence	Website	VVOB Cambodia
14-Dec-20	TIGER webinar - before	Facebook	VVOB Cambodia
14-Dec-20	TIGER webinar - Frank Viault	Facebook	VVOB Cambodia
14-Dec-20	TIGER webinar - Frank Viault	Facebook	KAPE
14-Dec-20	TIGER webinar - Nham Sinith	Facebook	VVOB Cambodia
14-Dec-20	TIGER webinar - Nham Sinith	Facebook	KAPE
14-Dec-20	TIGER webinar - Miranda de Gruiter Moolenaar	Facebook	VVOB Cambodia
14-Dec-20	TIGER webinar - Thank you	Facebook	VVOB Cambodia
14-Dec-20	Recording TIGER webinar	YouTube	VVOB Cambodia
14-Dec-20	TIGER closing event	Facebook	KAPE
14-Dec-20	TIGER closing event	Facebook	PKO
15-Dec-20	TIGER stories of change 1	Facebook	VVOB Cambodia
16-Dec-20	TIGER stories of change 2	Facebook	VVOB Cambodia

17-Dec-20	TIGER stories of change 3	Facebook	VVOB Cambodia
18-Dec-20	TIGER stories of change 4	Facebook	VVOB Cambodia
19-Dec-20	TIGER stories of change 5	Facebook	VVOB Cambodia
25-Dec-20	Booklets for children	Facebook	KAPE
25-Dec-20	Booklets Use of Language	Website	KAPE
28-Dec-20	Action Guide booklet 2	Website	KAPE
28-Dec-20	Action Guide booklet 1	Website	KAPE
1-Jan-21	TIGER brochures	Facebook	KAPE
8-Jan-21	TIGER Action Guide	Facebook	KAPE

5. Locations of records, accounting and supporting documents

All records, accounting and supporting documents related to this Contract will be kept for five years following the payment of the balance. All accounting records are kept online in the financial system of VVOB and originals are kept in files in locked cabinets, stored at VVOB offices. Supporting documents related to all transactions by VVOB, subcontractors and partners are related to the Action are available in original and electronic form.

Organisation	Financial records
VVOB	<ul style="list-style-type: none"> VVOB book keeping programme (electronic form) VVOB offices (original form)
KAPE	<ul style="list-style-type: none"> VVOB book keeping programme (electronic form) VVOB or KAPE offices (original form)
PKO	<ul style="list-style-type: none"> VVOB book keeping programme (electronic form) VVOB or PKO offices (original form)
GADC	<ul style="list-style-type: none"> VVOB book keeping programme (electronic form) GADC offices (original form)
Third party CSO's	<ul style="list-style-type: none"> VVOB book keeping programme (electronic form) VVOB or PKO offices (original form)

Overview of annexes

Reference documents narrative report [English]

- A. Results of the self- and external assessment
- B. Dissemination list of the Action Guide and IEC materials
- C. Overview stories of the storytelling app

Training materials developed over the course of the Action

- D. ToT Guide on gender-responsive pedagogy [Khmer] (2020)
- E. ToT Guide on gender-responsive leadership [Khmer] (2020)
- F. Coaching guidelines (2019) [English]
- G. Guidelines for online and telephone coaching (2020) [English]
- H. Manual for leaning cycles (2020) [English]

Action Guide and IEC materials developed over the course of the Action

- I. Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools: booklet on gender-responsive teaching [Khmer]
- J. Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools: booklet on gender-responsive leadership [Khmer]
- K. Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools: booklet on gender-responsive teaching [English]
- L. Action Guide to promote gender-responsiveness in Cambodian primary and lower secondary schools: booklet on gender-responsive leadership [English]
- M. Poster on gender-responsive pedagogy [Khmer]
- N. Poster on gender-responsive school leadership [Khmer]
- O. Poster on school-related gender-based violence [Khmer]
- P. Brochure on positive parenting [Khmer]
- Q. Brochure on parental and community involvement [Khmer]
- R. Brochure on SRGBV [Khmer]
- S. Booklet 'Life of Mealea' [Khmer]
- T. Booklet 'Use of language' [Khmer]
- U. [Storytelling app](#) [Khmer + English]

Evaluation reports [English]

- V. Mid-term evaluation report
- W. End term evaluation report
- X. ROM evaluation report

Research reports

- Y. Working paper ‘The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools’ [English]
- Z. Working paper ‘Impact of Gender-Responsive and Violence-Free School Environments on Primary and Lower Secondary School Children’ [English]
- AA. Working paper ‘Tackling School-Related Gender-Based Violence through Teacher Professional Development: From Knowledge Acquisition to Changes in Beliefs and Attitudes’ [English]
- AB. Extended abstract ‘Tackling School-Related Gender-Based Violence through Teacher Professional Development: Summary of an Impact Study on Teachers and Students’ [Khmer]
- AC. Extended abstract ‘Tackling School-Related Gender-Based Violence through Teacher Professional Development: Summary of an Impact Study on Teachers and Students’ [English]

Communication and visibility materials developed over the course of the Action

- AD. TIGER banner
- AE. TIGER roll-up: orange
- AF. TIGER roll-up: green
- AG. TIGER newsletter 1 [Khmer]
- AH. TIGER newsletter 1 [English]
- AI. TIGER newsletter 2 [Khmer]
- AJ. TIGER newsletter 2 [English]
- AK. TIGER newsletter 3 [Khmer]
- AL. TIGER newsletter 3 [English]
- AM. TIGER newsletter 4 [Khmer]
- AN. TIGER newsletter 4 [English]
- AO. TIGER newsletter 5 [Khmer]
- AP. TIGER newsletter 5 [English]
- AQ. TIGER newsletter 6 [Khmer]
- AR. TIGER newsletter 6 [English]
- AS. [TIGER video clips on people’s story of change throughout the project \(6\)](#)

Case studies [English]

- AT. Success story year 1: Action Guide
- AU. Success story year 1: TEC training
- AV. Success story year 2: CSOs supporting 20 schools
- AW. Success story year 2: Core trainers provide training at PTEC
- AX. Success story year 3: BTEC
- AY. Success story year 3: Primary school

Transfer of ownership

- AZ. Transfer of ownership of assets (> 5,000 EUR)

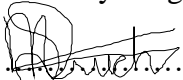
Consent forms

- BA. Consent forms TIGER video clips on people's story of change
- BB. Consent forms images in the final narrative report

For approval:

Name of the contact person for the Action:

Merel Luichies, Country Programmes Manager VVOB Cambodia

Signature:.....

Location: Phnom Penh, Cambodia

Date report due: 15 June 2021

Date report sent: 15 May 2021