

CONTENT

1. TIGER from a partner's point of view: Children's Action for Development
2. New stories launched in the interactive storytelling app!
3. Thank you to our donors!
4. Contact us



TIGER

លើកកម្ពស់ការឆ្លើយតបនឹងសមភាព
យេនឌ័រក្នុងការបង្រៀន និង រៀន

TEACHING FOR IMPROVED GENDER EQUALITY AND RESPONSIVENESS

TIGER from a partner's point of view: Children's Action for Development

Meet Ms. Moa Sidana, Deputy Director of Prek Chdour Primary School in Battambang province. Since November 2018, she has joined Children's Action for Development TIGER project. Children's Action for Development is one of the 5 third party CSOs, that are receiving a 2-year capacity development trajectory on gender-responsiveness in education by VVOB, KAPE and PKO. The project offers **a grant to each CSO to organise learning activities in 20 primary and lower secondary schools**. Prek Chdour Primary School is one of those schools.

Proudly she shares her experiences on the TIGER project:

"The CAD staff facilitated a workshop on gender-responsive pedagogy and leadership. It was an inspiring training, focusing on positive change in applying gender-responsive approaches into our school. I appreciated the hands-on methods used in the training. That makes it easier for me to apply the lesson learnt into our school. Because it was challenging for our school to change our practices, CAD proposed another training targeting all teachers in our school. During the training, our teachers learnt about gender-responsive pedagogy and set plan to include gender-responsiveness into their teaching. They will integrate gender-based teaching activities in lesson plan, material development, classroom activities and classroom principles to ensure safety and learning-friendly environment."



CAD is also providing individual coaching in the school **to strengthen the transformation process of the school into a gender-responsive school based on the TIGER Action Guide's roadmap**. An important part of that roadmap is focusing on parental and community involvement. Parents and communities can play an important role in promoting gender equity and building children's resilience to rigid gender stereotypes. When schools transform into gender-responsive schools, it is crucial to generate parental support: *"We start noticing more parents and community members get in contact with our teachers and school. I believe better communication is a first important step to build strong relationships with the parents and the community around our school. The school does not belong to one person, but to everybody, and that's why it is important for the community to be involved."*

The support from Children's Action for Development is highly valued. Ms. Moa Sidana emphasises that the TIGER project has brought them together and **empowered the school management and the teachers to make improvements**: *"It is important for us to see the remaining challenges and come up with solutions to solve these problems by ourselves. I believe the more people are involved, the more change we can make. CAD has definitely helped the school, the teachers and the community through the TIGER project, co-funded by the European Union and Belgian Federal Government."*

New stories launched in the interactive storytelling app!



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 Melalea do?

What would you do, if you were Bunna, Sokha or Melae? 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.

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.

Curious? Please **download the storytelling app “រឿងអប់រំ”** via <https://bit.ly/TIGER-app>.

Thank you to our donors!



THIS PROJECT IS CO-FUNDED BY THE EUROPEAN UNION



Belgium
partner in development



Flanders
State of the Art

**#B-53, Borey Pea Nechakam CANADIA,
Kamakor, Svaypor, Battambang, Cambodia**
Cambodia.vvob.be/tiger
Find us on Facebook: [@vvobcambodia](https://www.facebook.com/vvobcambodia)
[@kapeaction](https://www.facebook.com/kapeaction), and [@pkocambodia.org](https://www.facebook.com/pkocambodia.org)

This newsletter was produced with the financial support of the European Union. Its contents are the sole responsibility of VVOB, KAPE, and PKO and do not necessarily reflect the view of the European Union.

The Belgian and Flemish governments cannot be held responsible for its content.