



# ***2021-25 Strategy Plan***

# ***BSDA***

***Buddhism for Social Development Action***



## LETTER FROM: KURT BREDEBERG, BOARD CHAIRMAN

Once again, the Board of Directors is very happy to approve of BSDA's strategic plan. This document is evidence of the persistence and willpower of everyone working at BSDA. We are very proud to see the goals the organisation has set in order to face any possible obstacle and to overcome the global pandemic. We are well pleased, seeing the organization becoming more independent, expanding their social enterprises and thus being less reliant on donations.

With great pleasure, we are looking forward to support BSDA on their journey to support the most vulnerable members of our community in the coming years.



## LETTER FROM: CHHON SRORS, EXECUTIVE DIRECTOR

Dear friends and supporters,

I am happy to finalize this second strategy plan of BSDA. After working closely with our staff members and stakeholders, we were able to set this plan to guide our future work. The strategy plan follows our current work and 16 years of experience, while taking future plans into consideration. Thus we can rely on our strategy plan for future project implementation, using it as a framework.

As Cambodia has been struck by the Covid-19 pandemic, BSDA now needs a strong guideline more than ever, to overcome the impacts of the outbreak. With a strong guidance, we will be able to adapt to the circumstances and continue our compassionate work, supporting the most vulnerable members of our community. We will continue to focus on three sectors: education, good governance and social enterprise.

While the longterm impact of the pandemic are still unknown, we need to brace for any possible obstacles. Offering educational, financial and medical support to vulnerable families, while strengthening our social enterprises for financial reliability. The pandemic will inevitably lead to political adaptations and changes, allowing us to raise awareness and turn their focus towards disadvantaged and marginalized community members.

This strategy plan offers a more general summary of our future plans, allowing us to develop additional documents and work plans to guide our day-to-day activities.



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# [ Acronym List ]

BSDA – Buddhist Social Development Action  
CC – Commune Counsel  
CCWC – Commune Committee for Women and Children  
CRIA - Child Rights Impact Assessment  
CSO – Civil Society Organization  
ECCD – Early Childhood Care and Development  
GNI – Gross National Income  
HBR – Hanchey Bamboo Resort  
HIV/AIDS - Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome  
HR – Human Resources  
I-SAF – Implementation Plan for Strategic Accountability Framework  
M&E – Monitoring and Evaluation  
MKK – Mekong Kampuchea Kids Project  
CFE \_ Child Future Education  
CLIP \_ Cambodia literacy Integration Project  
FFP \_ Financing Future Project  
MMR – Maternal Mortality Rate  
NGO – Nongovernmental Organization  
OVC – Orphans and Vulnerable Children  
SE – Social Enterprise  
SMEs – Small and Medium Enterprises  
SSM – Social Service Mapping  
TVET - Technical Vocational Education Training  
UNDP – United Nations Development Programme  
UNTAC – United Nations Transitional Authority in Cambodia  
USD – United States Dollar  
WRA – Women of Reproductive Age

# [ Cambodia at a Glance ]

Near the end of the 1970s, Cambodia emerged from the violent Khmer Rouge regime, and, then, endured a further decade of occupation and civil war. In the early 1990s, Cambodia's first focus was peace. The United Nations Transitional Authority in Cambodia (UNTAC) facilitated the disarmament and reconciliation process in the nation. At this time the number of NGOs, both international and local, proliferated in the country to help rebuild. In the decades since this time, significant progress has been made in social and economic development.

In 2015, Cambodia attained lower-middle income country status. From 1995 to 2018, Cambodia's economy has maintained a 7.7 percent average growth rate, making it one of the fastest growing economies in the world and attracting numerous foreign investors. In 2006, the GNI of the country was only 520 USD but by 2017 it was 1,230 USD (World Bank, 2018). Alongside economic growth, many social development indicators have improved as well. For example, the maternal deaths have decreased from a 12.5 percent death rate during childbirth in 2000 to 6.4 percent in 2015. Moreover, from 2010 to 2014 infant mortality declined from 45 to 28 deaths per 1,000 live births (CDHS, 2014).

Nevertheless, progress has by no means been universal and challenges still remain for Cambodians, particularly those in rural areas. The UNDP's (2018) multidimensional poverty index finds 35 percent of Cambodians still live in poverty. Ninety-one percent of Cambodia's poor live in rural areas (ADB, 2014). Rural or remote areas present challenges in terms of accessibility to services such as healthcare and education, which are vital to social development. Additionally, due to the genocide during the Khmer Rouge, Cambodia has one of the youngest populations of any country in the world. A youth unemployment rate of 0.42% means youth frequently migrate for work (ILO, 2017). Women and girls, and particularly disabled women, are more likely to live in poverty (UNICEF, 2013). It is these persistent social development challenges that BSDA seeks to address through programming in the following four sectors.

## [ Formal & Non-formal Education ]

In education, the focus of the Cambodian government has been on increasing the number of schools, a much needed piece in the puzzle. However there remains a lot of work to be done to ensure that children attend school and all youth have equal access to education. BSDA address this by providing non-formal education services = including the "Apsara, Happy Happy and ECCD" drop-in centers for children, which have played an important role in improving education development indicators including literacy and numeracy while children develop a love of learning. Another constraint is that many teachers in Cambodia need to take second jobs due their low salaries; there is a lack of teachers in rural areas, and many teachers still lack capacity (Sem & Hem, 2016). BSDA is committed to continuing to upgrade the skills of teachers and school administrators in the schools we serve.

Second, while primary education completion has improved greatly, 6 percent of students need to repeat a grade in Cambodia and 5 percent of students are still dropping out of primary school (ODC, 2018). There is a strong correlation between dropping out of school and poverty, and a significant distinction between the rich and poor in secondary enrolment rates. According to the World Bank, late entry into education, and grade repetition are two key issues which need to be solved in Cambodia. Third, only one in three 3-year olds in Cambodia attend early childhood education, despite the fact that missing out on education during early cognitive development makes learning more difficult in later life (ODC, 2018). BSDA is committed to addressing the barriers that prevent poor children from enrolling and remaining in primary education and providing access to early childhood education. We believe education is a critical first step for social development in Cambodia.



Finally, in terms of the quality of higher education and vocational training, Cambodia ranks 124<sup>th</sup> out of 137 countries on the Global Competitiveness Index (ODC, 2018). With a high youth unemployment rate and lack of quality vocational training and skills, youth are pushed to migrate to Phnom Penh or other nations, like Thailand and South Korea, in order to work in factories, construction, or other unskilled jobs. Cambodia needs to upgrade the skills of its young people (ILO, 2017). To address these issues, BSDA works in non-formal education, providing skills and opportunities for youth in Kampong Cham through vocational training, small-business support, and social enterprise activities.

#### [ Social Enterprise ]

Since the UNTAC era, the number of NGOs active in Cambodia has proliferated. According to the Cooperation Committee for Cambodia's CSO database (2019), there are currently over 2,000 NGOs operating as the country has been a popular destination for international aid. However, as Cambodia's economic prosperity increases, donor interest is beginning to shift and Cambodian NGOs can no longer depend on such high levels of support from international funders. With high competition for increasingly scarce resources, NGOs must innovate to secure funding. For BSDA this has meant investing in social enterprise and benefiting from support from numerous international volunteers. BSDA is currently working towards sustainability by continuing to grow social enterprise ventures and diversify income.

Social Enterprise activities seek to achieve social impact whilst also generating income for project, for student's apprenticeship and could help communities to promote their place. Some NGOs in Cambodia are now turning to this option for funding and BSDA strives to be at the forefront of this movement. One of the main goals of many social enterprise projects in Cambodia is to give jobs to people from groups who may otherwise be excluded from employment (such as disadvantaged youth and people with disabilities). Social enterprise activities are particularly popular in relation to the increasing tourism, which Cambodia is experiencing in increasing numbers, and BSDA has begun to capitalize on this trend through two social enterprises. First, BSDA runs a popular restaurant on the riverfront of Kampong Cham and second, we own the newly built Hanchey Bamboo Resort (HBR). There is great potential for growth in this area, as social enterprise can help BSDA gain financial sustainability, while supporting beneficiaries to advance their skills and find long-term employment in order to be self-reliant. BSDA is committed to continuing to advance our social enterprise ventures as well as finding ways to support social entrepreneurs in our communities.

#### [ Good Governance ]

While progress in some sectors, like public health service, has been promising, perhaps, the biggest challenge facing social development in Cambodia is a lack of social accountability and citizen engagement in democratic processes. A lack of participation in planning leads to gaps in understanding of what communities need, which makes it difficult for authorities to provide the right services to meet these needs. In addition, a lack of engagement among the public with their role in monitoring governance means that transparency and accountability are lacking at all levels across the country. Without social accountability and public participation, governance is unlikely to improve, and the needs of Cambodia's most vulnerable groups will continue to go unheard and their needs unmet.

In addressing this issue, BSDA is committed to following the NCDD's new Implementation plan for the Social Accountability Framework (I-SAF). I-SAF's strategies contend it is necessary to improve government capacity to report information on standards, budgets, and performance as well as increase public participation in and monitoring of democratic processes. BSDA's programming follows this plan, coordinating between the community and local authorities, in order to advance good governance in Cambodia.

# [ BSDA's Work in Cambodia ]

Buddhism for Social Development Action (BSDA) is a Cambodian run NGO with humble deep roots. Its strong, value-based foundation has enabled the organization to weather many changes over the last decade. BSDA was founded by a group of seven monks living in Wat Nokor Bachey who believed very strongly in the Buddhist principles of loving-kindness and generosity. Like other monks in Cambodia, they enjoyed a privileged position in the local community. They were fed and cared for by the community around the pagoda. But these generous villagers also faced mounting poverty. Filled with compassion at their plight, the group of monks wanted change.

Once this idea took root, the young monks could no longer neglect the daily struggles of their neighbors. Though lacking experience and resources, they were determined to act.

Starting at its founding in 2005, they shared their basic skills with the community such as English and playing the Bonpit, a traditional Khmer musical instrument. All their activities at that time were self-financed but word of mouth attracted many local volunteers. During these formative years, members carefully cultivated an honest and accountable work environment committed to serving the poor.

From 2008 to 2010, BSDA continued to grow. The organization's strong values base, clear focus on community needs, ethical service delivery, and innovative approach, attracted international donors. Donors helped finance new projects enabling BSDA's reach to expand to meet more of their community's basic needs. The education program matured into the Mekong Kampuchea Kids Project, which today includes traditional Khmer Apsara dancing, English and computer classes, and vocational training. Programming also expanded to address the needs of local people who were also struggling to access health services and increase their livelihoods.

Today, BSDA has grown into an organization with over 50 staff and international volunteers, most of whom are field-based and work directly with project beneficiaries on a daily basis. We deliver programs in the fields of, education, social enterprise, good governance and livelihood development. As BSDA continues to work with young people and marginalized groups, it is more focused more than ever on building the capacity of our staff and beneficiaries, so that we can leave an enduring legacy of nurturing livelihoods for our community.

# [ Who we are - What we stand for ]

BSDA is a Cambodian non-profit NGO, founded in 2005 by seven Buddhist monks. After being criticized by the community for only teaching, but not practicing selflessness, the monks came into action, offering education to vulnerable community members. They provided support, where it was needed the most, financing their work privately during the first three years. Then, their hard work was recognized and international donors started to support them. Nowadays, BSDA runs a broad variety of projects, all of which focus on empowering vulnerable people and promoting compassionate engagement in social and economic development to eradicate avoidable suffering based on the principles of Mettā. The programs include education and vocational training, community and democratic development, as well as health programs supporting PLHIV. Beneficiaries are encouraged to participate and contribute to create a sustainable peer support system, continuing to offer support even after the programs end. Even though, BSDA follows Buddhist principles, other religions are welcome in the organization. There is no discrimination when it comes to hiring new staff or supporting beneficiaries, accepting everyone regardless their religion, ethnicity, gender identity or sexual orientation.

## [ VISION ]

BSDA envisions a society where everyone is empowered to live independently and to have livelihood security

## [ VALUES ]

Rooted in the Buddhist teachings of Mettā practice, BSDA adheres to and promotes the following values:

- Serving the poor: improving the livelihoods of poor families
- Unity: Building trust, honesty and respect for each other as a family.
- Democratic Approach: Promoting collective voice from community members, stakeholders and all levels of staff and engaging them in decision-making processes.
- Collaboration: Working together and in partnership with others whenever possible, to maximize our impact.
- Integrity and Accountability: In the management and use of aid; being accountable and transparent to communities, donors, and stakeholders.

## [ MISSION ]

BSDA's mission is to sustainably empower and enhance the quality of life of vulnerable people, especially women, children and youth, through education, health and livelihood development initiatives; in partnership with others.

## [ STRATEGY DIRECTION ]

Develop cross-cutting programs, that contribute to livelihood security, especially for women, young people and vulnerable groups.

Grow social enterprise to address the needs of youth and potential migrants, and provide income to help BSDA become more sustainable.

Strengthen monitoring, evaluating and learning systems to demonstrate impact.

Develop and implement a funding strategy to support sustainable impact.

Strengthen organizational capacity to support program quality and learning.





# [ Who we work with ]

BSDA works with communities of Cardamom and Elephant Mountains and Mekong Lowlands and Central Plains region in Cambodia.

Our programs mainly focus on the following target populations:

## [ Children & Youth ]

Through our programs, in particular vocational training and education, we work with children and youth. Not only do youth comprise the greatest proportion of the local population, but they are also often underprovided for by the state and the most in need of support which BSDA provides. In line with our values to support those most in need, BSDA particularly works with children and youth facing dire poverty and difficult family circumstances in its target areas. Working with youth is also one way in which we hope to achieve sustainable change through our programs, and, through supporting children and young people, we hope to create a better future for Cambodia.

## [ Marginalized Groups ]

BSDA has always sought to be inclusive, conducting programs that target stigmatized or excluded groups, including past programs that addressed education programming engaging children with disabilities. BSDA is aware marginalized groups face considerable challenges in building livelihood security; the biggest barriers are often a lack of access to quality, affordable healthcare, and limited income generating opportunities. BSDA strives ensure marginalized groups are included and their specific needs are addressed in programing activities.

## [ Women's Empowerment & Gender Equality ]

BSDA strongly encourages women and girls to participate in our programs, and takes special care to ensure that we meet their needs. In Cambodia, women-headed households are more likely to be in poverty and women face unequal burdens on their time and energy, due to social norms that expect they will undertake the majority of household labor (USAID, 2016). Yet, more gender egalitarian relations have been linked to a number of positive social development outcomes, such as improving children's educational attainment and maternal and child health (Croce-Galis, 2014; Ivankovich & Faramand, 2015). In our other programs, BSDA does not work exclusively with women, rather we seek to ensure men and women are equally represented in our target populations. Participation, disaggregated by gender, is routinely tracked in order to monitor that we are maintaining gender equality in target populations.

# [ Theory of Change - Overarching Objectives]

Through our years of work in communities, BSDA knows there is no single solution to the difficulties beneficiaries face. For example, even if we provide free vocational training, students cannot always attend because their families need their income. In this case, it is necessary to support the family's livelihood so the youth can attend the training. For this reason, we subscribe to a holistic development model. We understand that solutions can only work in the long run:

- If vulnerable children and youth have access to education or quality appropriate vocational training and business support; and,
- If communities better understand local planning processes and social accountability, and participate in and monitor these processes; and
- If communities are able to identify and use the assets that they have in a way that takes advantage of opportunities presented by planning processes social and local institutions including businesses; and
- If local agricultural practices support community livelihoods and adaptation to climate change;

[ Our Theory of Change is That ]

A multidimensional approach to program activities and areas is essential to improving quality of life in communities sustainably.

Combining several programming areas allows us to address communities' multifaceted needs and help families to achieve livelihood security. BSDA defines livelihood security as:

- A secure and adequate income throughout the year
- Access to quality educational opportunities, including early, formal, and non-formal education, in order to advance every individual's economic opportunities in adult life
- Access to quality and affordable community-level healthcare services
- Opportunities to participate in local governance, and advocate for better services in the community
- Opportunities to participate in community life and develop social networks

BSDA has 4 long-term overarching program objectives that are necessary for achieving our impact on livelihood security in communities:

- Increase access of poor and marginalized children to early and primary education.
- Youth are provided with non-formal education through drop-in centers, in order to improve their future employment opportunities
- Improve local governance by coordinating community groups and local government in order for service provision to better meet community needs
- Social enterprise activities enable income generation opportunities for disadvantaged people, supports resilience by building community relationships, and supports BSDA's financial sustainability, eventually allowing for expansion of community activities.

# [ Measuring Change ]

Outcome areas	Indicators
1. Increase access of poor and marginalized children to early and primary education.	<p>*Please note: all data will be disaggregated by gender (when relevant) and, when possible, by marginalized groups.</p> <ul style="list-style-type: none"> <li>100% of children are enrolled in ECCD program of BSDA.</li> <li>85-90% of scholarship students that complete their grade level or graduate</li> <li>100% of OVC have access to education in the target areas</li> <li>80% OVC scholarship students attend school regularly</li> <li>20-10% Reduce drop out students in our target schools (Scholarship &amp; ECCD Program)</li> <li>90% of students in target schools at grade level (for example, the % of 11-year-olds in 6<sup>th</sup> grade versus lower grades due to being held back).</li> <li>65% of children's issues were integrated into School Development Plan (SDP).</li> <li>85% of grade 3 students who can read proficiently at their grade level.</li> <li>82% of grade 3 students who can attain proficiently in numeracy commensurate with their grade level.</li> </ul>
2. Youth are provided with non-formal education through drop-in centers and Vocational training center, in order to improve their future employment opportunities	<ul style="list-style-type: none"> <li>100 % of students that enroll in BSDA-supported training program</li> <li>70-80% of dancing and music students are confident to do performance after join in drop-in centers</li> <li>20 -10 % of children Reduced in the labour force in target areas (Drop-In centre and Vocational Training Centers)</li> <li>85 % of students will be received TVET (Mechanic, Electronic, beauty solon and Hospitality skill)</li> <li>85% of students will go to apprenticeship with all relevant partner</li> <li>85 % of students after completion/joining TVET able get job or start a business.</li> <li>75 % of students after completion/joining TVET could improve income to above poverty line.</li> </ul>



<p>3. Improve local governance by coordinating community groups and local government in order for service provision to better meet community needs</p>	<ul style="list-style-type: none"> <li>▪ 75% of service providers covered y this project that are meeting key national standards.</li> <li>▪ 90% of target communes that have completed three full annual I-SAF cycles.</li> <li>▪ 70% of citizens participating in the I-SAF process able to cite key service standards.</li> <li>▪ 95% of villages in target communes covered by face-to-face I4C events to enhance citizen awareness of service provider standards and budgets.</li> <li>▪ 35% of men participating in I4C awareness-raising events.</li> <li>▪ 70% of citizens attending scorecard meetings who have previously participated in an I4C face-to-face event.</li> <li>▪ 60% of citizens who, after participating in the citizen monitoring process, report increased confidence that citizen voice and actions can have an impact on public service quality.</li> <li>▪ 80% of citizens in target communes who agree that the JAAP satisfactorily captures priority actions to improve local service delivery.</li> <li>▪ 30% of JAAP actions requiring financial support that have been allocated government resources.</li> <li>▪ 90% of target districts with 3 certified CAF leaders.</li> </ul>
<p>4. Social enterprise activities enable income generation opportunities for disadvantaged people and supports BSDA's financial sustainability, eventually allowing for expansion of community activities.</p>	<ul style="list-style-type: none"> <li>▪ 20-40% of net profit will be contributed to BSDA charity programs</li> <li>▪ Increase additional 10% of quality of service (Hanchey Bamboo resort)</li> <li>▪ 85% of hospitality students go to apprenticeship with Social enterprise</li> <li>▪ 85% of children and youth in commune attending English Angkor school language</li> <li>▪ 90% of families can support themselves and are able to pay for all routine family expenses.</li> </ul>

# [ SWOC Analysis ]

We consider staff participation an essential piece of planning for the future. BSDA gathers staff input in the form of SWOC analysis to identify areas of strength that can be used to our advantage and consider where we need to grow in the next five years.

<p>[ Strengths ]</p> <p>Sound reputation – based on NGO GPP accreditation (financial transparency, clear policies and structure); internal and external audits conducted annually; and clear organizational by-laws and policies.</p> <p>Community Engagement – maintains long-term, strong, and positive relationships with local communities.</p> <p>Partnership – commitment to positive cooperation with other NGOs and local government stakeholders.</p> <p>Staff structure – the path towards career advancement at BSDA is well-defined; senior management team (SMT) well-structured making it clear who staff report to; and SMT maintains positive relationships with all staff.</p> <p>Social enterprise - current owner of two social enterprise institutions; making progress towards funding sustainability; and has staff expertise in two sectors, private and non-profit.</p> <p>Technical cooperation – takes every opportunity to engage with international volunteers and experts from other NGOs in order to learn new skills and receive technical assistance.</p>	<p>[ Opportunities ]</p> <p>New program opportunities – well positioned to construct innovative programming addressing new global trends to attract new donors.</p> <p>Cooperation – continue to strengthen linkages with existing local authorities, schools, and health centers; gather data and information on community needs from all government stakeholders.</p> <p>Expanding social enterprise –increase SE support through income generation programming; expand current SE ventures; and investigate new business ventures to work towards BSDA’s eventual financial sustainability.</p> <p>Expanding community enterprise – helping small businesspeople to develop new income opportunities and business networks inside and outside of their communities</p> <p>Staff development – enhance staff capacity by finding funding opportunities to send staff to skill-building workshops and/or to work with partner organizations with expertise.</p> <p>Skills exchange – upcoming opportunities for exchange visits for experts from other countries and BSDA staff.</p>
<p>[ Weaknesses ]</p> <p>Limited human resources – limited knowledge/capacity among staff about emerging global trends in their sector; limited skills in using technology; dependence on English-language documents excludes some staff; and need to advance staff’s creative thinking capacity.</p> <p>Proposal writing – Staff time is limited by the many tasks required to implement and monitor programming, leaving little time for researching new projects or writing new proposals to donors. And also have problems with capacities for competitive proposal writing.</p>	<p>[ Constraints ]</p> <p>Fund and grants management – complex and multiple donor compliance and reporting requirements; donors often only willing to provide money for program operations, devaluing payment of staff salaries.</p> <p>NGO Competition – due to donor fatigue, there are fewer and fewer international donor opportunities in Cambodia with a large number of NGOs competing for these resources.</p> <p>Climate change – BSDA staff and beneficiaries sometimes face very real consequences due to climate change, such as loss of crops due to seasonal changes in Cambodia.</p>

M&E / impact measurement – need to strengthen systems and focus on overall outcomes (not individual activities) and use of both quantitative and qualitative indicators; need to clarify responsibilities for M&E reporting; and upgrade staff skills in M&E.

Technology – need to seek funding opportunities in order to upgrade office technology, including a new server for program data, and tablet-based online reporting system to upgrade M&E practices.

Staff migration – staff turnover, as several staff have migrated to government jobs.

Resistance –not all local authorities are willing to work in partnership with BSDA, particularly with good governance activities.

Community participation – when communities face extreme poverty, it can be more difficult for them to make time to engage with BSDA programming; some communities lack interest in participating in good governance programming; and sometimes staff need to increase community members' basic knowledge level before they can provide program activity information.

## [ Strategic Concentrations ]

In the next five years, BSDA will consider the following broad strategic concentrations that go beyond individual programming activities to improve BSDA's ability to construct new programs, improve current activities, and increase organizational capacity.

### [ Integrated & Innovative Programming ]

As described in our theory of change, BSDA will continue to work on integrating our program areas to address multifaceted community problems. We are aware there is no one-size fits all development solution and that is why BSDA takes a holistic approach to social development. Our education, income generation, and good governance programs work together to address multiple limitations to livelihood security. Moreover, we commit to combining global best practices in each sector along with community needs to construct new and innovative program activities. For example, if funding allows, we plan to integrate WASH programming into our education activities. Specifically, we want to build wells and conduct workshops in the schools we work with that lack access to clean water. In the upcoming years, BSDA will keep working to identify community needs and develop innovative programs that can solve these needs. But, we cannot do this without the strong relationships that provide us with a deep understanding of community context.

### [ Building strong relationships ]

As a community-based organization, BSDA's relationships with the community members we serve are incredibly important to us. By creating strong community relationships, BSDA can better understand the needs of beneficiaries when implementing program activities. BSDA has been successful at developing strong and positive relationships with the communities where we work, and, we will continue to work hard to cultivate these relationships. Furthermore, through our knowledge of the community context, BSDA is better able to be inclusive, and identify people who face marginalization.

Finally, one of BSDA's core goals relates to improving democracy and increasing participation in planning at a sub-national level. Through the above discussed strong relationships and inclusivity of marginalized populations, BSDA works to support community engagement with local government. This will help to ensure that local governments hear the voices of marginalized people and the needs of communities are better met by public services. To achieve this goal, local communities must be willing to participate in local development processes. Over the coming years, BSDA will work closely with local communities and sub-national government to build more trusting relationships, encourage engagement with local authorities, and increase participation in democratic processes.



## [ Sustainable Livelihoods ]

A critical element for BSDA is to ensure the sustainability of our beneficiaries' livelihoods. BSDA was founded, and has grown on the principal of serving the poorest of the poor and meeting their basic needs. But, our long-term work in communities and the changing donor context means BSDA sees the need to improve the income-generation capacity of our beneficiaries in a sustainable way. We want to see our beneficiaries and their businesses continue to flourish independently of BSDA long after they complete our programs. We also want them to be able to withstand unexpected shocks and changes (such as climate change or economic downturn).

BSDA will work to increase its ability to help beneficiaries achieve sustainable livelihoods in two ways. First, we will be working on strengthening the curriculum of our vocational training programs and improving student opportunities for after completing training through our social enterprises. Second, we will support social entrepreneurs in small and medium business ventures that can provide income generation for their families and bring prosperity to communities. We currently support small business owners through our financing futures program and are working with partners and supporters to expand BSDA's capacity to support social entrepreneurs through SME start up funds and business skills development.

## [ Funding Sustainability ]

Related to our desire to create sustainable livelihoods for beneficiaries, BSDA's activities and impact are often limited by a lack of available funding. Currently, we largely depend on a small number of donors for funding. Staff members and volunteers spend a large amount of time and energy finding and writing proposals, which do not guarantee funding. International donor opportunities in Cambodia are decreasing and NGO competition for a, now, smaller pool of funds in Cambodia is intensifying. For this reason, BSDA sometimes finds it difficult to source funding for new programs which we believe would be of benefit to local communities.

This situation leaves BSDA vulnerable should we not be able to access funding. For example, if donor funding is delayed then, program activities may be suspended or staff salaries may go unpaid. These challenges ultimately have a negative impact on our beneficiaries. BSDA needs funding to sustain operations, implement programs effectively, research and understand community needs, and new programs start up. Thus, we are working hard to achieve a more diverse and sustainable income base. We have done so through strongly investing in social enterprises.

BSDA currently owns and runs two social enterprises. First, the Smile Restaurant, a successful riverside restaurant, that also employs students from our vocational trainings. Second, BSDA recently opened the Hanchey Bamboo Resort (HBR). This beautiful resort 20 km outside of Kampong Cham town offers accommodations, food, yoga, meditation, and relaxation to international and local guests. Additionally, HBR employs recent graduates of our MKK vocational program. While this enterprise is still new, it is hoped it will eventually generate sustainable funding for BSDA's community programming. To achieve sustainable funding, BSDA will need to invest resources in building innovative fundraising capacity and continue to build social enterprise income to support community activities.

## [ Continuing to learn and grow ]

In the previous strategic plan, BSDA committed to improve its internal M&E system. We have made strong progress towards this goal. We have improved our program monitoring system, trained staff in M&E skills, and began field supervision of project staff. However, BSDA concentrates on program-specific indicators set by donors. Without an overarching internal M&E system, it is difficult for us to understand the difference BSDA's work is making for beneficiaries comprehensively, and to see where our programs could be improved. So, for this strategic plan, we are committed to continuing to improve our M&E system at BSDA.

BSDA has worked to build staff capacity at all levels in order to better understand the importance of monitoring and evaluation – both undertaking measurements, and also interpreting and learning from the results

and adapting program activities accordingly. Key staff members have built their knowledge and skills in order to put these ideas into practice. To create an internal M&E system, BSDA will work with consultants to improve systems for monitoring and evaluation, clearly designate staff M&E roles, and will continue to build staff capacity in the use of data to monitor, evaluate, and then, improve programs in order to fully embed these practices into our work.

#### [ Building staff capacity ]

In the past years, BSDA has invested a significant amount of resources in organizational development and staff capacity building. In particular, HR policies have been reviewed, a new appraisal system has been introduced and financial management processes were transferred from Excel to QuickBooks. As part of this process, the relevant staff received training and coaching in each of the above. Nevertheless, as a community-based organization operating in rural Cambodia, BSDA faces a number of challenges associated

with the knowledge and skill levels of staff. Although staff are skilled in their roles and field staff have strong community relationships, it can be difficult for staff to develop wider technical skills or to keep in touch with the latest developments in their fields, often occurring beyond Kampong Cham Province or Cambodia. Furthermore, the issue of staff turnover hinders staff capacity building.

BSDA is committed to building staff's knowledge of M&E, fundraising, gender mainstreaming/inclusivity practices as well as best practices in their sector. A key approach to capacity-building which BSDA plans to integrate into its work is encouraging and facilitating knowledge and skills sharing and development between staff, i.e. using existing strengths to teach and learn from other staff members. In addition, BSDA is committed to reinvigorating staff incentives and clarifying the staff evaluation process in order to address the issue of staff turnover.

## [ Strategic Development and Activities ]

Strategic direction 1: Develop cross-cutting programs that contribute to livelihood security; especially for women, young people and vulnerable groups.	
1.1 Strategic Issue: Education Sector	
[ Challenges faced ]	
<ul style="list-style-type: none"> <li>▪ School management</li> <li>▪ Capacity building of teachers &amp; knowledge of MoEY's strategic plan</li> <li>▪ Community engagement</li> <li>▪ Student drop-out rate</li> <li>▪ Students' families' face economic constraints</li> </ul>	
Objective 1.1.1: To improve access to and participation in education, life skills and Technical Vocational Education Training (TVET).	Key activities: 1.1.1.1 Provide direct education and non-formal education and traditional dance and music services at two Drop-in-Centres (APSARA and Happy Happy Centres) for out of school children.

	<p>1.1.1.2 Provide Technical Vocational Education Training, (TVET) services including air-conditioner repair, hospitality (restaurant-service &amp; beverages; restaurant-food; hotel-front desk; hotel-housekeeping), mechanics (car repairs; motor bike repairs), hairdressing &amp; beauty salon skills and those at the Smile Institute, (SI) to assess opportunities and expand training to include new skills.</p> <p>1.1.1.3 Provide and support to enable poor and vulnerable children to attend school. For example, scholarship provision, income generation support and awareness-raising for families, including home visits and school visits.</p> <p>1.1.1.4 For OVCs who participate in the programs and require individualized support, BSDA will provide case management.</p> <p>1.1.1.5 Conduct community outreach activities and awareness-raising, in particular aimed at increasing community understanding of the value of vocational education.</p> <p>1.1.1.6 Provide awareness events through scholarship provision to vulnerable people/group who may become migrants or garment workers (including training skills and raising awareness of employee rights).</p> <p>1.1.1.7 Implement preparatory course (Khmer, English, mathematics, computer, discipline /morality /self-confidence, hygiene, social awareness, labour laws, child rights), workshop (soft skills, CV, business plan, financial record, marketing, communication, time management) between one to three months in three levels.</p>
Objective 1.1.2 Improve educational standards for vulnerable students to increase the quality and efficiency of their education.	<p>Key activities:</p> <p>1.1.2.1 Distribute scholarship packages to scholarship to 75 vulnerable students every month. Collect information from public schools of scholarship students on their school attendance rate and grades. Follow up with home visit and school visit.</p> <p>1.1.2.2 Conduct community outreach activities and awareness raising, aimed at increasing community understanding of the value of education, as well as home visits to increase parent engagement of vulnerable students.</p> <p>1.1.2.3 Work with community stakeholders, in particular CCWC, PBC and CC to ensure that service provision in education will meet the needs of children and families, for example through a network of quarterly meetings with key partners.</p>
Objective 1.1.3 Strengthen the leadership and management capabilities of primary school staffs.	<p>Key activities:</p> <p>1.1.3.1 Cooperate with DTMT (District Training and Monitoring Team) in conducting field monitoring and evaluation of school performance (Base line data/tracking spreadsheet creation).</p> <p>1.1.3.2 Provide training on school leadership to School Management Teams.</p> <p>1.1.3.3 Facilitate meetings with DoE, School Director and tech-</p>



Objective 1.1.4 Empowering the pre-school teachers with resources to provide better learning outcome for the children.	<p>Key activities:</p> <p>1.1.4.1 Create the resource package.</p> <p>1.1.4.2 Training teachers how to access and use the resources.</p> <p>1.1.4.3 Implement the digital library.</p> <p>1.1.4.4 Monitoring and follow up.</p> <p>1.1.4.5 Video / Audio Equipment.</p>
Objective 1.1.5 Promote peer educating for primary and lower secondary school children.	<p>Key activities:</p> <p>1.1.5.1 Work with school directors and teachers to form and train student council (training will focus on roles &amp; responsibilities, planning and facilitation - doing this in the classroom only).</p> <p>1.1.5.2 Incorporate with deputy principals to work with Peer Educator (Grade4-6) to help struggling students from grade1-6.</p> <p>1.1.5.3 Support student council materials (Uniform, first aid kit, sanitation materials....).</p> <p>1.1.5.4 New teaching innovation sharing from great teachers and making teaching and learning materials.</p>
Objective 1.1.6 Promote Early Grade Reading amongst primary school children.	<p>Key activities:</p> <p>1.1.6.1 Administer EGRA with DoE, school directors and teachers, in classroom twice a year.</p> <p>1.1.6.2 Support reading contest event.</p> <p>1.1.6.3 Data management training reflection on test result</p> <p>1.1.6.4 Books for schools.</p>
Objective 1.1.7 Strengthen functionality of Youth clubs	<p>Key activities:</p> <p>1.1.7.1 Cooperate with local authorities, Commune Committee for Women and Children (CCWC) to establish new and strengthen existing youth clubs at the Commune level.</p> <p>1.1.7.2 Provide training to youth club group leaders</p> <p>1.1.7.3 Provide materials (Story and text books, sport materials, educational materials) to youth clubs in support of their community projects.</p> <p>1.1.7.4 Support the quarterly meeting of Youth Club representatives.</p> <p>1.1.7.5 Support monthly, quarterly and annual youth club meeting.</p> <p>1.1.7.6 Work with CCWC to support youth clubs 2 major activities in the community based on the finding from action research.</p> <p>1.1.7.7 Conduct baseline survey of the impact of the youth clubs at beginning of project and evaluation survey at end of project.</p>
Objective 1.1.8 Increase engagement/dialogue between communities, local leaders and government to improve education standards	<p>Key activities:</p> <p>1.1.8.1 Conduct workshops to strengthen school mechanism for receiving and responding to complaints (work with SSC and CCWC).</p> <p>1.1.8.2 Drawing school mapping board</p>

	1.1.8.3 Conduct project kick off meeting and annual reflection workshop in both districts.
Objective 1.1.9 Improve the quality of the existing home-based and school-based ECCD services in target school communities.	<p>Key activities:</p> <p>1.1.9.1 Capacity building and follow up of a) facilitators for existing home-based ECCD services in the school communities and b) facilitators for the existing school-based ECCD services.</p> <p>1.1.9.2 Provision of play- and learning materials for the home-based and school-based ECCD centres.</p> <p>1.1.9.3 Promotion, support, and capacity building of teachers motivate parents and other communities on establishing reading corners in the homes</p> <p>1.1.9.4 Provide free ECCD kindergarten for children ages (3-5) to invest in children's development, improving their capacity to succeed in elementary school. Kindergarten offered at the APSARA center and Kong Marhar primary school.</p>
Objective 1.1.10 Integrate climate change adaptation and environmental awareness into education programming by improving children, youth, and their families' knowledge of environmental issues.	<p>Key activities:</p> <p>1.1.10.1 Conduct tree planting activities at target schools and communities.</p> <p>1.1.10.2 Invite school children's parents or relatives, teachers, monks, and villagers to participate in tree planting activities. Enhance awareness of environmental conservation through tree planting activities. Raise awareness of environmental issues among communities and support them to minimise their impact/ protect the environment.</p> <p>1.1.10.3 Plant trees in the school compound</p> <p>1.1.10.4 Install dustbins that separate out recycling.</p> <p>1.1.10.5 Conduct workshops at communities and schools. Prepare session plan for the workshop included:</p> <ul style="list-style-type: none"> <li>- What are the impacts of climate change?</li> <li>- What can we do to care for the environment and our communities?</li> </ul>
<p>1.2 Strategic Issue: Good governance Sector</p> <p>[ Challenges faced ]</p> <ul style="list-style-type: none"> <li>▪ Limited capacity of government staff</li> <li>▪ Lack of knowledge about Social Accountability Framework and implementation plan (I-SAF)</li> <li>▪ Limited participation in communities</li> </ul>	
Objective 1.2.1 Improve local services to better meet the needs of communities through strengthening demand side of governance for quality public services.  (Component 1: Access to information, open budget and citizen monitoring).	<p>Key activities:</p> <p>1.2.1.1 Conduct inception meetings with key stakeholders at District level (ISAF Dissemination at District Level Workshop).</p> <p>1.2.1.2 Conduct I-SAF inception meetings with key stakeholders (HCMC, SSC and CBO) at commune level.</p> <p>1.2.1.3 Support the review and validation process of I4C (post-on) to ensure its accuracy</p> <p>1.2.1.4 Map members of vulnerable groups/families (year 1 &amp; 3 only).</p>

	<p>1.2.1.5 Conduct a preparation meeting with CAFs to prepare I4C awareness raising activities.</p> <p>1.2.1.6 Conduct participatory community meeting (I4C) to raise awareness of citizens on their rights and on national standards.</p> <p>1.2.1.7 Conduct participatory community meeting to increase understanding and knowledge of citizens on the budgets of the commune and of service providers (open budget &amp; performance).</p> <p>1.2.1.8 Conduct I4C Mobile Kiosk at community level</p> <p>1.2.1.9 Conduct citizen awareness raising on I4C via evening sessions.</p> <p>1.2.1.10 Citizens, especially vulnerable groups, are empowered and supported to engage with other existing social accountability mechanisms such as the Commune Council meeting, the Health Center Management Committee meetings and the School Support Committee meetings.</p> <p>1.2.1.11 The CAFs conduct home visits to vulnerable families to enhance their knowledge on rights and national standards and collect their feedback on the performance of service providers.</p>
<p>Objective: 1.2.2 Increase local authorities' knowledge, skills and awareness of their resources, systems and governance.</p> <p>(Component 2: Citizen Monitoring)</p>	<p>Key activities:</p> <p>1.2.2.1 Conduct inception meeting with key stakeholder in target commune on CSC.</p> <p>1.2.2.2 Conduct pre-meeting/preparation with CAFs to prepare Self-assessment meetings and CSC.</p> <p>1.2.2.3 Conduct Community Score Card with citizens including students.</p> <p>1.2.2.4 Conduct self-assessment with service providers to inform community score card.</p> <p>1.2.2.5 Organize pre-meeting/preparation with CAFs for Single and Multi-interface meeting.</p> <p>1.2.2.6 Conduct single-interface meetings</p> <p>1.2.2.7 Form the JAAP Committees (JAAP-C) and provide an orientation to the operation district (OD), education office, district and provincial committee for budgeting and planning and local service deliveries on JAAPC role and responsibilities.</p>
<p>Objective: 1.2.3 Increase the benefit of community participation in local government responsibilities and in enhancing the government governance sector.</p> <p>(Component 3: Implementation of joint accountability action plans (JAAPs)).</p>	<p>Key activities:</p> <p>1.2.3.1 Integrate JAAPs' actions into Commune Investment Programs (CIPs)</p> <p>1.2.3.2 Integrate JAAPs' action in DIW</p> <p>1.2.3.3 Analysis and research on ISAF data for local to national linkages</p> <p>1.2.3.4 Support the design and development of the national Database</p> <p>1.2.3.5 Review M&amp;E requirements and guidelines to link to national database</p> <p>1.2.3.6 Ensure quality reporting</p>



	1.2.3.7 Develop data collection and management system for M&E and policy analysis purposes (linked to the national JAAP database)
<p>Objective: 1.2.4 Increase staff's knowledge and provide capacity building to CAFs on I-SAF skill development.</p> <p>(Component 4: Training and capacity development)</p>	<p>Key activities:</p> <p>1.2.4.1 Develop and implement capacity building plan for implementing partners.</p> <p>1.2.4.2 Conduct ToT training to project staffs and implementing partners.</p> <p>1.2.4.3 Identify and recruit CAFs</p> <p>1.2.4.4 Conduct modules training 1&amp;2 on "ISAF introduction and I4C" for recruited CAFs (and selected service providers).</p> <p>1.2.4.5 Conduct 4-day Module 3 "citizen monitoring" training to CAFs (and selected service providers)</p> <p>1.2.4.6 Conduct 4-day Module 4 "supporting collective Action for change" training to CAFs (and selected service providers).</p> <p>1.2.4.7 Conduct CAF coaching meeting quarterly.</p>
<p>Objective: 1.3.3 Improve health education through improved water sanitation.</p> <p>Should water sanitation in school's information be under education</p>	<p>Key activities:</p> <p>1.3.3.1 Confirm the importance of access to financing to latrine take-up rates and establish the factors and types of financing which will likely facilitate households and schools to acquire latrines;</p> <p>1.3.3.2 Identify potential microfinance partners in project areas who are interested in improving sanitation conditions, understand the terms of their sanitation finance offerings, if any, and establish how to assist them to more actively finance latrines.</p> <p>1.3.3.3 Address the financing needs of households to allow them to acquire latrines in a sustainable manner, and develop an effective communication and awareness-raising strategy for disseminating this information throughout the targeted communes.</p> <p>1.3.3.4 Work with financing partners to improve access to clean water in schools by constructing wells and water sanitation facilities.</p> <p>1.3.3.5 Monitor use and maintenance of water sanitation and filtration systems in partner schools.</p>
Strategic direction 2: Strengthen M&E, fundraising, organizational development and financial management to improve the effectiveness and efficiency of BSDA, enabling operation departments to demonstrate impact, support sustainable impact, support staff, and enhance program quality.	
2.1. Strategic issue: Strengthening monitoring, evaluating and learning systems to demonstrate impact	
Objective 2.1.1. Improve capacity -building to BSDA M&E staff	<p>Key activities:</p> <p>2.1.1.1 Provide skill-building trainings to BSDA staff to increase their qualitative and quantitative data collection and analysis capabilities</p> <p>2.1.1.2 After training, continue coaching/follow up to ensure staff capacity</p>

Objective 2.1.2. Establish M&E system and software	<p>Key activities:</p> <p>2.1.2.1 Establish BSDA internal M&amp;E system</p> <p>2.1.2.2 Develop monitoring plan</p> <p>2.1.2.3 Develop online tablet monitoring forms for program activities</p> <p>2.1.2.4 Test/pilot the system</p> <p>2.1.2.5 Feedback and finalize the system from each project area</p> <p>2.1.2.6 Quarterly data collection from project area</p>
Objective 2.1.3. Enhance cooperation with SMT and key staff/M&E focal staff.	<p>Key activities:</p> <p>2.1.3.1 Quarterly meeting with SMT and focal staff to update the data or issue of the project.</p>
<b>2.2. Strategic issue: Develop and implement a funding strategy to support sustainable impact</b>	
Objective 2.2.1. Develop fundraising strategy to secure funding for programs	<p>Key activities:</p> <p>2.2.1.1 Organize internal team for fundraising with clear structure of internal roles and responsibilities</p> <p>2.2.1.2 Research grant opportunities and methods of fundraising</p> <p>2.2.1.3 Improve information and communication online to promote BSDA and its programs</p> <p>2.2.1.4 Conduct fundraising campaigns both online and with local communities</p> <p>2.2.1.5 Use network of connections that BSDA has to disseminate information</p> <p>2.2.1.6 Internal fundraising team to start looking for online opportunities for grant applications</p> <p>2.2.1.7 Find specific grant opportunities that correspond with BSDA's goals</p>
Objective 2.2.2 Streamline proposal writing system	<p>Key activities:</p> <p>2.2.2.1 Communicate with stakeholders/partners and donors about new funding opportunities</p> <p>2.2.2.2 Identify target beneficiaries for possible future projects.</p> <p>2.2.2.3 Form internal fundraising team to write concept proposals to apply for funding to support existing and future projects.</p> <p>2.2.2.4 Submit proposals to gain funding for new projects and existing projects</p>
Objective 2.2.3 Develop communication and marketing strategy	<p>Key activities:</p> <p>2.2.3.1 Create social media strategy and develop a campaign framework</p> <p>2.2.3.2 Identify target audience and develop strategies to reach them on social media</p>
Objective 2.2.4 Strengthen organizational capacity	<p>Key activities:</p> <p>2.2.4.1 Provide skills training to operations staff</p> <p>2.2.4.2 Recruit staff with skills and experience (long term volunteers).</p> <p>2.2.4.3 Mobilize more resource using networking and existing partnerships.</p>

	2.2.4.4 Develop strategies to increase the amount of useful volunteers
<b>2.3 Strategic Issue: Strengthen organizational capacity to support program quality and learning</b>	
Objective 2.3.1 Strengthen staff confidence and motivation.	<p>Key activities:</p> <p>2.3.1.1 Conduct job appraisals with new staff after 3 months probationary period and with permanent staff one time per year</p> <p>2.3.1.2 Learn best practices through partnership with other organizations</p> <p>2.3.1.3 Form work groups in BSDA for staff to share knowledge</p> <p>2.3.1.4 Send staff to join relevant forums and provide skill trainings for program staff and follow up refresher courses.</p> <p>2.3.1.5 Improve rewards/encouragement to staff for hard work</p> <p>2.3.1.6 Give opportunities for sabbaticals to gain experience in other skills.</p>
Objective 2.3.2 Improve staff knowledge and encourage innovation in their jobs	<p>Key activities:</p> <p>2.3.2.1 Provide regular sharing of knowledge to general staff</p> <p>2.3.2.2 Conduct regular meeting in finance, M&amp;E, HR and program units to discuss areas of performance improvements.</p> <p>2.3.2.3 Follow up any training internally provided by consultants and external organizations.</p>
Objective 2.3.3 Enhance staff and governing bodies' awareness of the BSDA identity, vision, mission, and values	<p>Key activities:</p> <p>2.3.3.1 Conduct orientation for new staffs as they start work at BSDA.</p> <p>2.3.3.2 Share relevant documentation to staff and board members.</p> <p>2.3.3.3 Provide presentations at monthly meetings and other events in order to deepen understanding</p>
Objective 2.3.4 Establish digital reference source	<p>Key activities:</p> <p>2.3.4.1 Set up new computer server and staff management software</p> <p>2.3.4.2 New system orientation</p> <p>2.3.4.3 Set up new application for BSDA social media.</p>
<b>2.4 Strategic Issue: Strengthen financial sustainability</b>	
Objective 2.4.1 Improve the accountability of the finance system.	<p>Key activities:</p> <p>2.4.1.1 Update annual finance system to be consistent with project trends.</p> <p>2.4.1.2 Conduct budget tracking and budgeting of projects by donor trend</p> <p>2.4.1.3 Summary budget tracking report for management staff, board, and donor.</p> <p>2.4.1.4 Provide presentation summary of financial report to project staff for comparison of project expenditure</p> <p>2.4.1.5 Add E-banking transactions</p>



Objective 2.4.2 Build the capacity of the finance team	<p>Key activities:</p> <p>2.4.2.1 Provide capacity-building to finance team in order to better utilize the finance system.</p> <p>2.4.2.2 Join learning forum on finance and taxation.</p> <p>2.4.2.3 Learn from exchange with expert partners from INGOs and LNGOs.</p> <p>2.4.2.4 Increase capacity for financial transactions</p>
2.5 Strategic Issue: Cross-cutting theme of gender mainstreaming & inclusivity	
Objective 2.5.1 Work towards gender mainstreaming and inclusivity in BSDA internal operations	<p>Key activities:</p> <p>2.5.1.1 Ensure hiring policies and practices work towards gender equality and inclusivity in new hiring</p> <p>2.5.1.2 Create a plan to work towards gender equality in senior management team hiring</p> <p>2.5.1.3 Train all staff on sexual harassment policy</p> <p>2.5.1.3 Send key staff to workshops to build skills in gender mainstreaming</p>
Objective 2.5.2 Integrate gender mainstreaming and inclusivity into BSDA's existing programming	<p>Key activities:</p> <p>2.5.2.1 Include relevant marginalized groups in programming</p> <p>2.5.2.2 Promote gender equality and women's empowerment in community education events and activities</p> <p>2.5.2.3 Ensure both genders are served equally in education activities</p>
Strategic direction 3: Increase and improve BSDA's social enterprise ventures through providing vocational opportunities, empowering entrepreneurs, & continuing to seek financial sustainability	
3.1 Strategic issue: Grow social enterprise to address the needs of youth and potential migrants, and provide income to help BSDA become more sustainable	
Objective 3.1.1 Expand social enterprise activities to increase impact, enabling trainees to be self-reliant	<p>Key activities</p> <p>3.1.1.1 Provide high quality, appropriate training to equip trainees with the knowledge and skills to gain meaningful employment.</p> <p>3.1.1.2 Provide employment and skills development opportunities to poor and vulnerable youth from MKK program at the Hanchey Bamboo Resort (HBR) and Smile Restaurant</p>
Objective 3.1.2 Increase income generation from social enterprise activities to help BSDA become more self-sustainable	<p>Key activities:</p> <p>3.1.2.1 Proactively increase sales through promotion and marketing of the HBR and Smile Restaurant</p> <p>3.1.2.2 Expand the room capacity of the HBR in order to increase profitability</p> <p>3.1.2.3 Explore opportunities for new social enterprise ventures</p> <p>3.1.2.4 Review all social enterprise activities to ensure that they are financially sustainable and seek opportunities to improve profitability- without compromising on impact</p>

### 3.2 Strategic Issue: Empowering Entrepreneurs

- Lack of access to capital for SME
- Families facing financial hardship find it difficult to keep kids in school
- Youth and vulnerable groups are more likely to face financial hardship

Objective 3.2.1 Improve parents' livelihood for children to be able to stay in school

Key activities:

- 3.2.1.1 Provide marginalized people and parents with limited livelihood with skills to do small-scale farming and business (for food and income generation).
- 3.2.1.2 Provide marginalized people and parents with limited livelihood small loans to start or improve small-scale business.
- 3.2.1.3 Form savings groups with grantees to support financial skills, loan repayment, and empower small business owners, particularly women.
- 3.2.1.4 Support savings groups' leaders in developing their financial literacy, use of modern banking systems, and leadership skills.
- 3.2.1.5 Monitor small business owners increased livelihood and, for parents with limited livelihood, children's education status.

Objective 3.2.2 Provide access to capital for young entrepreneurs and establish BSDA as SME hub

Key activities:

- 3.2.2.1 Assess communities' needs and interests in relation to social business innovation for youth and vulnerable people.
- 3.2.2.2 Recruit young entrepreneurs through business networks, like Young Entrepreneurs Association of Cambodia (YEAC).
- 3.2.2.3 Work with partners and donors to provide access to seed capital for young entrepreneurs who want to start a SME in Kampong Cham province.
- 3.2.2.4 Work with expert partners to implement SME business skills trainings for young entrepreneurs, like financial literacy, business registration, and marketing.
- 3.2.2.5 Ensure the SMEs BSDA supports include a social enterprise agenda in their business model.
- 3.2.2.6 Provide continued skill and capacity support to young entrepreneurs in the first 3 years of their business.

## [ ANNEX 1: References ]

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**BSDA**

BUDDHISM FOR SOCIAL DEVELOPMENT ACTION ORGANIZATION