

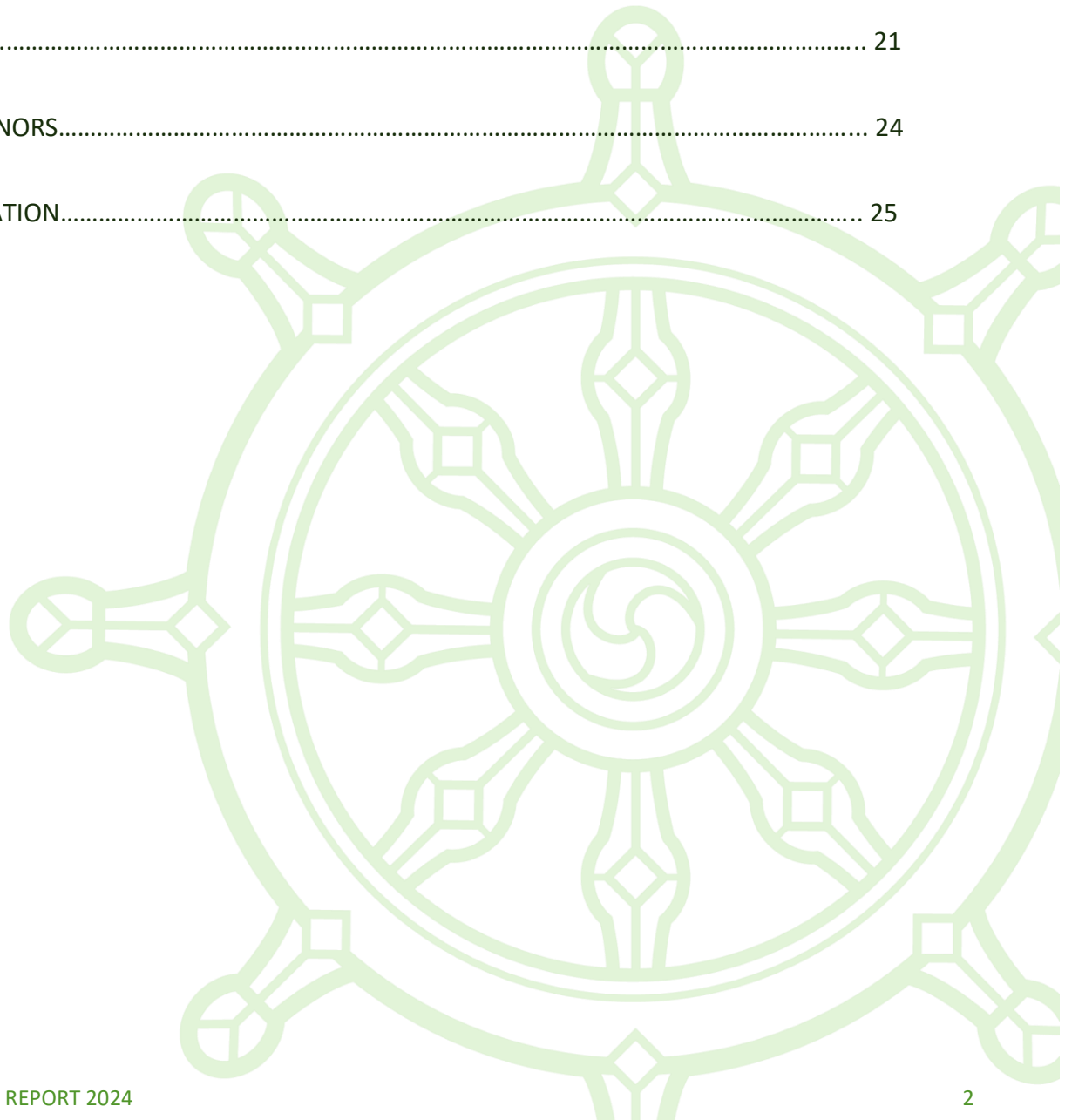
ANNUAL REPORT 2024

**BUDDHISM FOR SOCIAL
DEVELOPEMENT ACTION**



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INTRODUCTION LETTERS

LETTER FROM: CHHON SRORS, EXECUTIVE DIRECTOR

Dear friends and supporters,

Having overcome the Covid-19 outbreak in late 2021, our organization faced many obstacles on the way of growing back to its old strength. Continuing to implement running projects, wrapping up projects and preparing the implementation of future projects, while complying with government restrictions and responding to the latest developments in the community.



As the most vulnerable members of our community are also the most affected ones, our work was needed more than ever. The damage left behind became highly prominent, when the schools reopened. Many students showed large gaps in their learnings as they had no means to continue their studies during the school shut-downs, while others did not return to school as they were forced to pick up a job or get married to support their families financially. Our projects offered a variety of resources to vulnerable youths, supporting them to either continue their education or to find decent work. Other community members too were successfully supported to earn a decent livelihood in order to overcome poverty.

Both our social enterprises were able to expand this year. While the opening hours of the restaurant were extended, the resort expanded its capacity by building new family bungalows. Both allowed for more vocational students to gain hands on experience with the customers and more job positions to be offered to graduands.

LETTER FROM: KURT BREDENGERG, CHAIRMAN of Board of Director



Once again, the Board of Directors is very happy to approve the annual report. This report is evidence of the persistence and willpower of everyone working at BSDA. We are very proud to see how well the organization has overcome the global pandemic and how accomplishments were made this year. Helping numerous youths and families to receive education or earn a decent livelihood, allowing them to overcome poverty. We are also very proud to see 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 in the coming years on their journey to support the most vulnerable members of our community.

ABOUT BSDA

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, good governance and Social Enterprise programs. 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.

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.

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 stakeholder.

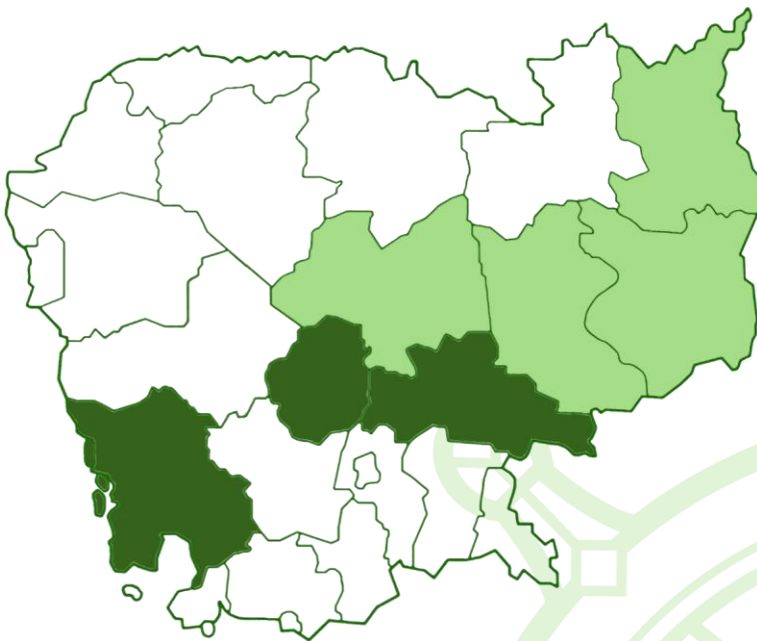
STRATEGY DIRECTION

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.

TOTAL BUDGET OF
864 370 USD

75
STAFF MEMBERS

MORE THAN
100 000
BENEFICIARIES



IMPLEMENTATION:

Kampong Cham + Tboung Khmum

Kampong Chhnang

Koh Kong

RECRUITMENT:

Kampong Thom

Kratie

Mondulkiri

Ratanakiri

GOOD GOVERNANCE

EDUCATION

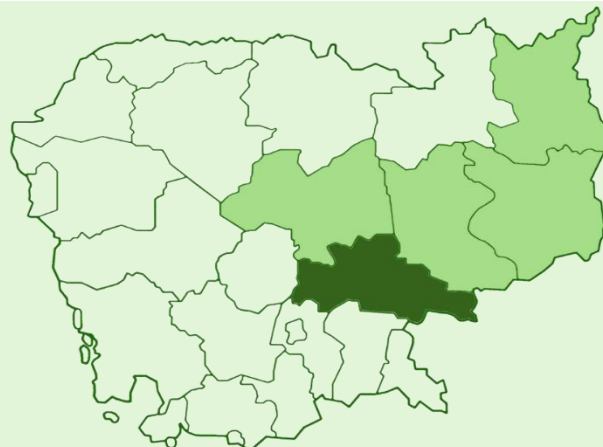
SOCIAL ENTERPRISE



[MKK]

- 940 direct beneficiaries
- Partnered with 23 NGOs and 16 regional and national departments

Providing education at all levels to OVCs.
Creating a sustainable base for them to overcome poverty.



KAMPONG CHAM

The Mekong Kampuchea Kids project is divided into several educational sub projects ranging from kindergarten to high school. All activities aim to provide vulnerable children with education in order to sustainably better their future and allow them to live a life with stable income and secure livelihood.



The Early Childhood Care and Development (ECCD) program by BSDA includes four kindergartens with a total of 93 children (52 female). Learning activities cover numbers, the Khmer alphabet, social studies, motivation, behavior, meditation, and science. In addition to academic development, the program promotes children's well-being by encouraging them to sing songs and play games with each other, fostering social skills.

The results of the ECCD program show significant improvements in students' academic performance, school readiness, confidence, social skills, and physical

development. To strengthen communication between teachers and parents, four meetings were held with a total of 91 families, focusing on monitoring student progress and encouraging regular school attendance. Additionally, staff conducted 12 home visits and 11 school visits to gain a better understanding of the children and their environment.

Children in Cambodia spend only half a day at public school. For the second half, they attend private or informal lessons. However, vulnerable families cannot afford such extracurricular lessons. Thus, BSDA offers several informal programs such as the Apsara center, the Happy Happy center and Angkor English Language School.

At Apsara center, 60 students(36 female) are actively engaged in studying English, dance, or music. Both the dance and music classes regularly hold performances, allowing students to showcase their skills.



The Happy-Happy center provides education for 35 students (23 female) in subjects such as Khmer, mathematics, ethics, English, and environmental science. To ensure students' well-being and academic progress, regular home visits are conducted.

The Angkor Language School offers affordable part-time English and other language courses, providing opportunities for all community learners, with special support for vulnerable youth and children. Currently, the school runs 14 classes with 459 students (424 female). To maintain effective coordination and program development, the staff holds weekly meetings.

The Scholarship Program supports 75 students(42 female), by providing them with essential resources for their education. Each month, families receive a package containing rice, fish sauce, and other cooking essentials to help ease financial burdens.

Students are also provided with study materials and school uniforms, and those with long commutes receive bicycles to ensure they can attend school regularly. To monitor progress and offer additional support, BSDA staff conduct regular home and school visits.





MKK runs a TVET program for youths who have previously dropped out of school. The Smile School supported in 2024 57 students (17 female) from 11 provinces across Cambodia. It provides meals, accommodation, health checks by a nurse, and counselling sessions to help students overcome challenges. Additionally, students attended two meetings per week.

Beyond academics, students participated in a preparatory class covering 14 different subjects and engaged in various indoor and outdoor activities such as planting, gardening, and soft skills training.

Hospitality



In 2024, the MKK Project integrated 14 students (8 female) into a hospitality program at Smile School, offering hands-on experience at Smile Restaurant and Hanchey Bamboo Resort. Students learned cooking techniques, Khmer and Western dishes, cocktail mixing, and customer service, along with basic English and housekeeping skills. Through internships at Smile Restaurant, students gained real-world experience and practical skills. This combination of theory and practice helped build their confidence and expertise, leading to job placements with wages ranging from \$75 to \$200.

Motorbike Repair

In 2024, nine male students from Smile School trained in motor repair, combining theory with hands-on experience on customer vehicles and school motorbikes. Regular assessments ensured progress, and practical lessons enhanced their skills.

By year-end, eight students completed their training—four secured jobs in Kampong Cham and Phnom Penh, while four were still job-seeking. One student left to work in Thailand. Earnings ranged from \$50 to \$200.



Car Repair

Three male students trained in car repair, learning both at Smile School and their teacher's garage in Tunle Bet Commune. The instructor provided a mix of theoretical and practical lessons.

By the end of 2024, two students completed their training and interned at their teacher's garage, earning \$150 to \$200 per month, including meals and accommodation.

Air-Conditioning Repair

Eleven male students trained in air-conditioning repair at four different shops, gaining hands-on experience with customer devices. They received food and allowances for their work.

A new initiative introduced theory classes at Smile School, allowing students to combine written lessons with practical training. This approach improved their understanding through exams and real-world practice.

By the end of 2024, nine students completed their training, securing internships at their teacher's store, earning around \$75 as interns. Two students left the program to support their families.



Makeup and Salon



Eight students trained at Pov Pov Salon, learning makeup, nail care, and hairstyling through hands-on experience with real clients. A new initiative introduced theory classes at Smile School, allowing students to document lessons, observe techniques, and take exams.

By the end of 2024, all eight students completed their training and began internships with their teacher, earning between \$80 and \$100. One student paused training due to health reasons.

Barber Training

Five students trained in men's haircuts at Prum Sambath Barber Shop, practicing on real customers and their roommates. Theory classes at Smile School reinforced their learning. By year-end, four students successfully completed their training.

In 2024, five public activities were conducted for students at Smile School to promote teamwork and provide cultural learning experiences. These activities included visits to historical and cultural sites such as Norkor Bachey Temple and Mount Pros. Students participated in cooking, sharing meals, and team-building exercises, which strengthened their relationships and improved their social skills. Additionally, indoor activities such as gardening, sports, and painting were organized to foster teamwork, spiritual development, and self-sufficiency.



The aftercare program supported 117 students (37 females) from the 10th, 11th, and 12th TVET generations. It involved 31 home visits, 30 phone calls to students, and 39 store visits to employers. The program provided job placement support, workplace counseling, and career guidance, ensuring students' successful integration into the workforce. Soft skills training in communication, teamwork, financial management, and leadership helped prepare students for professional careers. Most participants secured jobs, with salaries ranging from \$50 to \$1,000 per month, significantly improving their economic situation.



On April 6, 2024, the MKK Project hosted an Open House at Smile School, opened by the Director of the Department of Labour and the Executive Director of BSDA. With 530 attendees, the event highlighted MKK initiatives, particularly the TVET Smile School.

Seventeen booths showcased vocational training programs, along with food and drinks. Attendees enjoyed performances, including Apsara and Peacock dances as well as traditional music. Running from 8 AM to 5 PM, the event provided valuable networking opportunities and strengthened community engagement.

With the support of senior management, the Open House reinforced connections with stakeholders. Participants praised the project and its high vocational training standards.





[CASE STUDY]

Oul Vuochleng was born into a farming family in ChamKa Samseb Village, KoKor Commune, Kampong Siem District, Kampong Cham Province. Due to financial difficulties, her parents couldn't afford to support her education beyond the 9th grade, and she had to drop out in 2023.

After several months at home without any specific skills or subjects to study, Vuochleng learned about a free skill training program from her sister, who had participated in a SEEK project workshop at Smile School. Excited about this opportunity to gain a specific skill and secure a job to support herself and her family, she decided to pursue training in beauty salon management.

With the help of her sister, Vuochleng contacted the project staff to arrange an interview. She met the project's criteria and was accepted into Smile School on April 24, 2023. Although she joined the program a bit late, she was a dedicated and teachable student. Her teachers focused on helping her catch up, and she successfully completed the preparatory class.

Vuochleng decided to specialize in beauty salon skills and began her training at Pov Pov Beauty Salon on May 5, 2023. She was soon selected as an official staff member at her teacher's salon, where she worked hard to provide excellent service to customers while being patient and polite.

Her transformation from a jobless village girl to a skilled professional was remarkable and inspiring. Her main and soft skills improved significantly, thanks to the ongoing support from the after-care program follow-ups.

Vuochleng dreams of opening her own beauty salon within the next one to two years. However, the project team advised her to continue working at the salon or to seek additional experience elsewhere before starting her own business, as running a business requires a comprehensive skill set. She appreciated and understood this advice.

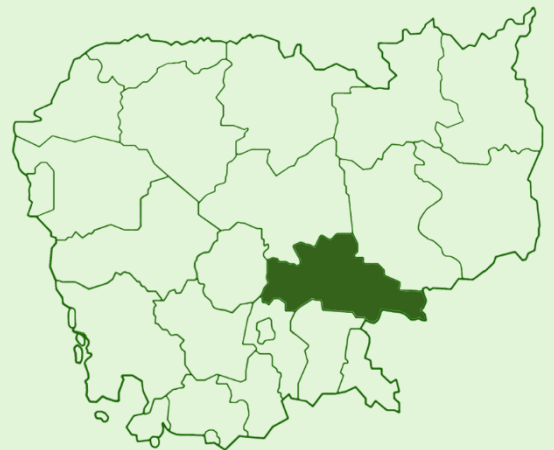
On behalf of her family, Vuochleng expresses her gratitude to Ecosolidar and BSDA for providing her and other beneficiaries with the opportunity to learn valuable skills and secure good jobs. This support has given them hope and a brighter future through the TVET program of the MKK project. Thank you!



[Pther Koma]

- 10 direct beneficiaries
- Funded by La Maison des Enfants
- Partnered with MKK, UME University and Kampong Cham Referral Hospital

Providing medical care, education and a home to vulnerable youths living with HIV. Raising awareness and breaking stigmas.



KAMPONG CHAM



The project Pther Koma focuses on supporting orphaned children living with HIV/AIDS by improving their education, health, and self-sufficiency. Currently, ten students—five males and five females—are benefiting from the program, receiving educational support, vocational training, and medical care.

A key aspect of the project is ensuring that students have access to quality education. They are enrolled in different institutions, including Preah Sihanouk High School, Chea Sim University, International University (IU), and Smile School, where they receive vocational training. Additionally, counseling sessions have played a crucial role in guiding students through academic and personal

challenges, with 43 sessions conducted in 2024. To further support their learning, the project encourages participation in extra classes, particularly in subjects like mathematics, chemistry, physics, and English. Healthcare is another critical component of the project. Regular doctor consultations ensure that students take their medication correctly and receive proper guidance on maintaining their health. However, some students have experienced an increase in their viral load, highlighting the need for stricter monitoring and adherence to medication schedules. In response, project staff are intensifying their follow-ups and encouraging students to take more responsibility for their own health.

To facilitate independent living, students receive financial support for accommodation, food, and transportation. While some still reside in project housing, others have transitioned to rented rooms with financial aid from the project. Public engagement has also been a focus, with students participating in team-building activities, donor visits, and annual reflection meetings, strengthening their social skills and connections.

Despite these achievements, the project has faced several challenges. Some students struggle with motivation in their vocational training, while others are dealing with financial difficulties and have requested additional support. Furthermore, one of the student's graduation has been postponed to 2025, requiring continued financial assistance. In response, the project is working to re-engage students in training, secure additional donor support, and improve monitoring of medication adherence. In conclusion, the MKK-Phter Koma project has made significant progress in education, healthcare, and life skills training, creating opportunities for the students to build a better future. However, financial constraints and personal challenges remain key obstacles that require further attention. Moving forward, the project aims to expand vocational training, strengthen counseling services, and improve job placement support, ensuring that students can transition successfully into independent adulthood.

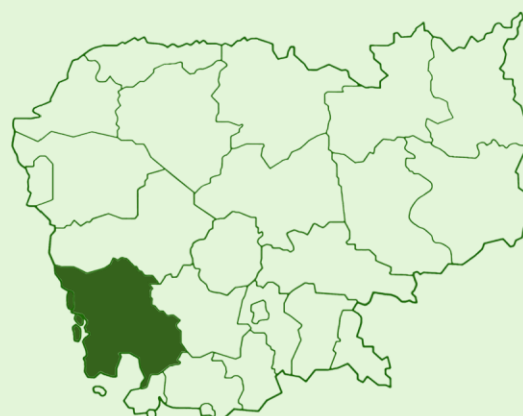




[Co-Saved]

- 9 595 direct beneficiaries and 66 schools
- Funded by the **European Union/ EuropeAid**
- Partnered with **AEA, KAPE and BK**

Promoting re-entries into the education system and supporting students, falling behind. Improving learning environments and lessons.



KOH KONG



The Consortium for Sustainable Alternative and Voice for Equitable Development (CO-Saved) project was first implemented in 2021. The project is active in Koh Kong and targets 66 primary schools and 9,395 students (3,126 female), including 6,427 out-of-school children (3,126 female). Funded by the EU/EAC since 2021, it collaborates with partners such as Save the Children, PfDa, KAPE, BK, and MlupnProm Viheardhathor to promote school re-entries, support students, and improve learning environments.

Scholarships are provided in cooperation with schools, local authorities, the Provincial Office of Education (PoE), and the District Office of Education (DoE), prioritizing the poorest students. In the first semester of 2024 260 students (134 female) received a scholarship and also got school uniforms, backpacks, and essential school supplies. In the second semester 79 students (44 female) were provided with a scholarship.



For students who fall behind, remedial classes are conducted in 23 schools, mainly for Grade 6, benefiting 535 students (222 female). Teachers receive \$50 per month for their support, focusing on Khmer language and mathematics. Pre- and post-tests indicate a 20%-30% improvement in knowledge. In cooperation with KAPE, teachers receive training to enhance their skills and provide better support to students.

The School Improvement Plan (SIP) operates in the Srae Ambel and Botum Sakor districts in collaboration with PoE, DoE, school directors, and teachers, who contribute 50% of the funding. The initiative aims to enhance the school environment, positively impacting students' education and mindset. Between 2022 and 2024, 12 primary schools have been supported, benefiting a total of 59 schools. Grants are provided for renovations and new constructions, including latrines, water filters, classrooms, and toilet facilities. Additionally, staff receive financial management training. Some projects could not be implemented due to a lack of co-funding.

In cooperation with AEA, six community primary schools provide breakfast for 124 students (57 female), ensuring better nutrition and concentration in class. WASH initiatives focus on improving sanitation and hygiene, including the installation of handwashing stations in 2024.

Further efforts include improving early-grade learning and preventing technical issues in collaboration with the Bondas Komar Association. Teachers receive training on best practices for working with five-year-olds. Additionally, 25 preschool teachers (22 female) participated in specialized training to enhance their knowledge of child rights, identifying child abuse, healthcare, and the use of health services. Training also covers pedagogical techniques and classroom management.



At Angkor Phnom Kluong Primary School, 36 teachers (19 female) were trained in integrating local life skills into the school curriculum, helping students adapt and thrive.

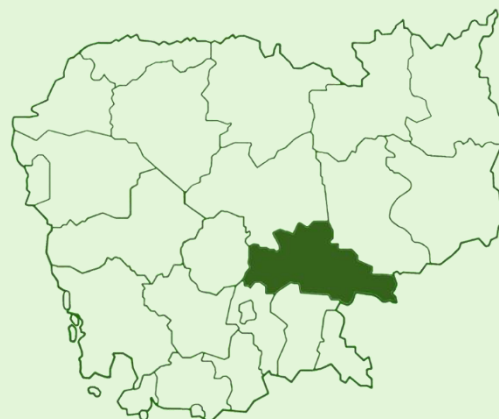
Regular meetings with various stakeholders ensure collaboration, allowing for knowledge exchange, experience sharing, and building strong partnerships to enhance the overall impact of the project.





- **84 families**
- **61,333.00 USD** of donations from **Fondazione Apsara and GlobeMed/USC**
- Partnered with **MKK and I-SAF Project**

Providing interest-free loans to vulnerable families to troubleshoot their small businesses. Encouraging people to save money.



KAMPONG CHAM

Financing Futures Project (FF) was implemented by Buddhism for Social Development Action (BSDA) to improve the economic situation of poor families in Kampong Cham Province, Cambodia. By enhancing financial stability, the project aimed to enable families to send their children to school. Running from April 2021 to April 2024, the initiative was funded by the APSARA Foundation until 2023. Although no new funding was provided in 2024, the project was able to continue supporting families through sustainable community structures.

A key focus in 2024 was the capacity-building of project staff, which included training in financial management, beneficiary selection, and the monitoring of repayment plans. Additionally, 11 new beneficiaries—all women—were selected to receive financial support from existing community funds. Each family was granted \$250 to expand their small businesses, accompanied by training in business strategies, budgeting, savings management, and repayment planning. Collaboration with local authorities and NGOs further strengthened the program's impact on both education and economic stability.

The project has had a significant positive impact, with 84 families receiving direct financial support and 204 children and youth benefiting from the program. Furthermore, 9 Community Volunteers (CSVs) were trained to assist with project implementation, extending the project's reach to 409 indirect beneficiaries, including family members and local community members. A strong emphasis was placed on women's empowerment, as most recipients of financial support were women, enabling them to gain financial independence and contribute to their households.

Despite its successes, the project faced several challenges in 2024. Some businesses struggled, leading to delayed loan repayments, which were addressed through individual consultations and tailored support. Additionally, there were difficulties in group savings, prompting the introduction of more flexible saving options to encourage financial participation. The most pressing issue was the lack of new funding for 2024, which led to an active search for new financial partners to ensure the continuation of support for families in need.

Looking ahead to 2025, BSDA plans to conduct regular home and school visits to monitor progress, update repayment plans to support long-term financial stability, and hold meetings with self-help groups and community volunteers to strengthen the community network. Further training and case studies will be used to refine project strategies and ensure a sustainable impact. Through these efforts, BSDA remains committed to helping families gain financial independence and ensuring that children have access to education. Despite funding challenges, the project continues to make a meaningful and lasting impact in the community.

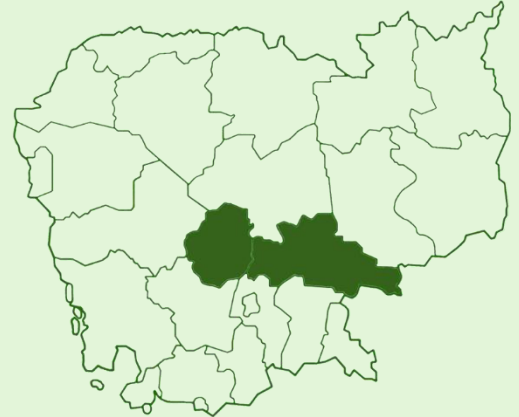




[I-SAF]

- **78 communes, more than 400 000 participants**
- **282 823 USD** of donations from **The World Bank** through **World Vision International - Cambodia**
- Partnered with **DFAT, WVI-C, NCDD**

A good governance project, aiming to improve public services and their accountability.



KAMPONG CHAM AND KAMPONG CHHNANG

Implementation of the Social Accountability Framework is a joined project of the RGC and civil society organizations. It aims to improve public services by raising awareness and increasing public participation in subnational politics and decision making.

Kampong Cham



BSDA implemented the ISAF project in Kampong Cham province with funding from DFAT (Australian Embassy) through World Vision International Cambodia (WVI-C). The project runs from January 2024 to October 2025 with an annual budget of USD 58,905.32 for 2024. The implementation covers one municipality (Krong Kampong Cham) and three districts (Kampong Siem, Chamkar Leu, and Steung Trang), including 39 communes, 39 health centers, and 146 primary schools. In Kampong Cham 3



Training of Teachers (ToT) sessions were held with 21 participants (15 women) of which 12 were Community Accountability Facilitators. The training showed a significant improvement in their understanding. For M1 & M2 (Introduction to ISAF & I4C Awareness), their knowledge increased from 40% in the pre-test to 70% in the post-test. In M3 (Citizen Monitoring), a total of eight training sessions were conducted, engaging 290 participants (205 women), including 276 CAFs (197 women). For M4 (JAAP and Multi-Sectoral Interface Meetings), pre-test scores improved from 58% to 87% after training. In total, 148 (94 female) CAFs participated in Kampong Cham.

Key achievements:

- 565 JAAPs (Joint Accountability Action Plans) were created across the two main districts, Kampong Siem and Steung Trang. 394 were implemented using internal resources, while six required external funding. Most JAAPs focused on school and health infrastructure, sanitation, and teacher accountability.
- 1,861 JAAPs were produced in the four target areas, covering Krong Kampong Cham, Kampong Siem, Steung Trang, and Chamkar Leu.
- 100% of JAAPs from 2023 were followed up on in 2024, with multiple follow-up meetings in Kampong Siem and Steung Trang districts.
- Citizen participation improved: Community Scorecard meetings saw 5,372 participants in Kampong Siem and 3,648 in Steung Trang. These meetings allowed citizens to evaluate public services, particularly education and health.
- Transparency and access to information (I4C) activities included mobile kiosks, peer learning, and public meetings, engaging 12,831 participants, 62% of whom were women.



Challenges:

- Limited male participation due to social norms associating community work with women.
- Delays in government cooperation due to political distractions.
- Some JAAPs could not be fully implemented due to resource constraints.

Kampong Chhnang

BSDA implemented the ISAF project in Kampong Chhnang with funding of USD 24,245.98 from DFAT (Australian Embassy) through WVI-C, covering four districts: Baribour, Chol Kiri, Kampong Leang, and Rolea B'ier. The project included 39 commune administrations, 21 health centers, and 145 primary schools.

In Kampong Chhnang 3 training sessions were held with 63 participants (31 women) of which 57 (28 female) were CAFs. Training was equally effective. For M1 & M2, participants' understanding increased from 75% in the pre-test to 92% in the post-test. For M4 (JAAP and Multi-Sectoral Interface Meetings), knowledge levels rose from 70% before training to 90% afterward. These results indicate that the training programs significantly enhanced the capacity of CAFs in both provinces. Overall, 42 (30 female) CAFs were active.

Key achievements:

- A total of 783 JAAPs were created, with 542 being implemented using internal resources and 241 requiring external funding.
- Annual Community Scorecard meetings were held across 7 districts and 1 municipality, involving 476 JAAPs integrated into local investment plans.
- Community engagement activities reached 23,459 people, with 37% women, 6% youth, 10% ID Poor, and 1% people with disabilities.
- Training on Gender and Social Inclusion was conducted, focusing on disability rights and women's participation in decision-making.
- A project video was produced, highlighting successes in primary schools, local governance, and health services.



Challenges:

- Budget constraints limited outreach efforts.
- Social accountability activities faced delays, affecting JAAP integration.
- Low participation from marginalized groups such as ethnic minorities and people with disabilities, requiring targeted engagement strategies.

Despite challenges, both provinces saw significant progress in citizen engagement, public service accountability, and JAAP implementation. Future efforts should focus on improving budget allocation, increasing male participation, and ensuring government commitment to sustain long-term social accountability



[CASE STUDY]

Angkor Primary School is located in Chonghuk Village, Ampil Commune, Kampong Siem District of Kampong Cham Province. Initially, Angkor Primary School has long been a vital school in its rural community and had minimal infrastructure development compared to its current area. At that time, the connection between the school, the community and the local authorities was limited, leading to a gap in collaboration. The school faced several challenges including high dropout rates as students often left school to help their parents, as well as a significant lack of budget to improve their school environment and construct necessary facilities for students. Furthermore, the connection between community and stakeholder's participation was limited, leaving the school to rely entirely on its efforts.

Since the Implementation Social Accountability Framework (I-SAF) entered in Kampong Siem District has brought new opportunities for many schools to develop, especially Angkor Primary School. The school principal, teachers and student's guardians have been interested and collaborated actively with the Community Accountability Facilitators (CAFs) to organize various meetings that are planned under the I-SAF initiative. Nonetheless besides all these efforts, the school has developed several action plans including better student discipline, sufficient materials to facilitate teaching and learning and the most important project is infrastructure development. Key improvements focused on sanitation and environmental aspects of the school, with the objective of creating a better environment for students' learning.

Mr. Nang Chhunlim, the vice-principal of Angkor Primary School, stated that: "I am truly delighted with the Implementation Social Accountability Framework project. It enhanced our understanding of education service delivery to students and how to align with the standards which set by Ministry of Education. Moreover, the school has risen a new appearance since the project has significantly contributed to the school's progress via collaboration with the community and local authorities allowing us to conduct the Join Accountability Action Plan to be better."

He added, "I have been a teacher for 27 years at this school and I could be the witness that before the I-SAF Project entered and take action in this school, the school has many weaknesses points for improvement as well as school environment, students and teachers' behavior, issue of teacher's shortage, general discipline, building construction and parental involvement children learning. The participation with the governor or local authorities at that time was limited.

Instead, after the Social Accountability Framework has taken part with the school, it really makes many different action plans compared to before. The social accountability framework not only increased stakeholder engagement but also fostered school development through infrastructure improvement. Students' guardian, local authorities, the school management committee, citizens and other stakeholders are now much more actively involved than before."

Additionally, during the join action plan phase under the I-SAF initiative, the school has developed and implemented several projects including kindergarten building and computer building for students and leveling up the school yard. On the non-infrastructure side, the school has strengthened student's behavior, teacher's attitude, improving teaching techniques, more punctual on teaching and learning time, promoting and using appropriate language, enforcing proper uniforms and enough distributing textbooks to meet the community's needs. All these improvements are the reasons that the school has increased more students compared to before and also gain enough teachers that accordingly meet the standards of Ministry of Education. Moreover, the local authorities, the stakeholders, citizens and especially student's guardians have more commitment and participation in any school meeting or school activities.



Before



After

In conclusion, Mr. Nang Chhunlim, the vice-principal of Angkor Primary School, expressed his heartfelt gratitude to the Australian Embassy, World Bank, the National Committee for the sub-national Democratic Development Secretariat (NCDDs), and World Vision International in Cambodia (WVI-C), BSDA, and the relevant authorities for their financial support and excellent collaboration in Implementing the Social Accountability Framework project. This project has enhanced the delivery of quality, transparency, and sustainable public services by service providers at the grassroots level to citizens and students.

Furthermore, the vice-principal appealed to organizations' partners to continue their support for

A HUGE THANK YOU FROM



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BSDA

BUDDHISM FOR SOCIAL DEVELOPMENT ACTION ORGANIZATION



សាលាក្តីញញឹម
Smile School



Hanchey Bamboo Resort



Mekong Valley

TO OUR IMPLEMENTATION PARTNERS



KAPE



Save the Children



Changing the world through Education



YCC



PONLEU KUMAR ORGANIZATION



we world



EDUCATE A CHILD



handicap international



AND ESPECIALLY TO OUR DONORS



MENSCHLICHKEIT
IM FOKUS

World Vision



FONDAZIONE APSARA Onlus
Per il Rispetto e l'Equità tra Individui e tra Popoli



EUROPEAN UNION
European Regional Development Fund



devient



WORLD BANK GROUP



GlobeMed

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