

BSDA

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Buddhism for Social Development Action



ANNUAL REPORT 2021



LETTER FROM...



Dear friends,

BSDA had a vision to establish sustainable support to improve the quality of life for vulnerable people. In the meantime, BSDA has developed strong and positive relationships with many communities: fast forward 17 years, today BSDA is one of Cambodia's leading non-profit organizations. Our original core activities have broadened to include education, community healthcare and livelihood development for disadvantaged young people and women. BSDA has set up various social enterprise projects that are either sustainable without donor funds, or generate profits that then flow back into our programs, making us less dependent on donated money. However, as a NGO, BSDA does rely on contributions from foundations, donors and individuals. We are grateful to our supporters, and pledge to continue to earn their trust by maximizing the funds we invest in education, vocational skill training, people living with HIV, child right governance and civil strengthening programs. With the help of our friends and supporters we strive to bring to life the vision of our founders and will continue to do so - Working towards realizing the ultimate goal of BSDA, which envisions a society where all people are empowered to live independently and have livelihood security.

Chhon Srors (Bee), Executive Director

Dear friends and supporters of BSDA,

I would like to thank you for your support, your hard work coupled with a stellar staff and devoted board, is what has made BSDA the success we see today as we pursue our mission. On behalf of my colleagues on the Board, we are all highly honored to serve as members of the Governing Board. BSDA's legacy began in 2005 when community leaders saw the need and opportunity to work together so that all could benefit from a coordinated effort. This consensus will contribute to the eradication of suffering that is largely avoidable. Over the last 17 years, BSDA has changed dramatically and the Strategic Plan 2021-2025 has reflected this evolution in our thinking. As we have grown and changed, it has become even more important to work and plan together with common goals and united leadership. To this end, we appreciate those who have generated the success that BSDA currently enjoys. The BSDA Board will continue to give the agency direction and advice and we consider it an honor to be following in the footsteps of the founders and supporters of the agency to continue to promote its good work empowered to live independently and have livelihood security.

Sincerely,



Kurt Bredenberg, Board Chairman of BSDA

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WHO WE ARE

ID

IDENTITY

BSDA is a community-based organization founded on the Buddhist principles of metta to empower vulnerable people and to promote

compassionate engagement in social and economic developments that contribute to the eradication of avoidable suffering.



MISSION

BSDA's mission is to empower and enhance the quality of life of vulnerable people, especially women, children and youth through

education, vocational training, social enterprise, good governance and livelihood and innovation programs, 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.
- Innovation: Providing a unique opportunity for people to develop their problem-solving through ICT and critical thinking.
- Integrity and accountability: In the management and use of aid; being accountable and transparent to communities, donors, and stakeholders



STRATEGY

Strategic concentrations for the next five years (2021 - 2025):

- Integrated & innovative programming
- Building strong relationships
- Sustainable livelihoods
- Funding sustainability
- Continuing to learn and grow
- Building staff capacity



VISION

BSDA envisions a society where people are empowered to live independently and have livelihood security.

OVERVIEW



MORE THAN
130,000
BENEFICIARIES

TOTAL BUDGET
\$891,333

PROJECTS BY PROVINCE

(1) *Kampong Cham*
MKK
La Maison des Enfants
Financing Futures
SEEK

(2) *Tbong Khmum*
Chicken Raising
SEEK

(3) *Kampong Chhnang*
SEEK
I-SAF

(4) *Pursat*
CLIP
CRIP

(5) *Koh Kong*
CO-MAILED

BSDA'S PROGRAM

1. Education
2. Good Governance
3. Social Enterprise



STAFF CAPACITY BUILDING

To ensure a high quality of work, BSDA staff regularly attends workshops and trainings that aim to improve their skills and broaden their knowledge. The Senior management team puts great emphasis on these trainings to maintain good work, share knowledge, and strengthen the organization from within. Furthermore, trainings attended with other NGOs help build relationships and promote exchange of ideas and expertise. All of this supports BSDA staff in working towards the organization's vision and goals.

TRAINING CONTENT

Internal training courses included the following topics: Admin Course, Effective Staff Management, How to Take Minutes of Meeting, Policy Training, Child Protection and Anti-Corruption Policy, How to Write a Lesson Plan, Report Writing, New Staff Orientation, Donor Orientation, Effective Office Management, Presentation Skill, Procurement Training, and How to effectively use the BSDA email.

BSDA's staff were sent to participate in external online trainings/workshops for different topics like NSSF and Covid-19 Training, KPI Coaching Training, English Writing Course, Tax Career Training, DISC Management Skill, Finance Refresher Training, Procurement Training, Finance and Learning Forum, Accounting and Audit Obligation, Digital Marketing Strategy, Admin Course, Social Work's Response to Survivors and Vulnerable People in Cambodia During Covid-19 and Beyond, Refresher Training for Social Accountability in I-SAF Project, Obligation for Accounting and Audit for NGO, Online Refresher Training on M3 in I-SAF Project, Preparing Yourself for 21 Century Youth, Taxation for NGO in Cambodia, Finding of CWFE's Challenge Regarding the Implementation of NSSF, Behavior Protocol Training, My Education My Future, M&E training, Demystify Industry 4.0, Immigration Safety, Bootcamp, SOGIE, and Cambodian Financial Reporting for Not-For-Profit Entities Level 2 .



MEKONG KAMPUCHEA KIDS PROJECT

Supporting and integrating vulnerable youth back into society and improving their quality of life through education.

OBJECTIVES

- Help young people develop vocational skills so that they can lead a self-determined life
- (Re-)integrating orphans and vulnerable children into the educational system
- Teach supplementary skills to disadvantaged people so that they can generate additional income
- Strengthen parents & local communities to encourage their children to engage in educational activities

DIRECT BENEFICIARIES

2224

STUDENTS

IN COOPERATION WITH

39

NGOs and (SUB-)NATIONAL
DEPARTMENTS



BUDGET
\$198,096

DONOR
**EcoSolidar
Switzerland**

VOCATIONAL TRAINING

In 2021, 20 students enrolled in Smile Institute's TVET program. Once recruited, they are provided vocational training in a skill of their choice, meals, accommodation, health care, and educational activities.

All of them received primary health checks from the nurse and individual or group counselling. During their stay on SI campus, they attended further counselling sessions. Bi-weekly meetings were organized by student team leaders to discuss concerns and keep up to date with project staff. Communal activities were organized for public holidays like Khmer New Year and Pchum Ben Day. Before they started their vocational training, students joined a preparatory class that taught Khmer, Math, English and Social Skills. Job orientations were held to help the students decide on a skill to learn.



TVET students in 2021				
Vocational Skills		New students in the academic year 2021	Old students from previous years who were still learning in 2021	Total
Hospitality		3 (3 female)	11 (7 female)	14 (10 female)
Mechanic	Motor Repair	4	9	13
	Car Repair	2	1	3
Electronic	Air-con Repair	2	6	8
	CCTV Installation	3	0	3
Beauty Salon	Make-up and Hair Dresser for Women	4 (4 female)	3 (3 female)	7 (7 female)
	Hair Dresser for Men	0	2	2
Others		2	0	2
Total:		20 (7 female)	32 (10 female)	53 (17 female)

Three out of the 20 students graduated and got a job, four students dropped out. The rest will continue their training in 2022.

SCHOLARSHIPS

75 OVC students were provided scholarship packages to help families send their children to school regularly. Beneficiaries also attended community outreach events about the importance of education, child labor regulations, and how to protect themselves from COVID-19. Home visits and phone calls were made to ensure the children were learning properly. The children received remote studying materials.

EARLY CHILDHOOD CARE AND DEVELOPMENT



The ECCD program provides early educational building blocks to children from poor families. MKK project runs two kindergartens for children aged 3 to 4 years old in different communes. Apsara Kindergarten has 25 students, Kong Mohar Kindergarten has 21. Kids learn vocabulary, how to treat others, coloring, and meditation. During the height of the COVID-19 pandemic, ECCD teachers prepared learning packages and instructional videos to be used at home. When schools opened up again, students were able to attend in-person class two days a week and use the learning packages on the other days.

Seven meetings with students' parents were held at the kindergartens and their homes were visited 25 times to check on their well-being and progress. Additionally, the PoE did two assessments of the ECCD program to make sure they fulfilled all requirements and provided good quality education.

By the end of the year, 28 students graduated and moved to a higher level kindergarten at other institutions.

DROP-IN CENTERS



Apsara Center

Apsara Center teaches traditional Khmer dance and music in addition to English classes. 80 students were enrolled in 2021.

41 students joined dancing class to learn and practice multiple traditional dances. 16 students chose music class to learn classical Khmer music and instruments. They got to perform at multiple ceremonies in Kampong Cham.

Over the course of the year, 46 students stayed active and enrolled, while three dropped out and 31 stopped attending class due to their public school schedules.

Happy-Happy Center

Happy-Happy Center is a place where children that are having trouble keeping up with class material receive extra help. The staff teaches them Khmer, Math, Morality, English and Environmental studies. During the school closures, the students received learning packages, study videos, and other materials to access at home. 43 students signed up, but some dropped out or graduated. By the end of the year, 30 students were still actively attending class.



Project staff conducted home visits to and phone calls with students from both drop-in centers over 20 times. Some students were skipping class and needed extra encouragement and support to attend regularly.

Staff also visited over 80 former students to follow up on their living and learning conditions to make sure they live in a healthy environment and offer help if needed.

SOCIAL ENTERPRISES



Hanchey Bamboo Resort

An eco resort 25km north of Kampong Cham, this beautiful vacation retreat provides training to TVET students. In 2021, five students did their apprenticeship here. Two students were hired as full-time staff.



Smile Restaurant

Popular with tourists, SR is a training restaurant located at the Kampong Cham Riverside, serving both Khmer and Western dishes. Four students did their apprenticeships in cooking and service here, one of them being hired afterwards.



Angkor Language School

ALS provides language classes to all learners in the community at an affordable price with special offers for vulnerable youth. Before the mandated school closures, 271 students were enrolled. Opening again in December, 255 (re-)enrolled.

LA MAISON DES ENFANTS PROJECT

Supporting and empowering orphaned children living with HIV/AIDS.

OBJECTIVES

- Support children to become self-sufficient and educated members of the community
- Monitor children's health and hygiene
- Provide support and counselling
- Promote independence

BUDGET
\$30,000

DIRECT BENEFICIARIES

9
CHILDREN

DONOR

La Maison des Enfants France



HYGIENE

Out of the beneficiaries, five students received health, hygiene, and medical consultations. This included information on medicine, body hygiene, and materials. They learnt about exercising, welfare support and any other concerns that they had. They received laundry detergent, shampoo and body wash, tooth brushes and tooth paste, sanitary pads, and other hygienic supplies every month. Advice on how to use them and generally take care of themselves was provided by staff and the nurse.

Because of COVID-19, hand washing and sanitizing was very important. 6 students were assisted in getting their COVID-19 vaccines.

HEALTH AND MEDICINE

Most of the students were able to take their medicine independently in 2021. Thankfully, no serious health issues occurred during the project implementation. Staff explained to the students how to take the medicine correctly and on time. Their temperature and whether they have taken their medicine was checked every day.

Frequent doctor visits are extremely important for people living with HIV/AIDS. The project sent seven students to see a doctor regularly at Kampong Cham Referral Hospital. These health check-ups showed that the virus numbers for each student stayed low. Doctors and project staff noted that all children were growing up well both physically and mentally. They became more independent, understood the importance of taking their medicine better, paid more attention to personal hygiene and had positive thoughts about their lives.

COUNSELLING

Whenever students had problems with their health, they would go to see the nurse or called for medical counselling. They received help from project staff in their day to day lives, including showing them how to wash their own clothes, taking baths regularly, taking medicine on time, going to school, getting enough sleep etc. Oftentimes, they were encouraged to look for solutions on their own and solve their problems with minimal help.

Project staff provided counselling in 40 different cases in 2021. Distress caused by the pandemic was a big part of it. Afterwards, students were noticeably feeling better and were well equipped to handle these challenges calmly.



ACTIVITIES

Project officer and students held a meeting every week to talk about concerns they might have. This was also an opportunity to encourage and motivate students who were struggling in school.

Due to COVID-19, the students were not able to travel back home to visit their family and friends. Instead, they participated in public activities during Khmer New Year (April) and Pchum Ben Festival (September). To still keep in touch with their families, students are reminded to talk to their parents at least twice a week.

Students that were living further away received a check up at least three times a week to see if they are doing well and are taking their medicine correctly.

CHALLENGES AND SOLUTIONS

Staff had difficulties following up on outreach students due to COVID-19.	The follow-ups were conducted mostly on the phone, visiting occasionally while keeping six feet apart and wearing masks.
Some project activities could not happen because of COVID related regulations and community outbreaks.	Emphasis on the activities being delayed rather than cancelled.



Holiday activity at Smile Institute



Male students are brought to see a barber monthly

FINANCING FUTURES PROJECT

Improving household incomes so that children can attend school.

OBJECTIVES

- Supporting small business with low-pressure loans that will be managed by the community group and a BSDA staff member
- Provide a business plans for beneficiaries who do not have business experience based on a market assessment of opportunities within the community conducted prior to the beginning of the project
- Provide educational support in the form of subsidized training sessions

DIRECT BENEFICIARIES

123
FAMILIES

INDIRECT BENEFICIARIES

183
FAMILIES



BUDGET
\$9,466

DONOR
**GlobeMed
at Denver University**

GENERAL INFORMATION

In 2021, Financing Futures Project was able to support 123 families on their journey to financial freedom. The beneficiaries each received a grant of \$200 USD, which they have 20 months to pay back. Monthly meetings with the beneficiaries educated and guided them on capacity building of their small business, covered business strategies, budget details, sale income logs and the repayment plan. All of this was organized through self-help groups (SHG), of which two new leaders were appointed.



Home visits to the beneficiaries small businesses

ACHIEVEMENTS / ACTIVITIES

The objective of the FF project is to pull families out of poverty by providing a loan to start a business and training to assist their success. Through self-help groups, long-term sustainable community infrastructure, that supports and holds members accountable, is created. After having received the loan, FF follows up on the loan payment and the average monthly income.

In 2021, 12 meetings were conducted either individually or in small groups, dealing i.a. with the family income, business issues, counselling, business plans, sale income logs and market trends. Furthermore, they were given briefings about hygiene and supporting their children in studying and going to school.

Staff did 8 follow-ups on the income logs of Village Saving and Loan (VSL) groups and provided support with difficulties relating to money management, loans and enterprise ideas.

A Facebook group with all Community Support Volunteers was created, allowing for better communication between the beneficiaries. They will have access to each other contact information as well as BSDA staff.

CHALLENGES AND SOLUTIONS

The budget was late for project implementation.	Activities were integrated with SEEK and MKK projects, therefore being able to partly use EcoSolidar funds.
Due to the economic hardship of the Covid-19 pandemic, some beneficiaries did not stick to the repayment plan.	The project team offered additional support and consultations about staying with the business plan or rescheduling the repayment.
The governments Covid-19 regulations did not allow for meetings and trainings to take place.	Meetings and training were conducted in smaller groups.

Implementation was achieved through collaboration with school partners, stakeholders, civil society organizations and community members.

FINANCING FUTURES

INTEGRATION PROJECT

Improving household incomes so that children can attend school.

OBJECTIVES

- Supporting small business with low-pressure loans that will be managed by the community group and a BSDA staff member
- Provide a business plans for beneficiaries who do not have business experience based on a market assessment of opportunities within the community conducted prior to the beginning of the project
- Provide educational support in the form of subsidized training sessions.

DIRECT BENEFICIARIES

30
FAMILIES

INDIRECT BENEFICIARIES

64
FAMILIES



BUDGET
\$20,475

DONOR
**Fondazione
Apsara**

GENERAL INFORMATION

In 2021, Financing Futures Integration Project was able to support 30 families on their journey to financial freedom. The beneficiaries each received a grant of \$250 USD, which they have 20 months to pay back. Indirect beneficiaries include family members, the community and service providers. Due to the Covid-19 pandemic, the project was only able to start in April 2021. In the next year, extra time will be allocated to support the businesses and sending children back to school.

ACHIEVEMENTS / ACTIVITIES

Staff conducted home visits to 72 families, 30 of which met the criteria for the loan. Afterwards, two pre-meetings were held about the project process and repayment plan to make sure all families understood the procedures. In September and November, beneficiaries received trainings focused on business strategies, like enhancing their small business capacity building, budget details, sale income logs and the repayment plan. The families that did not qualify for the loan were still able to join the trainings and VSL community.

Three self-help groups were formed. These allow for a long-term sustainable community infrastructure that supports and holds the beneficiaries accountable through monitoring and evaluation.

Three meetings with the SHG and VSL groups were held on the topics of VSL management, responsibilities of VSL leaders, business issues and problem solving as well as sharing best practice. Two meetings with stakeholders were conducted to talk about activities and the project's action plan.

CHALLENGES AND SOLUTIONS

Some beneficiaries had difficulties participating in the VSL groups due to a lack of money.	Staff encouraged them to join the group and save a little either monthly or bi-monthly.
The governments Covid-19 regulations did not allow for meetings and trainings to take place.	Meetings and training were conducted in smaller groups.

Implementation was achieved through collaboration with school partners, stakeholders, civil society organizations and community members.

CHICKEN RAISING PROJECT

Assisting people living with HIV in target areas to improve their livelihood and health.

OBJECTIVES

- Improve access of PLHIV to a loan to finance additional income generation
- Improve chicken raising skills for PLHIV
- Increased household income generation of PLHIV

DIRECT BENEFICIARIES

56

FAMILIES

INDIRECT BENEFICIARIES

113

FAMILIES



DONOR

**GlobeMed at
Denver University**

GENERAL INFORMATION

The project assisted 56 families in their chicken raising businesses, 51 of those were people living with HIV (PLHIV), the remaining five were orphans and vulnerable children. One of the aims of the project is to enhance PLHIV knowledge on utilizing, managing and leading the VSL to support their livelihood security and sustainable independence. In order to achieve this goal, project staff worked together closely with other civil society organizations and projects, community members, and relevant stakeholders such as the Department of Agriculture, Forestry and Fishery.



Refresher training for beneficiaries on chicken raising and self-help group saving



Reporting back to the community

ACHIEVEMENTS / ACTIVITIES

56 families participated in trainings focusing on group leadership, VSL development, their roles and responsibilities and chicken raising updates. Participants reported having increased their knowledge and also feeling comfortable in sharing what they learned with others. Project staff followed up with VSL and CRP groups eight times during the year to check their progress and prepare them for the phase-out. Beneficiaries were educated about chicken and duck vaccinations during five different meetings. They were taught about the different vaccines and how to properly administer them as well as how to budget for the cost. Chicken Raising Project also collaborated with SEEK project to improve project implementation, giving integration plan training on CR and VSL groups to 56 beneficiaries.

CHALLENGES AND SOLUTIONS

Some beneficiaries failed to join the VSL group meetings with other members and project staff.	Project staff connected with the beneficiaries and rotated the location of the meetings every three months.
Vaccines given to chickens are of insufficient quality.	Beneficiaries were given extra reminders to follow the instructions from the seller.

STRENGTHENING EDUCATION AND EMPLOYABILITY IN KAMPUCHEA PROJECT

Increasing the fulfilment of social and economic rights of vulnerable youth.

OBJECTIVES

- Make children and youth's access to education more inclusive in a way that improves their employability skills, especially that of girls from Cham communities
- Further involve and empower civil society in finding community-based solutions to social and economic exclusion among vulnerable youth and to promote vocational training, career orientation and employability
- Increase youth's networking and advocacy capacities

REACHING

2,200

COMMUNITY MEMBERS

DONOR

EU through KAPE

BUDGET

\$68,312



OUTPUT I

Provide children and youth, especially girls from Cham communities, better access to inclusive education in a way that improves their employability skills.

- 149 teachers and school directors received EWS (Early Warning System) training, which monitors children at risk for dropping out; 12/15 schools met the criteria for successful EWS implementation
- 209 at risk students were identified, 309 households visited, and 231 families received emergency support
- Provided scholarships to 225 students (15 new), 197 remained enrolled in school
- Training workshops on Remedial Adaptive Learning Packages to address learning losses due to COVID-19 conducted to 201 teachers, used in 45 primary schools every week
- 389 students joined after school tutoring, 347 passed their grade
- Livelihood training conducted to 409 participants, 190 received small livelihood grants
- 38 teachers received a Life Skills Education manual (includes socially relevant issues, economic life skills, prevocational skills) developed by KAPE and World Education, 109 teachers trained on administering it in the curriculum
- Life skills training given to 895 students
- 30 school officials received training on using the E-counselling app "Trey Visay Compass"
- Trey Visal Compass was introduced to 1459 students, 1385 of whom downloaded it
- 52% of SEEK target schools reached the gender parity index ratio



SHG SEEK workshop in Tbaung Khmum



Career counselling and job matching workshop in Kampong Cham

OUTPUT 2

Empower Civil Society Organizations to find community-based solutions for vulnerable youth to promote vocational training, career orientation and employability.

- 580 youth accessed SEEK center services
- 219 SHG members received SEEK orientation trainings
- 21 new Children and Youth Clubs formed, total of 359 members
- Workshops on participatory action for 145 CYC members
- 654 job and vocational training positions shared in a 481 member-telegram group
- 10 Civil Society Organizations (CSOs), 2 Vocational Training Providers (VTPs) attended a Capacity Need Assessment & Capacity Building Training
- 3 CSOs (Khmer Youth Association, Nak Akphivath Sahakum, Coalition for Integrity and Social Accountability organization) were awarded a 10.000 EUR grant to conduct activities to enhance vocational training services and career orientation



PRU training with Cham girls



Walk-in counselling and library

OUTPUT 3

Empower youth to promote their rights to social and economic inclusion, raise girls' voices.

- 6 new youth Peer-2-Peer support groups formed, total of 95 members
- Advocacy skill training conducted with 81 P2P members
- 3 public speaking trainings for 70 youth
- "Learn and work" Facebook group established for SEEK project; total reach of 16318 users, 1249 engagements, 1274 active followers



<https://www.facebook.com/learn.work.cambodia>

CAMBODIAN LITERACY INTEGRATIVE PROJECT

Improving learning and life-skills
in basic child education.

OBJECTIVES

- Ensure inclusive and equitable quality education and promote life-long learning opportunities
- Ensure effective leadership of education officials
- Increase engagement/dialogue between communities, local leaders and government to improve education standards

1,785

DIRECT
BENEFICIARIES

5,355

INDIRECT BENEFICIARIES

BUDGET
\$96,051

DONOR
Rotary Club



TRAININGS

To strengthen leadership and management capabilities of primary school staff, Provincial office of Education (PoE) and District office of Education (DoE) conducted monitoring and evaluation technical meetings every month to reflect on results and deal with challenges. Meetings about the project goals, outcome and output and target schools were held quarterly. They established project working groups, implementation methodology and code of conduct

A management, leadership and communication training was held online by the PoE with 33 participants. This training aimed to strengthen leadership by linking the schools and communities, expanding the school support committees, and mobilizing resources for school development. The methodology focused on participants sharing their communication style and guidelines as well as their real managing and leading experiences. Training facilitators consolidated best practice guidelines based on the actual situation in the province.

A one day training on how to use google meet to communicate during the COVID-19 pandemic was held for 21 participants.

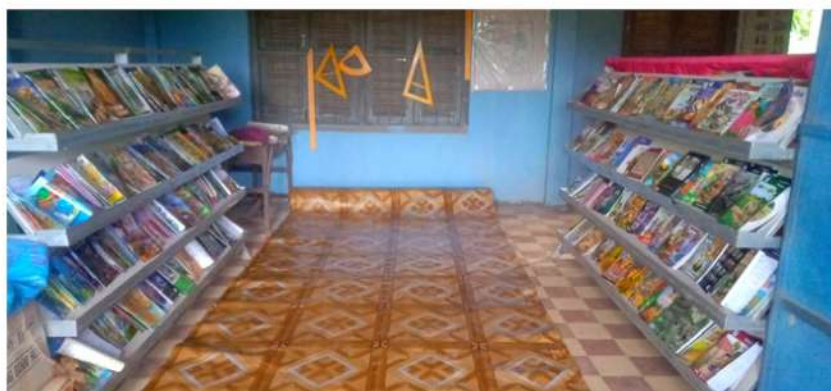
When schools finally reopened in October, PoE and DoE led trainings on matching reading benchmarks and the use of textbooks and curriculum to produce high quality lesson plans to staff from the eight target schools. National and provincial outstanding teachers shared their experiences and techniques online with 48 target school teachers.

One final reflection and project closing workshop was held in December with 36 participants.

The school deputy principals of the target schools provided training on their role and responsibilities to student council members. Study materials including notebooks, pens, pencils, rulers and uniforms were provided to 88 student council members.

The target schools also received the following materials: bookshelves, foam mats, library floor sheets, whiteboards, printer ink, A4 paper, masks and rubbing alcohol.

30 children in need were selected to receive rice, noodles, other food as well as bicycles.





ASSESSMENT

The PoE held trainings to teach assessment methodology to 18 teachers and established plans for testing sixth graders. Math and Khmer language assessments conducted with 80 students found that about 76% passed the test.

YOUTH CLUBS

To support and strengthen child/youth clubs, multiple trainings were conducted to educate them on their roles and responsibilities, participation and protecting themselves from COVID-19. Project staff and child/youth clubs worked together to provide rice, noodles and other groceries to 80 families in need.

IMPLEMENTATION PARTNERS AND ACTIVITIES

Provincial Education Sector Working Group (P-ESWG)	<ul style="list-style-type: none"> - Shared experiences, challenges and solutions - Advocated with PoE and DoE on educational challenges in the province
Child Rights Coalition Cambodia (CRC) organization	<ul style="list-style-type: none"> - Coached project staff and child/youth club representatives on children's rights in Cambodia - Promoted Child Network and built child/youth club capacity - Included child/youth club findings in UN report on children's rights - Advocated with governmental departments on children's rights challenges
PoE	<ul style="list-style-type: none"> - Provided monitoring and evaluation to schools - Provided technical support to school - Increased staff capacity at target schools on management and teaching - Attended R4C workshops and supported officers and target school teachers - Encouraged teachers to use the R4C resources
DoE	<ul style="list-style-type: none"> - Provided monitoring and evaluation to schools - Provided technical support to schools - Consulted on project implementation - Increased staff capacity at target schools on management and teaching - Promoted attending the R4C workshops to target school teachers - Attended R4C workshops and supported teachers
Commune Council (CC)	<ul style="list-style-type: none"> - Supported children's participation in children's rights government in the commune - Led monthly child/youth meetings - Led quarterly CCWC meetings - Solved children's issues - Involved in Children's action research process
District Governor	<ul style="list-style-type: none"> - Supported children's participation in children's rights - Involved in children's action research process - Provided input on solutions and decisions

CHILD RIGHT INTEGRATIVE PROJECT

Educating students, teachers, education officials and the community about SOGIE rights.

DONOR
Save the Children

644

BENEFICIARIES

OBJECTIVES

- SOGIE = Sexual Orientation and Gender Identity Expression
- Increase awareness
- Stop discrimination

BUDGET
\$5,426



TRAINING

BSDA provided training on the SOGIE concept to 62 stakeholders from eight target schools. Participants were able to increase their knowledge on children's and SOGIE rights from 20% test score pre-training to 78% post-training.

Project staff met with PoE and DoE to develop a training manual outlining SOGIE rights. This discussion with front line education workers resulted in SOGIE rights being included in children's rights and protection in the primary school curriculum. It was also added to student council roles and responsibility training.

Later in the year, BSDA conducted a training on children's and SOGIE rights with 17 PoE and DoE staff, school principals and school support committee leaders . Scoring 25% on a knowledge test before the training, they were able to increase their score to 85% afterwards.

Similar trainings and tests were held for teachers and student council leaders, who went from a 15% test score pre-training to 70% post-training.

ACHIEVEMENTS / ACTIVITIES

15 students council monthly meetings were held in the eight target schools. They were used to discuss achievements, challenges, their role and responsibilities, SOGIE rights and including LGBTQ children.

Four diverse SOGIE children were recruited to attend the students council for the following academic year.

21 children were selected to represent their interests in school support committees. 12 SSC meetings were facilitated, discussing challenges of diverse SOGIE children and how to incorporate and integrate them into school support committee structures.

In collaboration with stakeholders, BSDA printed 600 children's rights posters and SOGIE leaflets to be distributed in the schools and communities.

All eight schools held meetings, adding further rules concerning children. Teachers are now prohibited from judging students based on their sexual orientation or gender expression. They cannot discriminate children with different attitudes or use violence on them. All students have the same right to participate in school events. LGBTQ children are encouraged to advocate for their rights with the student council. All schools vowed to allocate more of their school improvement budget to strengthening children's and SOGIE rights and student councils.

In order to help implementing these changes, participants set up a sustainability plan. Children's and SOGIE rights will be included in every student council meeting and every school support council meeting. The rights will be promoted at general school events and among students and teachers.

CONSORTIUM FOR SUSTAINABLE ALTERNATIVES AND VOICE FOR EQUITABLE DEVELOPMENT PROJECT

Communities becoming more resilient through sustainable local economic development.

DONOR

EU through AEA

BUDGET
\$83,131

DIRECT BENEFICIARIES

5,752
STUDENTS

49

SCHOOLS



OBJECTIVES

- Develop capacity and strengthen partnerships for local development
- Strengthen education, access to clean water and sanitation
- Environmental protection

ACHIEVEMENTS / ACTIVITIES

In August, CO-SAVED staff introduced themselves and the project during a brief presentation at the Koh Kong provincial hall together with the AEA team and partners. Meetings with the provincial administration manager and the PoE to show cooperation and request support were successfully held and received positive feedback.

Two project officers conducted a meeting with the school director of Orn Char Ert primary school to discuss adding a new classroom. They taught him the steps of how to request a budget and by October of 2021, the classroom had been built.

14 meetings were held on the topic of school rehabilitation and preparation.

Staff was working closely with three DoEs and other partners and stakeholders to maintain a close relationship during COVID, keeping in contact about data, students, lists of officers and contact information through Telegram.

After a specialized training and instructions how to, staff started conducting baseline surveys in the project area to collect data from 287 community members.

In December, an online workshop was conducted to all partners and stakeholders about project implementation, project sides, and target groups and how they can support and cooperate.

The project supported the PoE school planning workshops in presenting how to enter data and collect students for school reopenings and announced to recruit scholarship recipients for the following year.

At a meeting with CO-**SAVED** staff, the AEA team and BSDA management, three schools with 16 classrooms total were decided on to be rehabilitated.

49 schools received planning workshops for child friendly school measures and developing a management plan.



IMPACT OF COVID-19

Increasing school enrolment has been difficult since all target primary schools had to delay their activity because of the COVID-19 situation and mandated lockdown. This also made collecting data for scholarships challenging. Project staff and school directors started processing and discussing scholarship announcements at schools for 100 scholarships for the new school year 2022.

While CO-**SAVED** education actors had the plan to sponsor non-formal education activities for primary children to help them transition to formal schooling, that also was not possible due to COVID regulations. However, a plan to implement it in the next quarter was prepared.

Information was collected from 49 schools in order to be able to install handwashing stations there next year.

31 participants received training on remedial packages to help students catch up on classes that they fell behind in due to online learning. It also includes re-entry information for at-risk students.

IMPLEMENTATION OF SOCIAL ACCOUNTABILITY FOR BETTER PUBLIC SERVICE DELIVERY PROJECT

Empowering citizens to hold service providers accountable on quality and effective public spending.

OBJECTIVES

- Improve service delivery
- Ensure budget allocation is based on local needs
- Empower citizens
- Enhance social capital and trust

BUDGET
\$125,429

BENEFICIARIES
118,825
CITIZENS

38
COMMUNES



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GENERAL INFORMATION

BSDA signed an agreement with World Vision Cambodia in July 2020 that allowed I-SAF phase II to start, which includes 144 primary schools, 21 health centers and 38 communes in Kampong Chhnang province.

One of the main priorities is building the capacity of community accountability facilitators (CAFs). 74% of the 1016 active CAFs demonstrated their ability to conduct project activities in their target communes. 143 CAFs actually facilitated and implemented I-SAF activities in their respective communes.

Due to the governmental COVID-19 regulations, the I-SAF 2021 cycle ended in early November. Authorities temporarily suspended activities and required special permits.

ACHIEVEMENTS / ACTIVITIES

Project-supported CAF conducted 129 I4C (Information for Citizen) awareness meetings in 31 communes with a total of 2767 participants. Contents consisted of rights and standards, open budget literacy, service provider performances and identifying poverty indicators.

After the meeting, 774 participants partook in the post-test. 71% understood the contents. About half the people were able to increase their knowledge on primary school budgets, 96% answered health center criteria questions correctly and 82% improved their analytical understanding.

149 of 203 planned service provider self-assessment meetings were able to be carried out despite the COVID-19 outbreak. Community scorecard meetings were postponed to the end of September due to COVID regulations, and 336 of the planned 346 events were conducted.

Due to the same reason, only one district was able to set up a joint accountability action plan (JAAP), since most meetings to reflect and implement them had to be cancelled. The project plans to complete JAAPs with the other districts in early February 2022.



CAF training

In 2021, there was a 12% (23 people) dropout in active CAFs, compared to 9% in the year before. The project managed to recruit six new CAFs.

The BSDA team provided refresher training on modules 1-4 to 143 CAFs. The first two modules were facilitated in small groups to comply with COVID regulations. The training focused on (1) Content and importance of citizen rights, good governance and social accountability; (2) Purpose, principles, and importance of implementing the social accountability framework; (3) The role of participants in the implementation of social accountability; (4) addressing participants about Citizen Information Packages (I4Cs), citizen rights and standards; (5) Information and data contained in Information for Citizens (I4Cs); (6) Opportunity to design and implement a pilot to facilitate the dissemination of information packages for people in each commune; (7) How to facilitate adult learning/participating, documents and budget management.

MOBILE KIOSKS

Project-supported CAF prepared 38 I4C mobile kiosks to educate local citizens, especially from vulnerable households, who were not able to participate in the awareness meetings. The kiosks consisted of tuktuks and boats with posters and I4C info material. Disseminating information directly in the villages, they were able to reach an estimated 1105 citizens, most of whom were interested and enjoyed answering the questionnaires.

Furthermore, home visits were made to 338 vulnerable, poor and marginalized families living in remote areas.



World Vision committed to improving their partners work under COVID-19 by purchasing zoom licenses and holding online meetings. All data was to be kept semi-digital for security reasons and easy access.



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