



ANNUAL REPORT 2016

BSDA

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Buddhism for Social Development Action



LETTER FROM...

Dear friends,

Twelve years ago, a group of 7 Buddhist monks 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 very many communities: fast forward 12 years and today BSDA is one of Cambodia's leading non-profit organisations. Our original core activities have broadened to include education, community healthcare and livelihood development for disadvantaged young people especially to women. BSDA has also begun 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. In 2016, BSDA had a 10% increase in revenue from our social enterprise projects. However, as a NGO, BSDA does rely on generous contributions from foundations, donors and individuals. We are grateful to our supporters, and pledge to continue to earn their trust by maximising the funds we invest in education, vocational skill training, people living with HIV, child right governance and climate change adaptation programs: in 2016, BSDA's administrative management expenses decrease to 7% of our total expenditure.

With the help of our friends and supporters we have strived to bring to life the vision of our founders and will continue to do so... and realize the ultimate vision of BSDA which envisions a society where all people are empowered to live independently, and to have livelihood security.

Vandong THORN, 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 12 years, BSDA has changed dramatically and the Strategic Plan 2015-2017 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. It is with our legacy of leadership and service in mind that we have chosen the theme from 2005, "We're All in This Together".

This year, 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 Vice-Chairman.



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WHO WE ARE...

BSDA is a Cambodian run NGO, established in 2005 in response to criticism from the villagers around the Wat Nokor Bacheh temple west of Kampong Cham City. The community felt that the monks preached altruism in theory but hardly ever practiced it. Deeply hurt, seven Monks founded the organization, financing it privately throughout the first three years until their work was noticed and international donors started to provide funding. BSDA's programs cover a large scope, including education and vocational training for orphans and vulnerable children, community and democracy development and work with drug users and people living with HIV/Aids. Although being monk-led and inspired by Buddhist philosophy, BSDA maintains religious neutrality and strives to better the dialogue between religious groups in Cambodia, employing Buddhists, Christians and Muslims alike. All projects have the secondary aim of teaching good ethics to the participants and encouraging them to contribute, creating a peer support system in which ex-beneficiaries help those in their former situation.



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, health and livelihood development initiatives, in partnership with others.



VALUES

Rooted in the Buddhist teachings of Mettā¹ 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 wherever possible to maximize our impact.
- Integrity and accountability: In the management and use of aid; being accountable and transparent to communities, donors, and stakeholders.



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.
- Strengthening 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.



VISION

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

¹ Mettā: the cultivation of selfless love and compassion rather than friendliness based on self-interest.

THE BSDA TEAM!



SAY Savuth
Chairman of Board



BREDBERG Kurt
Vice-Chairman
of Board



HUM Mary
Member of Board



LYNE Isaac
Member of Board



TY Ratana
Member of Board



THORN Vandong
Executive Director



SOK Vannra
Human Resource
Admin Director



AUN Kimseng
Program Director



NEM Chhany
Finance Director



SAY Sokhoeun
M&E Manager



MDC. Manuel
Communication &
Fundraising



SEAN Pheak
Finance Officer
Volunteer



KIM Sreyrath
Finance Officer



BEAN Yim
Finance Officer



OEURN Sreymom
Finance Officer
Assistant



HENG Seanghath
Social Enterprise
Manager



LENG Dalin
Social Enterprise
Assistant Volunteer



Kim Sopheaktra
Social Enterprise
Finance Manager



KIM Sorya
Project Manager



OUNG Ngun Heng
General Manager
of Hanchey Retreat



CHHORN Bunchhum
Provincial
Coordinator



MENG Samoeun
Provincial
Coordinator



Ven. KHEN Sokheng
Provincial
Coordinator



NOEURN Mab
District Education
Officer



SOUN Krel
District Education
Officer



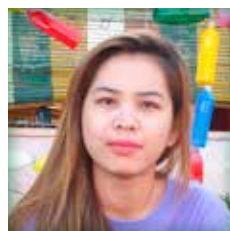
UM Daleak
District Education
Officer



KONG Samnang
District Education
Officer



KHIM Rachna
Primary teacher



CHHUN Kanha
Primary teacher



Ven. HENG Hoeurn
IT Officer



HANG Kimchhun
CSO Leader



SON Soksam
Community
Support Officer



SOK Veat
Community
Support Officer



OL Em
Community
Support Officer



EK Simhor
Community
Support Officer



NHE Sophors
Community
Support Officer



CHHOEM Chanrath
Community
Support Officer



CHANDY Chhunleng
CSO & Angkor
School Director



DORN Dany
Community
Support Officer



HEAT Sokheng
Community
Support Officer



CHEN Jiali
Technical Advisor



HUN Menghong
Music teacher



SOM Somalen
Scholarship
Management Officer



YAM Sarith
Education Officer



SEAN Pheakdey
Cooking Teacher



SUON San
Provincial
Coordinator



CHHAY Dalin
English teacher



UN Chanty
After-Care Officer



SEANG Kosal
Smile Institute
Manager



CHHUN Soknai
Admin Officer



SROS Ratha
Cleaner



KEO Chunghim
Security & Driver



DUN No
Security & Driver



MOEURNG Sophy
Security & Driver



CHHUN Sochea
Security/Driver &
Dancing Teacher

EDUCATION

BSDA supports orphans and vulnerable and street children and helps to integrate them back into mainstream Cambodian society by offering them free education activities and vocational training. The beneficiaries are from the poorest families and street communities. Our projects are designed to cover a large spectrum of activities.

- Mekong Kampuchea Kids
- Education for All
- Financing Future
- Basic Education



■ Mekong Kampuchea Kids

To integrate and help support street children, vulnerable children and orphans back into mainstream Cambodian society and improve their quality of life throughout educational opportunity.

145
Drop-In Centre
Students

27
Vocational
Trainees

72
After Care
Students

OBJECTIVES

- Develop vocational competences so that young people can lead a self-determined life and can contribute to community processes.
- Integrate or re-integrate vulnerable street and marginalised children into the educational system.
- Teach supplementary skills to disadvantaged people that can generate additional income.
- Strengthen the resolve of local communities to encourage their children to engage in educational activities.

DONORS

ECOSOLIDAR
RUSTIC PATHWAYS
LES ENFANTS DU WAT NOKOR
SOCIAL ENTREPRISE OF BSDA
FCNPS (*Family comtesse Switzerland)

BUDGET
442 887\$

1.SMILE INSTITUTE (Technical & Vocational Education & Training)

Most of the students were recruited in August and September 2015, with 4 new students enrolling in June and 1 in November 2016. There are 30 students. One is supported by the community of Phter Komar (Kampong Cham province), one is supported by the Wat Opot community (Takao province) and three are supported by Krusar Youeng community (Tbong Khnom province). The remaining students are supported by EcoSolidar. Students had 4 months of preparatory training followed by a 1 year apprenticeship. Five courses are offered: tailoring, cooking, A/C repair, electrician and mechanic. The structure of the apprenticeship is one of the key factors for students to learn a skill that they can subsequently earn a living from and we work together with 7 businesses and 1 restaurant. The apprenticeships began in January 2016 when the students were allocated to a business to learn and practice their skills in a real-life situation. We carry out monthly visits to monitor the students' progress. Five students who have made slow progress, or who decided to switch course will need to repeat the apprenticeship to bring their skills up to an acceptable level. There were some drop-outs. Most of the vocational training beneficiaries have been employed by the businesses where they carried out their apprenticeship. One trainees mechanic has been hired by Honda, Cambodia's largest dealership; two trainee chefs have been hired by Smile restaurant and a further three by Phnom Bros Hotel. We are very proud of our students. The learning process is difficult for some of them, but the majority have tried their best and made big advances in their lives.



CHALLENGES

- Making sure that the apprenticeship quality is good enough for students to find jobs after they graduate.
- Maintaining the morale of the students when they are having problems with the training.

SOLUTIONS

- Visit partner businesses regularly and monitor the students' learning progress.
- Encourage honest and open communication. Place an emphasis on positive thinking.

2.CHILD CARE (Mental and Physical Health)

Five students of this intake are living with HIV. They require daily medicine and regular hospital screening with staff or nurse's supervision. Being able to share the responsibility of managing their health with us allows these students to concentrate better on their educational developments.

Three students from Krusar Youeng came to us in June 2016 because of domestic violence. Now they're settling down to routine life and learning basic English, Khmer and Maths. Two students have passed the preparatory vocational training test and will go on to do apprenticeships step next year; a further student was not yet ready to pass the test and will remain with us, joining next year's new intake.

We also arranged for visits from monks to teach Buddhism, from a nurse to teach general hygiene and officers from the BSDA health project conducted HIV/AIDS awareness sessions. Dentists from Kampong Cham Medical School came to check the students' teeth in November and December.

Finally, we also arranged several visits and trips for fun and relaxation.

CHALLENGES

- Students are badly informed about health issues, especially HIV/AIDS.
- Students living with HIV are badly informed about their condition.

SOLUTIONS

- A regular class for HIV/AIDS awareness, health and hygiene issues will be put into the schedule for the next intake.
- Health staff from the clinic or referral hospital will be invited to educate on a regular basis.

3.AFTER-CARE (Re-entry Program)

4 generations of students have already graduated from the technical & vocational education programs at Smile Institute. A total of 72 students have now found placements cooking, sewing and weaving. We following their career development to see what kind of skills help them the most on their jobs. Most of the previous beneficiaries of the Mekong Kampuchea Kids project found jobs and can now support themselves.

As of 2016, our after-care officer will follow up graduates for a period of two years, meeting monthly as required. If necessary, we help them to find jobs. After two years, we contact the graduates on an annual basis. A Facebook group has been set up to give graduate students up to date information on new job opportunities.

Our survey shows that 61.1% of our graduates are currently working, 4.2% are unemployed and 34.7% are out of contact. Our after-care officer is trying to find the "lost" graduates so that we can offer help if it is required.



4. APSARA CENTER (Drop-In Center)

Our program of traditional dancing and music classes are aimed at children from local communities. There is a pick-up and drop-off service for those who live too far away to reach us easily. Our full-time dancing teacher is one of our former students. He teaches from Monday to Friday and Sundays. A total of 79 students are currently enrolled for the dancing classes. We also have a full-time music teacher (from Krusar Thmey Organization) who teaches music classes to 21 students. The students have progressed well and are now working on Mohory music that will accompany the dancing group. Students at the Apsara Centre are also offered non-formal education classes, focussing on English, maths, morality, Khmer, Buddhism and personal hygiene. These subjects are mainly aimed at the younger children and are taught by a volunteer monk. Around 25 students attend these classes. Of these students, 50% achieved good grades at their public school, 45% were moderate and 5% were weak. These results are better than in the past, we believe because we have reduced student numbers to 25, allowing the teacher to pay more individual attention. When students have problems with their studies at their public school, they can now quickly seek advice from their Apsara teacher.



CHALLENGES

- Maintain the quality of traditional Khmer dance culture.

SOLUTIONS

- Seek opportunities to invite professional dancers to help with dancing skills and performance.

5. HAPPY HAPPY CENTER (Drop-In Center)

66 children are registered. They are brought daily from their homes to the Happy Happy Centre for non-formal education classes that focus on Khmer, mathematics, English, morality, sports and personal hygiene. Refreshments are provided to the students. 2 public school teachers teach at the Centre half a day each. Should the students be absent for more than 2 weeks, we carry out a home visit which in most cases results in the students' return to the centre. We have made our attendance policy stricter and during home visits we now encourage the parents to sign a contract committing them to supporting their children's attendance. The examination results from public school shows that 45% of our students achieved good grades, 45% moderate and 10% weak.

CHALLENGES

- There is a high rate of absenteeism.

SOLUTIONS

- Sign contract with parents, carry out home visits and provide counselling to the parents.



6.OUTREACH ACTIVITIES

In 2016, there were 22 social awareness training sessions with 491 adult participants. There was a monthly distribution scholarship ceremony. The sessions are aimed at parents, village chiefs and young people. The topics are “Domestic Violence”, “Hygiene (Brush Teeth)”, “Health (HIV/AIDS)”, “Children’s Rights” and “Basic Education”. We rotate the topics to ensure that each participant is exposed to all of them.



We began an enrolment campaign for the new primary school semester in September. At the initial meeting we offer events and publicity materials to the school principals, the local authority, the DOE, the School Support Committee and to teachers. 3 primary schools (Phnom Bros, Hun Neng Boeung Snay and Vihear Thom) took part. We provided refreshments, trucks, banners, speakers and dancing performance to publicise the beginning of the new semester. The school principal leads the teachers and students together on the truck and speaks out on the microphone. In this way parents in the villages are reminded to not forget to register their children for the new semester. We are very encouraged by the results of this campaign; 30 schools have now reached their targets to recruit new students.

CHALLENGES

- We have a very low budget for this initiative.

SOLUTIONS

- Making the best out of what we have got!





Education for All

Successful integration and re-integration of vulnerable street and marginalised children into the educational system.

601

Scholarship
beneficiaries

OBJECTIVES

- Encourage, lead and support street and marginalised children in project target areas with the means to access primary school and to complete the primary education cycle.
- Improve the quality and efficiency of educational services through teaching tools that are suitable to the needs of out-of-school children; engage good education leaders/providers.
- Encourage households to send their children to school and to recognise the importance of education as a means to improve livelihoods.
- Improve the education environment through advocacy and research.

DONORS

**ECOSOLIDAR
RUSTIC PATHWAYS
AIDE ET ACTION
AUPADAMA**

BUDGET

133 128\$

1.SCHOLARSHIP PROVISION (Package)

The project has provided scholarship package support to vulnerable children and poor families in communities selected on MKK's criteria. 596 students are enrolled in this program. 90 students are supported by EcoSolidar, 367 by AeA, 72 by AUPADAMA Foundation and 67 students (since Quarter 3) are supported by Rustic Pathways Foundation. These four organisations provide scholarships for students from primary school through to high school. Each scholarship student gets a \$15 scholarship package every month including rice, soy sauce, vegetable oil, fish sauce, canned fish, salt and sugar. During the monthly scholarship distribution, the project officers also advise families about the importance of education, hygiene and nutrition. Around 550 families regularly attend the scholarship distributions, usually parents, grandparents or relatives of participating students, making them a great opportunity to meet all the families and provide education information. Our project officers also carry out home visits when teachers or volunteers identify problems. Our goal here is to ensure that all scholarship students regularly attend school.

CHALLENGES

- There are various factors that leads to drop-outs: family migrations to the cities for work or because they are unable to refund their debt, students who enrol late at school late are older than the classmates.

SOLUTIONS

- Regular consultations with parents of the students, motivation of students to continue their studies.



2.SCHOLARSHIP PROVISION (Godparents)

The program supports 5 students of this year. One of the god-students, Chhun Soknai, graduated from university at the end of September and is doing an internship with the HR department of BSDA, her scholarship is now completed. The five current scholarship students are:

1. Thoeun Tonleng. This year he stopped studying at Grade 8 in Angkor Secondary School in order to go to work. Subsequent to a project officer's home visit and consultations with teachers we are pleased to now see him back at school. 2. Thoeun Chhun Ey studies in Grade 10 at Preah Sihanouk high school. 3. Thea Vichaka studies in Grade 8 grade at Angkor secondary school. 4. Heng Daro studies in Grade 11 at Preash Seyhanuk High School. 5. Mong Srey Meas studies in Grade 6 at Angkor Primary School.

All sponsorships of this godparent's program come through the Rustic Pathways Foundation from the United States and from Switzerland. \$30 to \$40 are provided to each student for living expenses and study material. Every quarter, students write email letters to their godparent.

CHALLENGES

- There are problems with continuing to finding donors.

SOLUTIONS

- Reduce the number of students in the program. Try to integrate this with other programs to make it more sustainable.

3.SCHOLARSHIP PROVISION (Computer Class)

Due to our shortage of computers, we've only been able to recruit students for 3 quarters. 17 students from secondary school have been selected to study in the class. They have been able to learn the basic knowledge of Microsoft Words, Excel and Power Point.

CHALLENGES

- Most of the computers are broken (only 5 are available), so we don't have enough computers for students to practice.

SOLUTIONS

- Look for new donors.





Financing Futures

Improving household incomes so that children can attend school.

20
Parents

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 subsidised training sessions.

DONOR
GLOBEMED

BUDGET
7 790\$

Financing Futures is integrated with the scholarship project of Mekong Kampuchea Kids and provides loans to parents of scholarship students to set up their own business and increase income to support their family.

To start the project we drew up a list of parents who were interested in running their own business or extending an existing one. BSDA chose 20 beneficiaries among those who initially showed interest. We have conducted 25 home visits and selected them to get \$200 as a loan that they pay back at a rate of \$20 every 2 months.

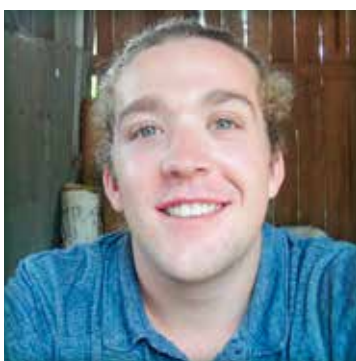
After choosing the beneficiaries who met our criteria, BSDA partnered with the GROW Team from the University of Denver, GlobeMed chapter to give initial training focussing on basic business skills, finance and hygiene. The trainer is a university professor of management & economics.

This basic training increases the confidence of participants to run their own business. In June, The Community Support Officer conducts monthly meeting with CSVs (Community Support Volunteer) to talk about progress, concerns and also to collect the loan repayments.

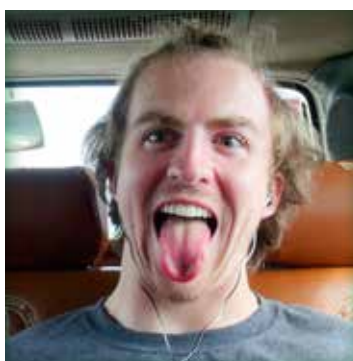
In December, we arranged a pre-meeting with families and their children to select new beneficiaries for the upcoming year. We already have many motivated families who will join the program in the coming year.



■ Cara is the GROW (The Grass-Roots On-site Work) Coordinator for the 2015-2016 year. She's entering her junior year, majoring in biology and psychology.



■ Mason will be a senior next year at Denver University majoring in biochemistry and French.



■ Peter will be a sophomore at Denver University studying psychology.



■ Evan recently graduated from Denver University after studying biology and psychology with a minor in chemistry.



CHALLENGES

- Beneficiaries don't have enough business background.
- Beneficiaries feel that they couldn't pay the loan back.
- Beneficiaries find it difficult to keep daily records.

SOLUTIONS

- Monthly meeting to follow-up and consult on their business.
- Provide further training to address individual issues.
- Community Support Officer explains clearly that the purpose of the records is to help the family to see daily cash flow.
- CSO trains community support volunteers to look after the beneficiaries.

CASE STUDY

Ms. Lay Mom is living and working in Kampong Cham City. She has 3 children. BSDA selected her for the income generation project and provided a \$200 loan to extend her business. She bought more products for her cart and she is now selling snacks, toys, soft drinks and water in a children's park. She enjoys her job and it helps her to make enough income to support her family and to send her children to school. Ms. Mom hopes that her business will continue to be successful and that she can share her experience with other beneficiaries.





■ Basic Education

Improve children's learning outcomes and better development through improving the quality of the learning environment for basic education.

21
Schools
in Pursat

26
Schools in
Kampong
Chhnang

21
Schools
in Koh Kong

OBJECTIVES

- By the end of 2018, children in Save the Children supported schools should achieve better learning outcomes in literacy and health services.
- By the end of 2018, schools supported by Save the Children should provide children with access to quality learning environments.
- Increase capacity of parents and pre-school teachers to provide school readiness and early literacy support for children aged 3-5 years.

DONOR

SAVE THE CHILDREN - NORAD

BUDGET
203 958\$

In 2016, The Basic Education project has actively implemented its activities to support the quality of learning and teaching to the teachers and students in 68 targeted primary schools from three provinces (Kampong Chhnang, Pursat and Koh Kong) to contribute on improved learning outcomes of school children.

There was close cooperation with key partners including Provincial Education Youth and Sport officers (POE), District of Education Youth and Sport officers (DoE), Head teachers, teachers, students, local authorities, people in the communities and especially with the NGOs Save the Children (SC) and Operation Enfant Du Cambodge (OEC). The main target sectors were children aged 3-5 years at home and school children from grade 1 to 9 in primary schools. The four key principles are:

1. To meet the emotional and psychological needs of learners.
2. To be protective of children's physical wellbeing.
- 3 to encourage and support active engagement for learners.
4. To actively involve parents and local communities in planning, decision-making and action to improve education.

Main activities included:

- community mobilization to support improved learning outcome, training to teachers and school supported committees., early child care development (ECCD) training to core parents, pre-school teachers and local authorities, teaching literacy, customising teaching workshop to teachers in grade 1, 2 and grade 3, establishing school mechanisms for receiving and responding to school children's complaints, training to head teachers, strengthening the role and responsibilities of school supported committees, training to local authorities and SSC from target schools. In addition, Project staff cooperated with PoE officers and OEC staff to build up the ability of teachers from target schools to care and support slow learners' and the ability of parents to urge, monitor and take time to teach their children at home. Children took part in club activities, peer to peer education, study at school and home. In addition, to improving the literacy and numeracy of primary school children, the basic education project contributed resources to provide two literacy and numeracy teaching methodology training courses to 140 teachers in grades 1, 2 and 3, taken from 26 target schools. To increase enrolment rate, we cooperated with school support committees, local authorities, school teachers and key communities to map enrolment campaigns in target schools. These initiatives improved enrolment rates to 94.34%.

1.BY THE END OF 2018, CHILDREN IN SAVE THE CHILDREN SUPPORTED SCHOOLS ACHIEVE BETTER LEARNING OUTCOMES IN LITERACY

Through capacity building, pre-school teachers and community parents gained knowledge and experience and were able to apply for the home based program with 965 children and 900 children at pre-schools. A number of pre-school learning aids were distributed: 20 bamboo swings, 20 pairs of walkers from coconut shells, 30 bamboo toy cars, 180 sets of pictures for painting. The project also provided 180 sets of early literacy materials to 8 ECCD targets. Children absorb substantial amounts of information as they begin to develop language and social skill. They are primed and eager to learn between

the age of 3 to 5. Providing early child care development (ECCD) and development opportunities during this time is vital to their development and serves as a springboard to academic success, as exposure to learning environment early on implants discipline and stimulates the mind. Children who attend preschool are firmly set on the primary school track.

Output 1.1: Strengthened community support for improved literacy

BSDA had cooperated with Provincial Department of Education Youth and Sport, District of Education, Schools and community key partners by promoting reading culture through child clubs and book banks as well as creating reading materials such as poems, sample letters, painting and role play activity. The reading culture event at Mean Nork primary school had 1,045 participants (children, teachers, local authorities, SSC members and communities). Several similar events were arranged through 2016 with a high participation of both the children and the stakeholders. The basic education project also supported reading camps and book bank materials including writing boards, cartoons, story books and felt pens.

Output 1.2: Improved children's access to reading materials

To build up on learning outcome with quality, BSDA offered learning materials to teachers in grades 1, 2 and 3 and to 30 community members from 28 target schools. After the course, community people including SSC members, CCWC and student parents produced simple materials to support the schools with world map, pictures, consonants and vowels posters. Communities were mobilized to contribute with materials including 260 story books, 500 writing books and newspapers. In addition, school children also created and produced their own learning materials both at schools and in their village clubs.

Output 1.3: Improved quality of the existing home-based and school-based ECCD services in target school communities

The children are taught to be self-sufficient in ways such as self-regulation, toileting, feeding and dressing. Around the age of four, they enter the third stage of psychosocial development: Initiative. Over the course of this period, children learn to imagine, to become more independent, to broaden their skills through play, fantasy, exploration and to engage, participate and cooperate with others, including peers. The monitoring of this project has shown that our homebased children aged 4-5 years were showing the first signs of literacy: they can use pencils, draw, paint and write a few letters and numbers. The project provided an ECCD training course to 34 pre-school teachers. Our school mapping helped to identify the status of the children status in each village including location and family status. We can then ensure that children with the poorest status will get scholarship support through OEC. A total of 26 283 children were enrolled this year.

2. BY THE END OF 2018, SCHOOLS SUPPORTED BY SAVE THE CHILDREN PROVIDE CHILDREN WITH ACCESS TO QUALITY LEARNING ENVIRONMENTS

Because of our close cooperation with Save the Children, OEC and Provincial of Education Youth and Sport, project realized remarkable achievements of school enrolment which included minority, disability and status of poverty children. School mapping helped to identify children and their family status in each village including location. The poorest children can get the scholarship support through OEC. Disabled children were brought to rehabilitate base on real situation and availability. Beside this, school networking groups played a role in exploring children, giving advises and persuading to ensure that school age children access school enrolment in their targets. As a result, **26 283 children** have been enrolled this year.



Output 2.1: Schools implement systematic QLE self-assessments

A two day quality learning environment (QLE) workshop was provided for 57 participants from 26 target primary schools and target districts at Tropong Thmor primary school. As the result, the 26 target schools have now completed their own QLE self-assessment and planning.

Moreover, project conducted meeting on community mobilization to support school planning at 3 different places including Koak Bateay, Mea Nork and EK lipal primary schools. The meeting contains are focused on:

1. Disaster Risk Reduction.
2. Transparency and accountability.
3. School health.
4. High at Risk children and intervention.
5. School infrastructure.
6. Positive discipline.
7. Teacher encouragement.
8. Children club.
9. School statistic.
10. Community mobilization to support children learning.

As the result, the 26 target schools have done QLE self-assessment and planning.



Output 2.2: Schools develop and implement school improvement plans based on the QLE self-assessments

The basic education project also looked at improving the health of the children in target schools, supporting important services such as washing, deworming, food, nutrition, oral health, eye health, immunization, injury prevention and HIV and DID. We offered school health training to 180 participants, including health centre staffs, SSC members, local authorities and teachers.

Output 2.3: Strengthened local school community structures to support children's enrolment, protection and learning

Project staff cooperated with PoE and DoE staff to upgrade school statistics. Updated information included CWD name lists, poorest student name list, household mapping documents and other key relevant documents. The basic education project also supported a training course on life skills for primary school teachers.

Throughout this year, BSDA cooperated with Operation Enfant Du Cambodge (OEC) to identify marginalized children, children living in poorest family status and orphaned children. In school, project staff worked with teachers to assist those children by ensuring that they attend school regularly and receive a good education.

Partner and civil society strengthening

BSDA is convinced that this great result is from the good cooperation between all the partners such as PoE, DoEs, HTs, Teachers, CCWC, SSC, core-parents, parents, core-pre-teachers, students, children, NGOs, networks group, and community in whole year 2016 which has built more capacity on interventions to improve on learning results of school children. In the same time, we shared experiences, resources and plan to ensure that the approached and intervention actions benefited to students. The project also joined forces with other units.

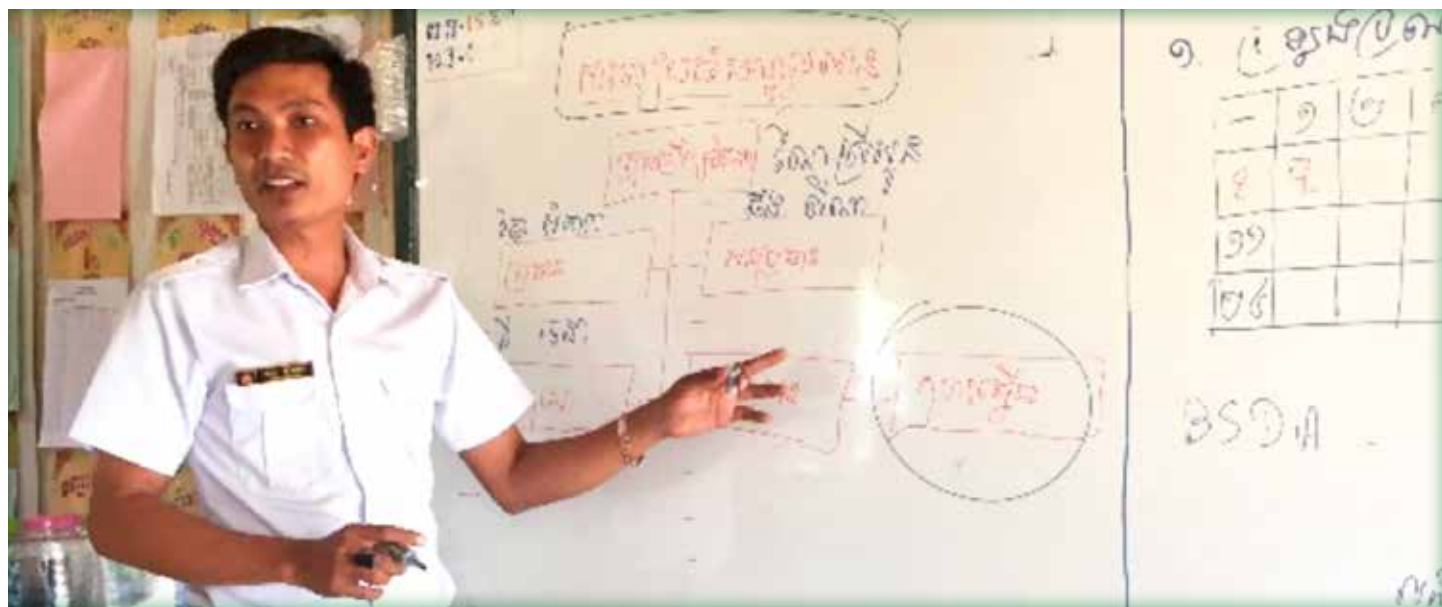
The department of health and Operation Enfant Du Cambodge (OEC) definitely supported disable children (including poor hearing and poor sight children) facing their study process. In school level, Project focused on specific ways that teachers' partner and parents could collaborate. Parents do not only play a role in their child's academic education, they also share the lead with teacher-counterparts to develop their families and communities. Respect, honesty, compassion and other internal strengths are first modeled and taught in the home so project cooperated with teachers and parents to complete the different learning objectives.

Children with Disabilities

In 2016, we had only training to the head teachers, teachers and communities about screening, condition of selection, meaning of and the way how to transfer **Children with Disabilities** to hospital service in Cambodia. Despite the project targets benefited to all general school children in pre-school and primary schools, it also prioritized to children with disability. Throughout this year, BSDA cooperated with Operation Enfant Du Cambodge (OEC) to identify marginalized children, children living in poorest family status and orphan children to support scholarship. In school, project staffs also worked with teachers to assist those children by ensuring that they attend school regularly and benefit on a good learning.

Child Participation

Actually, we worked for whole year 2016 with children at home-based, pre-school and primary-schools, but 90% worked directly with head teaches, teachers, SSC, CCWC, authorities, commune, villages, and community. The 10% remained participate in reading camps, reading events, and reading contest. As result, children understood about value of reading books, addressed their willing for achieve goal (skill) in classroom, knew about method reading books, and especially, children can speak with NGO member with a freedom feeling to share or request depending on their expectation.



CHALLENGES

- Insufficient staff to follow up activities and reach target schools especially those in remote locations that are difficult to reach during the rainy season.
- Lack of budget to conduct events, provide support material, renew classrooms or built structures to house remote teachers.
- Maintenance of the data collection system is complicated.

SOLUTIONS

- Strengthen the team system and cooperate closely with local authorities in the communes and villages.
- Project is limited to cover the target due to the budget scope.
- Recommend that the commune councils to play a role to increase expenditure on ECCD as share of commune investment fund and other sources.



HEALTH

The aim of the health project is to achieve high quality comprehensive care, treatment and support services for people living with HIV and for orphaned and vulnerable Children in Kampong Cham.



Community Based Prevention Care and Support

To reduce the impact of HIV/AIDS.

2597
PLHIV

People Living with HIV
Children Infected by AIDS
Serodiscordant
General People
General Pregnant Women

OBJECTIVES

- Increase access to medication.
- Improve health and living quality.
- Provide education about HIV, family planning, nutrition.
- Reduce community stigma.
- Implement opportunities for livelihood building.

DONORS
KHANA

BUDGET
117 002\$

In terms of health, Cambodia has seen great progress in recent years, with HIV prevalence decreasing markedly thanks to outreach programs delivered by NGO's like BSDA throughout the country. The use of the public health services has improved but remains low, with private sector services dominating but these are perhaps not the most appropriate providers to best meet the needs of the poor. The World Bank sees an important role for NGOs in improving access to and use of public health services; an idea which is core to BSDA's activities in the field of health. As well as HIV/AIDS, BSDA is working in the area of substance abuse, where there is a growing epidemic which presents a major challenge in terms of mental health, HIV transmission and other related social problems.

The project arm is to coverage fully achieved and maintained in Kampong Cham sites of high quality comprehensive care, treatment and support services for People Living with HIV and Orphan Vulnerable Children, to improve and integrate the HIV-related services for health, social welfare and impact mitigation with existing home & community-based care services and increase access to services, HIV knowledge & related behavior change among community member by reducing discrimination and stigma.

1.Community Support Officers (CSOs) had conducted four meetings with 57 Community Support Volunteers (And the number of participations' times of CSVs were 228) for both Kampong Cham and Tbong Khmom provinces for reviewing the project implementing. In this meeting period, the CSOs had solved the problems raised from CSVs happened during project implementation. Then, regularly reviewed the program package has been done to make sure that all of them understand their roles, responsibilities, project activities, integrating to meet M&E standards and using data.

2.There were 9 times to attend the Provincial Technical Working Group monthly meetings at Kampong Cham and Tbong Khmom Provinces with 261 participants in total. We had joint the meeting with district hall on Commune Investment Plan (385 participants).

3.There was only one Cambodian People Living with HIV Network meeting/training with 50 participants, another Equity Fund

meeting with 36 participants at Tbong Khmom Province. Annual meeting of the National Council for Children at Tbong Khmom province with CNCC. CBPCS project staffs had joint result working of health for 2016 and continue for 2017 conference in Tbong Khmom province around 300 of people join this event.

4.We had joint the World Aids' Day Event at Kampong Cham and Tbong Khmom Provinces with 990 participants. Two times meeting with AUA about media support to PLHIV and high-risk groups and misunderstanding on counselling to patients at the hospital and duplicated work with AUA.

5.KHANA and NCHANDS came to field visit to BSDA in order to clarify target area and working technical support/sharing to BSDA's staffs (14 participants in total). We had joint the training with KHANA on Data Analysis at PSOD's office (15 participants) and training on B-IACM/PNTT with KHANA and NCHADS at Neang Kongheang Building (34 participants).

6.Lastly, 9 times of OD monthly meeting at Tbong Khmom, Orang Ov, Srey Sontor, Chheng Prey, Bay Theay, Kampong Cham-Kampong Siem, Memut, Ponhea Krek, and Khrouch Chmar Districts with 923 participants.

7.The management team had conducted 2 monitoring and supervision sessions to CSVs, PLHIV and OVC to Ponhea Krek, Khrouch Chmar, Tbong, Kompong Cham-Kompong Siem, Srey Santhor, and Cheoung Prey-Batheay Districts in Tbong Khmom Kampong Cham Province.

8.We had 284 sero-discordance couples. So, CSOs and CSVs encouraged 247 negative partners to access HTC health service and other SD couples could not be referred, because of limited budget. CSOs and CSVs had worked closely with village chief and health centre chief to encourage and refer 38 General Pregnant Women to access HIV Test Counselling health services. Their results were negative (-) and they could follow up their pregnancy with the counsellors or nurses. Also, we had referred 7 GPWs to access ANC health service. Beside the above target groups, CSVs also referred the suspected 111 Tuberculosis patients to access HTC health service and the result were negative (-).

9.Lastly, there were 12 times of VSL meeting with 72 participants.

10.CSOs and CSVs had conducted home visit in order to follow up their members and delivered face to face education on Family Planning and other topics. 3,208 people had been visited. 24 families of People Living with HIV moved from their homeland to other provinces to find jobs; and we had lost the contact with 5 PLHIV. At the same time, we have found 8 new PLHIV and unfortunately 19 PLHIVs passed away. There were 4,755 PLHIVs for referral to other health services. 3,711 PLHIVs had accessed to Antiretroviral Therapy and Pre-ART service referred by CSOs and CSVs. And 92 OVCs were infected and referred to access on ART service. Furthermore, 262 PLHIVs/OVCs had referred to Sexually Transmitted Infection Screening service, 111 to TB Screening service, 143 to CD4 service, 262 to STI service and 25 women to Prevention of Mother-to-Child Transmission) service.

11.To strengthen the collaboration with all service providers, we have provided and received information of patients through doctors, staffs and CSVs, such as new patients moved in the provinces, not getting medicine by appointments with doctors, or patients have lost the follow-up... etc.

12.To provide capacity building and integrate with Sexual and Reproductive Health, PMTCT, we have done for CSVs by reviewing meetings and integrating knowledge and information. For beneficiaries, we conducted individual home visit and provided group education (6,497 participants).

CASE STUDY

Mrs. Koem Senghorn is a 57 years old widow living with her 3 grandchildren in Sampo Phus Village, Tbong Khmom. She is a member of PLHIV (Greatest Need) in the BSDA organization since 2013, but she has used ART medicine since 2007. "I felt really painful when I used this medicine for the first time. In the first step, the doctor has counseled to take two tablets of this medicine per day. The side effects were terrible, I was tired, not able to eat, strong fever, stomachache, dizzy, vomiting and diarrhea...". After 5 to 6 months it became better and those effects disappear.

In a second step, Senghorn took another kinds of medicine for few months, feeling the same trouble than the previous experience but for two months. Now, because she has followed the prescription, her health is stable. She also added that the BSDA's help, by encouraging, supporting transportation and providing good counseling has been crucial to follow the treatment.



SOCIAL ENTERPRISE

The main goal of our social enterprise is to give jobs to people from groups who may otherwise be excluded from employment (such as disadvantaged youth, PLHIV and people with disabilities) and create businesses that trade to tackle social problems, improve communities, people's life chances, or the environment. The profits are reinvest their back into the business or the local community through a contribution to the BSDA's activities. Social enterprise activities are particularly popular in relation to the increasing tourism which Cambodia is experiencing, and BSDA has begun to capitalize on this trend; running a popular restaurant on the riverfront of Kampong Cham.



■ Social enterprise activities

Social enterprise is the BSDA's plan for increasing its sustainability by growing social enterprise activities and diversifying income.

600+
Students
in Angkor
School

15
Staffs/
Graduated
Students

24
Apsara
Students
Performers

OBJECTIVES

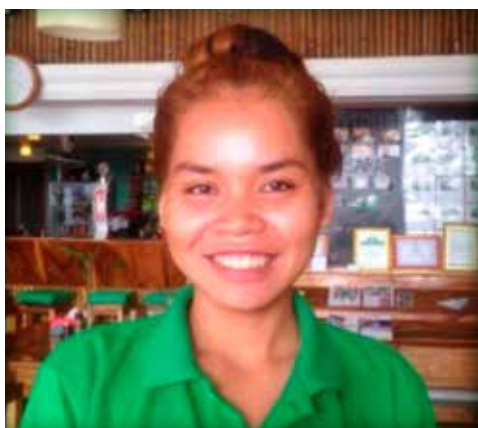
- Expand social enterprise activities to increase impact, enabling trainees to be self-reliant.
- Increase income generation from social enterprise activities to help BSDA become more self-sustainable.

NET INCOME

SMILE RESTAURANT 14 882\$
ANGKOR SCHOOL -158\$
APSARA PERFORMANCE 59\$
HANDMADE GIFT SHOP -651\$

1.SMILE RESTAURANT

Smile Restaurant is a training restaurant that is sponsored by Buddhism for Social Development Action. Our staff and students are from disadvantaged backgrounds. They are enrolled in the program called Mekong Kampuchea Kids project which provides them with life, educational and vocational training. After a year of classroom training the students have a 6-month internship at Smile Restaurant. The income from Smile Restaurant is reinvested into the restaurant and the MKK project so it makes every single customer participants in the projects.



The restaurant is open from 6 am to 10 pm every day. We provide a Khmer and Western set menu for lunch and dinner to our clients and group reservations. This year we have 15 staff, all graduated from the MKK project and we have employed 3 of the 8 students from the new generation. The Smile Restaurant benefit is also contributing in an efficient way to the BSDA's activities. For instance, 2 expat volunteers have been provided with free accommodation in the restaurant building and daily food for an estimated cost of \$5,628. Without this support from the social enterprise BSDA would find it more difficult to attract the help of volunteers like these. Furthermore, in addition to the annual 20% contributed to BSDA programs, BSDA can borrow money from the Smile Restaurant in order to cover urgent expenses and/or investments: \$11,253 in 2016 for the organic farm project, for a study trip to in Thailand for the Hanchey project and for changes made to the business accounting system.

2.ANGKOR FOREIGN LANGUAGE SCHOOL

This project is self-sustaining since 2005. It provided free English classes until 2008, when we started to levy a small fee. None the less, it is still around 50% cheaper than any comparable language school. Angkor school welcomes more than 600 students, from poor or middle class, mostly coming from the communities around Wat Nokor Bachey. Angkor Foreign Language School is run by BSDA Social Enterprise. The teachers are from Regional Trainee Teacher Center (RTTC) in Kampong Cham and are experienced teachers. 20% of the profits from the school go back to BSDA.



3.HANDMADE GIFT SHOP

The Handmade Gift shop has been run by BSDA Social Enterprise since 2011. All the products are made by graduates from the MKK program. Our best seller is the traditional Khmer "krama" scarf. The krama is one of the national symbols of Cambodia, worn as a scarf or bandana, used for carrying young children, or even folded as a hammock! It is made in local villages from silk or cotton. Displayed in different restaurants in Kampong Cham as well as during the Apsara performances for tourist groups, every krama sold provides economic stability for their producers and their families: 70% to 90% of the price goes directly to the producer. The remainder is used for our vocational training program.



4.APSARA PERFORMANCE

Apsara is part of the BSDA Social Enterprise Program that provides traditional Khmer dancing classes to disadvantaged youth who can then perform these dances to the community and tourists in Kampong Cham., There are performances by Apsara dancers on a regular basis during the time that they are not at school. Occasionally they perform outside Apsara centre for organisations or individuals. The income generated is used as follows: 10% for repairing the dance equipment and operational costs (e.g. transportation), 70% to support the studies of the students and 20% for the social enterprise administration cost. Frequent performances help the students to develop confidence and learn about their national culture.





Hanchey Eco-Retreat

To promote Cambodian Buddhism and culture whilst at the same time supporting the development of local youths.

30
Local
building staffs

OBJECTIVES

- To provide a high standard hospitality training.
- To contribute to the BSDA activities with funds being returned through leasing fees and profit share agreements.

DONORS

ECOSOLIDAR

BSDA is looking for donors and investors, for more information about the Hanchey Eco-Retreat contact us.

CURRENT BUDGET FOR PHASE 1
328 909\$

During the first half of 2016 confidence was lost in the ability of our architecture practice to assist in the realisation of the project. The practice had supervised the construction of two bungalow foundations which exceeded our available budget and the construction of bagged earth walls that required immediate remedial work to prevent their total collapse. Furthermore, the principal and main contact had left Cambodia for an unspecified period of time. A decision was taken to cease working with this company.

Contact had been made with Gordon Evans in October: Mr. Evans is a qualified landscape architect with 30 years of professional experience and has worked on many large-scale building projects in Europe, the Middle East and China. Mr. Evans agreed to begin work on the Retreat in November, signing a 6-month volunteer contract: he will take over the unfinished work of the previous contractor.

The building site at Hanchey was opened in October when the first contingent of building workers erected a lockable tool storage room and living facilities. Worker training began at the end of November with the arrival of construction trainers from Thailand specialising in the production and use of earth bricks. A further team from Thailand arrived at the beginning of December specialising in bamboo construction.



Work on Bungalow 1 commenced in late November, building on one of the two existing foundations built under the Atelier Cole administration. On 2 December, the first bamboo roof truss was fixed: our construction workers had never built anything like this before and this was therefore a landmark day for the project.



The foundation for the reception building was set out on 17 November, for the restaurant on 7 December and for the meditation centre on 22 December. By 31 December Bungalow 1 was 70% complete, the reception building 30% complete, the restaurant foundation 50% complete and the first pours for the meditation centre were complete.

From October onwards the financial challenges still facing the project began to be clearer. EcoSolidar visited the project site on 10 December but despite their continued enthusiasm for the Retreat they were obliged to point out a number of inaccuracies and missing positions in our budget projections. As of 31 December, EcoSolidar have indicated that they will not release the first tranche of funding until these problems have been addressed to their satisfaction. In order to avoid closure of the building site they have agreed to release limited funding for clearly defined purposes, such as the purchase of bamboo. Our progress on site is thus very slow which is a major concern due to the restricted window of building opportunity that is available to us in the dry season. In terms of finance, it is already clear that we can only realise the project in phases and even then we will have problems with financing a first phase of sufficient bulk to generate an income. Our construction workers have shown themselves to be very receptive to the building training that we are providing for them. Teams have developed naturally that specialise in reinforced concrete construction, earth brick wall construction and bamboo construction. We have observed major advances in their abilities and their confidence during the last three months and they are naturally very pleased to have found paid, regular and productive work within their own area.



Our major challenges for 2017 will be resolving our budget shortfall – currently estimated at \$100,000 for phase 1 – and restoring the confidence of EcoSolidar in our ability to realise the project. On the plus side, we now have a construction team in place that is skilled, highly motivated and capable of building quickly within our budget range. We continue to be convinced of the viability of Hanchey Eco-Retreat and will therefore continue to devote a significant amount of human resources to ensure its success.

CIVIL SOCIETY & GOVERNANCE

By 2019 civil society, including children and youth clubs, should be more able to influence the decisions and the processes of local authorities and public service providers to be more inclusive, transparent and accountable in decision making, service provision and resource allocation, especially with respect to issues affecting children and young people.



Realising children's rights through improved local governance in Cambodia

To contribute to improved governance, accountability, inclusiveness and compliance with child and human rights in decision-making processes that affect children and youth.

4916
Children
and Youth

OBJECTIVES

- To empower civil society organizations (CSOs), including children and youth groups, child rights umbrella organizations and networks, to hold local authorities (LAs) and public service providers accountable for monitoring and fulfilling the rights of children and young people.
- To strengthen the capacity of local authorities and public service providers (especially in birth registration and education) to protect and fulfil the rights of children and young people through improved service provision and public financial management.

DONORS

SAVE THE CHILDREN - EU

BUDGET
87 809\$

By 2019 civil society, including children and youth clubs, should be more able to influence the decisions and the processes of local authorities and public service providers to be more inclusive, transparent and accountable in decision making, service provision and resource allocation, especially with respect to issues affecting children and young people.

BSDA signed a sub-award agreement with SC (Save the Children), building the capacity of BSDA staffs in Tbong Khmom and Pursat to 9. The project concentrated on:

1. Child Participation in the Community Investment Plan (CIP) process.
2. Child sensitive local budget management including social service mapping (SSM) of LAs in 8 communes.
3. Children's Consultation on Child Rights Situation (CCCRS).

We also provided technical support on the establishment of 80 children's clubs in Tonlebet, Bounghrol, Kor and Chikor (communes in Tbong Khmom province) and in Beong Khnar, Khnar Torteong, Rumlich and Talo (communes in Bakan district, Pursat province). The project cooperated with local authorities and provided technical support to the Community Committees (CC), the Community Committees for Women and Children (CCWC) and village chiefs.

In addition, further assessments were made of child rights status by using body mapping, child rights posters, problem trees, and finger tools. The consultative and launching workshop were arranged with key stakeholders from communes, districts and provincial government. Discussions took place on how to set up child clubs, covering planning, advance request, settlement, how to conduct child club monthly meeting and taking minutes. Regular meetings were organised to identify children's issues and to share knowledge on child rights, birth registration and the benefits of children's education.

The project also provided technical support to LAs to develop Social Service Mapping (SSM) in 122 villages in Tbong Khom and Bakan districts. BSDA also cooperated with PSOD with technical support from Save the Children to manage an annual reflection workshop on achievement, challenge, lessons learnt, and planning for the next year.

1.CHILD PARTICIPATION IN COMMUNE DEVELOPMENT

After the initial training, and at the commune level, the children were given further support to improve their capacities to lead the clubs. We also followed up by observing their activities: 90% of the children and youth club leaders at 8 communes were able to facilitate their monthly meeting very well. Our project staff with technical support from SCI will continue to deliver field support through field monitoring to develop their professional leadership, communication and facilitation skills.

2.PROVIDE FINANCIAL AND TECHNICAL SUPPORT TO CHILDREN TO PARTICIPATE IN CIP PROCESS/SCHOOL DEVELOPMENT PLAN AND MONITORING

410 children's club leaders included 13 deprived children attended CIP meetings in 8 communes and raised the following subjects:

- A. Lack of school materials
- B. Drop-out rates of school children
- C. The inclusion of the provision of quality service to poor children in the CIP.

The children are not yet confident in their understanding of the CIP process, but they are now far better equipped to begin to think about this process, and to enter discussions with local authorities. As a result of the discussions, CCs and CCWCs took action by getting the materials to support children in schools and they showed commitment to increase the social service budget for the coming year. CCs and the CCWCs showed themselves more accountable toward children by seeing them as stakeholders in the decision-making process.

3. SUPPORT CHILDREN TO CONDUCT CONSULTATION WITH STAKEHOLDERS

63 Children conducted data collection on CCCRS. They worked to draft a report for consultation with the local authority. A CCCRS report was drafted by the communes for consultation with local authorities in each commune for additional information or matching data. A workshop was organised to present the reports to the local authorities. An action plan was produced covering the following points:

- A. Awareness raising on the benefits of education laws, child trafficking laws, child labour laws and children's rights.
- B. The provision of vocational training to school drop-outs.
- C. Intervention in violent cases.
- D. Support services for school drop-outs and children whose guardians provide inadequate care.
- E. Scholarships for school drop-outs.



4.ASSIST LOCAL AUTHORITIES AND SCHOOL SUPPORT COMMITTEE TO CONDUCT SOCIAL SERVICE MAPPING (SSM) TO IDENTIFY VULNERABLE AND MARGINALISED CHILDREN AND INCLUDE THESE INTO THEIR ANNUAL BUDGET PLANS.

150 members of CCs and CCWCs from Tbong Khmom and Pursat provinces identified 20 key SSM indicators for the 123 villages in each commune. The main issues were:

- A. 839 new-born children did not have birth registration.
- B. 1,057 3-5-year-old children were not enrolled in kindergarten, public or private schools.
- C. 56 6-year-old children were not enrolled in primary school.
- D. 98 7-11 and 12-14-year-old children were not enrolled in primary school.
- E. 31 children suffer from labour abuse which affects their health and study.
- F. 91 children are orphaned and neglected.
- G. 128 children are physically and/or mentally disabled.
- H. 1,397 households with incomplete ID.
- I. 824 children migrated (with their family).
- J. 33 children are living with domestic violence.

5. FINANCIAL AND TECHNICAL SUPPORT

Technical support has been provided to 720 CCs, CCWCs, CSOs and Children and youth club leaders in four communes to conduct meetings and take action. Local authorities agreed to follow the action plan:

- A. Eliminate children abuse in the family.
- B. Discuss with teachers to reduce school fees and help the poorest children.
- C. Police will intervene to eliminate children exploitation, gambling and drugs in the villages.
- D. Primary school principal will offer scholarships to the poorest children.
- E. Public school principals will discuss school fees with the teachers.

6. ANNUAL REFLECTION WORKSHOP

On 20 and 21 of December 2016, at PURSAT CENTURY Hotel, BSDA conducted the annual reflection workshop in coordination and under the technical support of Save the Children on the result of the RCRG-C project in Pursat province. All the 75 relevant stakeholders were invited including 41 children under the chairmanship of her excellency Chuk Sophany, the vice head of CWCC of Pursat province.

Previously, On 12 and 13 of December 2016, the project cooperated with PSOD under the technical support of SC to conduct an annual reflection workshop with local authorities, children and youth, district and provincial authorities and NGOs to reflect on achievements, challenges and lessons learnt, and to discuss an action plan for the coming year. Held in Tbong Khmom province, this important meeting saw the participation of The Deputy of Tbong Khmom Investment Plan, the Representative of Save the Children, the PSOD's Executive Director and the BSDA's Program Director as the chairs.

CHALLENGES

- Migration limits target stakeholders' participation.
- Local authorities and school support committees are reluctant to engage children in development processes at commune and school management levels.
- Local authorities have a low priority for budget allocation in social services for the benefit of children.
- The law on associations and NGOs will limit the activities of civil society.
- The public and communities are not willing to support children's rights.
- The very limited time of BSDA staff and local authorities can spend on building up children's clubs.

SOLUTIONS

- Help Advocate to reduce migration for the sake of children's education.
- Advocate for further involvement of children in development processes at the commune level.
- BSDA staff will push the local authorities to pay more attention to children's issues and budget allocation.
- Keep building good relationships and doing activities including the facilitation of the children and youth clubs in a way that is consistent with the government policies and regulations.
- Facilitating the clubs and encouraging the local authorities in spreading and advocating to the public on children's rights.

Through observation, children showed that they became more confident and can bravely talk about issues concerning their rights and raised it to their respective authorities. It is remarkable that CCWCs expressed that they learnt a lot from the workshops and have better understood about RCRG-C project, and the integration of children's issues into CCWC's work plans. During the event, action plans for 2017 – jointly developed at district and provincial levels – were proposed, seeking financial support from other sources, adding child club members of CCWCs and CPBs, proposing bigger annual social service budgets at national level and the timely delivery of cash at local level.



CLIMATE CHANGE

Increasing self-sufficiency, increasing sustainability: empowering and supporting vulnerable people in social and economic development processes.

- Organic Farm
- Chicken Raising



Organic Farm

To increase the use of environmentally friendly practices and contribute to sustainable livelihoods.

31
Students

OBJECTIVES

- Integrate environmental awareness into our programs.
- Promote Asset-Based Community Development (ABCD).
- Raise awareness of environmental issues among communities and support them to minimise their impact on the environment.
- Explore the potential of technology to reduce environmental impact.

DONORS
ECOSOLIDAR
RUSTIC PATHWAYS

BUDGET
11 782\$

1.AGRICULTURE PROGRAM

The organic farm has been growing vegetables during the first and second quarters this year making a significant contribution to the food needs of the Smile Institute students. With the aim of making the management of our land sustainable over the long term we have now decided to move into the production of limes.

Our farm is 2 hectares and our goal is to plant 1,000 lime trees. Smile Institute took a loan from Smile Social Enterprises to finance the work. The farm will produce limes for the commercial market and profits will go to MKK project. It is managed by 2 main staff with support from Rustic Pathways (RP): RP volunteers set out the tree protectors (car tyres), and filled them with compost. They did a great job to complete 1 hectare and our staff will complete another hectare.

In December, 2 water tanks have been installed. Each tank is 5,000 l and supplies water for one hectare of lime trees. A drip irrigation system is being installed. The final step will be to plant the lime trees in January 2017. We also intend to introduce agriculture to the students' program.

CHALLENGES

- Extensive preparation is required over a large area.

SOLUTIONS

- Arrange staff to look after the farm and organize the work with Rustic Pathways group.



■ Chicken Raising

Assist People Living with HIV in target areas to improve their livelihood and their health.

56
People Living
with HIV

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.

DONORS
GLOBEMED

BUDGET
3 065\$

There are 67 beneficiaries who have been provided with loans since the project started, 56 of them people living with HIV. The BSDA Community Support Officer conducts monthly home visits to the beneficiaries, checking on their health condition and the progress of the chicken raising business. In October, we provided training about procedures to raise chickens, and supplied vaccine. We started this project with 15 beneficiaries in 2011 and have increased this every year until 2015. In order that we can continue to follow up on the beneficiaries, we have decided with GlobeMed not to recruit new beneficiaries from. All of the beneficiaries have had difficulties due to their lack of knowledge. A lot of chickens have been lost to drought, leading many to ask for an extension of time to pay back their loan. The loan amount is between \$78 and \$120. The CSO advises on the timing of selling chickens, encouraging the beneficiaries to check the market price before making sales. Buyers are usually people from the villages who are preparing for celebrations and ceremonies; there are also intermediate buyers from the markets. The profit is supposed to be enough to supporting their family.

In 2016, the CSO conducted 60 home visits in Tbong Khmom, providing new ideas, and encouraging them to take initiatives to resolve their problems. A workshop called "Improving Chicken Raising" was organised at Community Support Volunteer's houses which are located in different communes and districts in Tbong Khmom province. The most successful beneficiaries were invited to share their experiences. The training on vaccine to prevent intestinal worms was a priority, as worms are the commonest cause of chicken death. We also supplied posters of chicken raising procedures showing how to select chicks and what to feed them, and how to make a proper chicken house and where to site it.

CHALLENGES

- Some beneficiaries lose confidence because of chicken deaths.
- Delays in paying back loan.

SOLUTIONS

- Motivate the beneficiaries to continue with the project.
- Consult with beneficiaries and set up a new payback schedule.



CAPACITY BUILDING

As a community-based organisation, operating in rural Cambodia, BSDA faces a number of challenges associated with the knowledge and skill levels of its staff. Although educated and skilled in their roles, it can be difficult for staff to develop wider technical skills or to keep in touch with the latest developments in their fields as these often occur outside Kampong Cham Province or Cambodia.



Capacity Building

A key approach to capacity building which BSDA plans to integrate into its work is encouraging and facilitating the sharing of knowledge and skills between staff, i.e. using existing strengths to teach and learn from other staff members.

73
Staffs

OBJECTIVES

- Improve staff skills and develop awareness on their roles and tasks.
- Improve organisational capacity.

DONORS
ECOSOLIDAR

BUDGET
3 300\$

1.ANNUAL STAFF RETREAT 2016

In February 2016, the BSDA's team members went to Koh Tonsay in Kep Province for the Annual Staff Retreat. The idea of this event was to have a conference in a relaxing place to share experiences, concerns and thoughts. We discussed, gave feedback and reflections on organisational development including good governance, relationship & communication, sound financial management, accountability & transparency, quality assurance and effective human resources management. Each department made a presentation to introduce the achievements of the previous year and the challenges that they were facing. The goal was to give the staff a better understanding of the current situation of BSDA and to strengthen the relationship between the board, the management team and the staff.



2. TRAINING & LEADERSHIP

From 19 to 22 April, the Chair of the Board of BSDA, Mr Say Savuth provided training to the staff and leadership to the Senior Management Team. During 4 days of group discussion and interaction, he encouraged all BSDA staff to make suggestions to improve their daily work; everyone had a chance to speak and express their motivation.



CHALLENGES

- Providing a working environment with learning, self-motivation and safety for employees.

SOLUTIONS

- Organise monthly staff meetings with one training theme topic to improve staff's ability and knowledge.
- Arrange outside trainings and workshops for employees to improve their ability and knowledge.

3. COOPERATION COMMITTEE FOR CAMBODIA LEARNING FORUM IN PHNOM PENH

On Jun 30, 2016 M&E Learning Forum

Topic: **"Process to develop the Result Framework"**.

Objectives:

- To promote and share knowledge on the result framework as.
- Approach for monitoring projects and programs.
- To enhance understanding of the key elements of the result framework.
- To improve practical knowledge on how to design an effective result framework.
- To optimise networks between management and field teams.

On 11 August 2016 Finance Learning Forum

Topics: **"Anti-Corruption Focus on Fraud Management"**.

Objectives:

- To brief the participants on the common forms of corruption.
- To refresh the understanding of the participants of fraud.
- To help participants strengthen their organisation's internal control system and establish sound financial management which are robust in preventing fraud.
- To create a learning and sharing environment and build a stronger network of finance practitioners among CSOs community.

On 23 September 2016 HR Learning Forum

Topic: **"Performance Management"**.

Objectives:

- To enhance participants understanding on how performance management systems can be effectively utilised to raise the performance of individuals and teams.
- To refresh knowledge and share experience on performance management strategies and techniques so that they will be ready for the annual staff performance appraisal by end of the year.
- To build up more network and relationship among HR practitioners and professionals for ongoing learning on HRM matters and related issues.

4. THE BSDA MID-YEAR STAFF CONFERENCE 2016

From 12th to 15th September 2016 at Smile Institute, Kampong Cham Province.

Objectives:

- To share experiences, concerns and thoughts from the whole staff of BSDA.
- To provide feedback and reflection to staff and management on organisational development including Good governance, relationship & communication, sound financial management, accountability & transparency, quality assurance and effective human resources management.
- To enhance the relationships between the board, management and staff.

Each unit made a presentation showing their projects, reviewing schedules, achievements, challenges, solutions and action plans for the rest of the year.

This session on 13th was an opportunity for staff to check, discuss and amend BSDA's by-law and policies. Also, the new representative staff and internal audit committee were elected.

On 14th, Mr. Pich Sarakmony from Save the Children gave a presentation about fraud and corruption. Policy presentation and child right protection.

On September 15th, board member Ms. Ty Ratana gave a presentation on result based management for the management team.



5. GOVERNANCE & PROFESSIONAL PRACTICES

Organizational Assessment

This organisational field assessment reviewed the current practices of the organisation compared to the NGO VCS code standards for the certification process. The field assessment analysis refers to six key areas: good governance, relationships and communications, sound financial management, accountability and transparency, quality assurance, and human resource management. Twenty five standards are given for these key areas, followed by various key indicators and assessment criteria for the assessment. The results showed the applicant has complied with the NGO GPP standards as follows:

Governance

BSDA defined clear vision, mission, and values and implemented these across all levels. The board of directors (BoD), management team and staff were able to explain the meaning and importance of the vision, mission and values. BSDA registered with the Ministry of Interior on 25 June 2012 with letter number 826. BSDA developed a five-year strategic plan from 2015-2017 with participation from various stakeholders including local communities. BSDA's by-laws set out the process of selection BoD members, meeting and quorum of BoD meeting, the roles and responsibilities of BoD. The organizational policies were approved by BoD.

Relationships and communications

BSDA's management team has set out terms of reference (ToR) and implemented them. The ToR complied with the GPP Standards and Guidelines. The organisational annual report was produced and it was available to both internal and external stakeholders. BSDA used the project proposal for fundraising with its donors and it aligned with the strategic plan. The survey with ordinary staff expressed that they satisfied with working environment in BSDA. More importantly, they expressed that the management team were trusted, respected, and honest.

Financial management

BSDA conducted the global financial audit by Covenant company which recognized by Kampuchea Institute of Certified Public Accountants (KICPAA). The donors also conducted the quarterly financial review in BSDA organization and provided few comments for improvement. BSDA had responded to most of the external recommendations from both the auditor and the donors. BSDA had a financial policy and implemented it in compliance with GPP standards and guidelines. BSDA had a clear financial structure with segregation of duties. The finance staff are universities graduates in the field of finance and banking. They had the competency skills which met the GPP requirement. In addition, they expressed that they worked independently without pressure.

Accountability and transparency

BSDA regularly conducted monthly staff meetings and shared information with staff members. The management team listened to staff comments and suggestions. BSDA had documents to demonstrate the beneficiary's participation in initial project assessment, planning and implementation. The target populations were indicated in the annual report, project proposals and meeting minutes. The policy on the conflict of interest complied with most the GPP standards. More importantly, the relevant stakeholders expressed that they satisfied with BSDA's work.

Quality assurance

BSDA has developed an M&E system with participation from all staff and these were being implemented. BSDA is using several M&E tools to monitor its programs: database, reports, plan and baseline. In addition, BSDA also used external monitoring tools supplied by its donors. BSDA carries out internal and external program evaluations. BSDA has an M&E officer who was responsible for monitoring and evaluating the programs. In addition, BSDA has a complaint mechanism policy for the use beneficiaries and relevant stakeholders.

Human resource management

BSDA has a staff policy and implements it in compliance with GPP Standards and guidelines and in alignment with Cambodian labour legislation. BSDA writes job description for and signs contracts with all staff. BSDA implements cyclical staff performance appraisals. The document review found that all staff were appraised annually and that these appraisals were correctly documented. Gender and child protection policies are developed and implemented: both of these policies were in compliance with GPP standards and guidelines. The BSDA policy on conflict of interest was partially compliant with GPP standards and guidelines. The performance appraisal form and grievance policy were also mostly compliant with GPP standards and guidelines. The result of the field assessment was that BSDA's organisational structures met 95% of the target goals. BSDA was awarded the certification for three years from 19 August 2016 to 19 August 2019.

Awarding Ceremony in Phnom Penh

BSDA is proud to announce that we have successfully renewed our certificate of Standards of Good Governance & Professional Practices for NGOs in Cambodia (GPP Standards) attributed by CCC (Cooperation Committee for Cambodia). Being a member of CCC allows us to increase our networks with other organisations, share information with them and improve our organisational development through peer-learning. It also provides us with a platform on which we can stand together with both local and international NGOs. The ceremony was marked by a performance of our most experienced Apsara students who have been hired by the CCC organization. Let's go for 3 more years!



THANK YOU!

The entire BSDA Team would like to thank every single person who got involved with us to make Cambodia better year after year. We feel very warm that you fully decide to give us your trust and we hope that it will go on in the future, for the good of our beneficiaries.



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BSDA

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Buddhism for Social Development Action





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