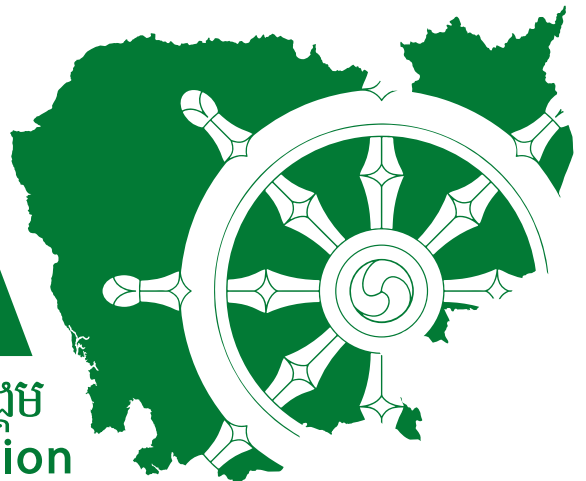




ANNUAL REPORT 2015

BSDA

អង្គការ សកម្មភាពព្រះពុទ្ធសាសនាដើម្បីអភិវឌ្ឍន៍សង្គម
Buddhism for Social Development Action





LETTER FROM...



THORN VANDONG

2015 was a special year as we proudly celebrate the 10th anniversary of BSDA. The challenges are still here and evolved with the trends and community needs which push us to always update our strategy to help the people. The local community is more confident to collaborate with BSDA, we continued to work closely with all stakeholders on a national and international level.

We followed our 5 Year Strategy Plan, moving into 2016, BSDA have always strived to be open with achievements. This annual report shows, along with new procedures and controls that we have put in place, such as more efficient project management, a new supporting unit, technical and assistant staff, we aim to maximize transparency and accountability by strengthening the team and their own skills.

To be the Executive Director of BSDA is for me an extremely responsible task and I am really proud to head this organisation for a decade. The activities and achievements contained within this annual report are the culmination of the professional work that the BSDA's team does, the relationships with local organizations and government bodies, and of course the generosity of our many donors and partners from around the world. We stay optimistic on the future, it gives us the energy to continue to grow and learn about the previous experiences to improve the support that BSDA provide to the poorest of the poor in achieving their potential.



SAY SAVUTH

The Board of Directors of BSDA is happy to provide its approval of the Annual Report for 2015. The report demonstrates the mechanism and impact that BSDA creates for their beneficiaries in very concrete terms. This is an informative report to better understand what and how the agency is doing this incredible effort which, through the years, has reached thousands of people around Cambodia. The Board is very pleased with progress that the agency has made including a rapid evolution in strategy and programming to meet the demands of the changing service environment. The Board fully endorses the report and we look forward to working closely with the executive in helping the agency to move forward in providing better services for the most vulnerable members of Cambodian society.



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BSDA ETHIC



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 Development to 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.



BSDA TEAM



SAY Savuth
Chair of Board



BREDENBERG Kurt
Vice Chair of Board



HUM Mary
Member of Board



LYNE Isaac
Member of Board



PEN Bopha
Member of Board



THORN Vandong
Executive Director



SOK Vannra
Human Resource
Admin Director



AUN Kimseng
Program Director



NEM Chhany
Finance Director



SAY Sokhoeun
Project Manager



KIM Sorya
Project Manager



SEAN Pheak
Finance Officer
Volunteer



KIM Sreyrath
Finance Officer



BEAN Yim
Finance Officer



OEURN Sreymom
Finance Officer
Volunteer



HENG Seanghath
Social Enterprise
Manager



LENG Dalin
Social Enterprise
Assistant Volunteer



SRUN Somavatey
Social Enterprise
Operation Manager



CHHAY Piseth
M&E Manager



OUNG Ngoun Heng
Rice Field Kids
Village Manager



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



CHHUN Kanha
Primary teacher



KHIM Rachna
Primary teacher



KIM Channa
Primary teacher



ORK Bunyong
Primary teacher



SORN Koemva
Community
Support Officer



SON Soksan
Community
Support Officer



SOK Veat
Community
Support Officer



OL Em
Community
Support Officer



Ven. DOEUN Kosal
Community
Support Officer



CHHORN Kolorng
Community
Support Officer



CHHOEM Chanrath
Community
Support Officer



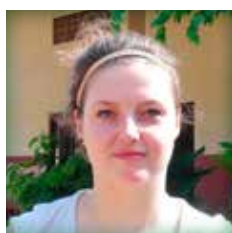
CHANDY Chhunleng
Community
Support Officer



CHHAY Dalin
English teacher



YAM Sarith
Education Officer



KASTEN Berit
Technical Advisor
Volunteer



Ven. HENG Hoeurn
IT Officer



SOM Somalen
Scholarship
Management Officer



CHHIEM Nimeth
Cooking Teacher



SEAN Pheakdey
Cooking Teacher



Ven. SUON San
Executive Director
Assistant



YIN Synuon
Nurse



PORNG Komsath
Organic Farmer



HENG Channy
Farmer Assistant



CHHUN Soknai
Admin Officer



SROS Ratha
Cleaner



VANNY Sophea
Tailor Teacher



KENG Sinon
Sewing Teacher



MOEURNG Sophy
Security & Driver



CHHUN Sochea
Security & Driver



EXECUTIVE SUMMARY

Buddhism for Social Development Action (BSDA) is a run local Cambodian NGO, established in 2005 by seven monks in Kampong Cham province. Over the last 11 years, the local organization has become highly respected and trusted, improving the sustainable subsistence practices, livelihood/food security, professional training skills, education and health awareness for the lives of thousands people based in Kampong Cham, Tbong Khmom, Kampong Chhnang, Pursat and Koh Kong province.

Some of BSDA's highlights included providing essential outreach awareness raising in:

- education (literacy/numeracy by schools, communities and scholarship provision)
- health (safe of drug, condom use, HIV/AIDS prevention, Diarrhea and Pneumonia)
- climate change and good governance sector as well as promoting conversations about the community outreach activities, meeting, events, workshops and other campaigns with thousand participants.

Since several years, BSDA is working on programs including MKK, Basic Education (BE) and Cambodian Consortium for Out of School Children (CCOSC). BSDA will enact strategies to start improving educational inclusion for out-of-school street and marginalized children in Kampong Cham and surrounding areas by raising community awareness and improving communication between key stakeholders and partners beside to providing scholarships and non-formal education programs. Additionally as parts of the Mekong Kampuchea Kids (MKK) Project, BSDA has provided computer training, English teaching and vocational training (in basic skills such as sewing, cooking, hospitality, motor repairing, AC and traditional dancing).

The Community Based Prevention Cared and Support (CBPCS) will be continuing to provide comprehensive health services, to make referrals for PLHIV, pursue the reduction of harm due to HIV/AIDS in the community as well as improve livelihoods of PLHIV, OVC and poor families by providing training and support for chicken raising, vegetable gardening and small enterprise creation.

The HIV/AIDS Prevention and Harm Reduction of Drug Abuse (HAPHRODA) project, is focusing on education to the drug users on the links between using drugs and HIV/AIDS by using volunteers to hold self-help groups in the local communities. The volunteers have first-hand experiences and can therefore relate to the users, gain their trust and try to help them turn away from drugs.

BSDA also innovated and invested in Social Enterprise, benefiting from support in kind from numerous international volunteers. Those activities seek to achieve social impact and also generating income. Whilst still a relatively new concept to Cambodia, it is rapidly developing across the country and BSDA has strived to be at the forefront of this movement. One of the main goals is to give jobs to people from groups who may otherwise be excluded from employment. Social enterprise activities are particularly popular in relation to the increasing tourism which Cambodia is experiencing. BSDA is on this trend by running "SMILE Restaurant" on the riverfront of Kampong Cham. There is great potential for growth, both in terms of increasing income, but also in supporting people to find long-term employment or business opportunities. It remains to be seen whether Cambodia's new NGO law will be favorable to the development of Social Enterprise.

BSDA has worked with communities in five different provinces as stating above in Eastern and Western Cambodia and our programs mainly target the following types of people:

1. Children and Youth

We work with children and youth (aged between 15 – 24 years old). Not only do youth comprise the greatest proportion of the local population, but they are also often under-provided for by the state and the most in need of services and support which BSDA provides.

2. Vulnerable groups

As well as OVCs, BSDA targets other stigmatized or excluded groups including People Living with HIV/AIDS (PLHIV) and People Who Use Drugs (PWUDs). These groups face considerable challenges in building livelihood security; the biggest barriers are often a lack of access to quality, affordable healthcare, and limited income generating opportunities.

3. Women and Gender Balance

BSDA strongly encourages women and girls to participate in our programs, and takes special care to ensure that we meet their needs. However, BSDA does not work exclusively with women, rather we seek to work with groups which are representative of our target populations and routinely tracks participation in our by men and women community members to monitor that we are achieving this.

4. Local Authorities

Through BSDA's programs implementation for many years ago, BSDA has closely worked with all relevant authorities to make a good relationship/collaboration in program implementing.



STAFF CAPACITY BUILDING

To maximize the improvements of the organizational development.

REPORTED BY
VBNK.



BENEFICIARIES

BSDA STAFF

OBJECTIVES

- Training for BSDA staff on Strategic Planning, Financial Management, Human Resource Management and Proposal Development.
- Coaching to concerned staff on the required skills.
- Facilitation in strategic planning workshop for all staff.
- Create a 3 year strategic planning.

1. OVERVIEW OF THE SITUATION

VBNK was selected to be the capacity building provider and help BSDA to achieve its objectives of the organizational development plan. VBNK was responsible to cover the following four key areas:

1. Strategic Planning

BSDA's 5-year strategic plan is lacking detail and foresight in regards to the long-term strategic direction it wants to take. The strategic plan does not specifically address key target areas where it wishes to provide services for and have key milestones, indicators and a comprehensive annual work plan necessary to ensure effectiveness of its future programs. Furthermore key stakeholders have not been closely involved in the formation of the strategic plan, therefore lacking close community and partner relations in its formation.

2. Financial Management

Due to growth of BSDA as an organization, the increasing social enterprise activities and increased donor funding has placed the financial team with many hurdles to overcome in their work processes. The team are under-capacity and under-trained in being able to accommodate for this rapid growth and thus also plans to install QuickBooks to improve systems. Although the Financial Manager has a basic understanding of QuickBooks, the Finance Department as a whole requires capacity building to be able to easily generate consolidated and detailed reports required by donors, effectively manage social enterprise finances as well as effectively monitor general finances with QuickBooks.

3. Human Resource Management

Staff at BSDA function with suitable skills and knowledge to perform their roles, but there is a lack of staff appraisals to identify and prioritize individual capacity needs. At present, appraisals are only focused on monitoring the completion of activities in the work plan, with lack of insight towards improving internal learning and relationship building.

4. Proposal Development

BSDA is unable to develop a framework for a successful proposal because of lack the resources to undertake a full situation analysis. There is also a need to develop the capacity for engagement with the objectives of donors. Nearly all staff at BSDA lacks the knowledge and reporting capacity to contribute effectively to proposal development, and therefore only the Executive Director has a key role in the proposal writing. Another area which was on monitoring and evaluation (M&E) was provided by a different consulting team.

VBNK agreed to conduct an evaluation on this organizational development project 10 months after its completion. The objectives of this evaluation are:

- To measure the results and outcomes of the one-year organizational development project implemented by VBNK in relation to the agreed activities and planned schedule
- To provide recommendations for further improvements of the organizational development



2. METHODOLOGY

VBNK will establish a Project Core Group comprised of one Project Manager, who ensures good quality work and coordination, a team of trainers/facilitators with different background and skills to implement this consultancy work. VBNK's team will study the background information and clarify with BSDA Management Team on expectations and agree on expected outputs of the project. Regular communication and negotiation with BSDA will be done to make sure activities are implemented smoothly and in accordance with the agreed plan. BSDA will be responsible for organizing the participants for the different learning events as well as the logistics (stationery, refreshments, etc.) related.

3. FINDINGS

The respondents from all groups pointed out that there were changes at the knowledge and skills level of each individual staff and at the organizational level. Staff members were aware of the needs of a learning organization and of what they need to do to contribute to that. They accepted the proposed changes and were willing to develop themselves to fit the changes of the organization.

With the improvements of the staff capacity and the organization's system and procedures in place, they feel that now they are more able to maintain their operations and project implementation as well as to respond to the requirements of certain donors. There was a general agreement among the respondents that more funding is coming to BSDA. The capacity building and organizational development interventions helped staff to assume more responsibilities with more remuneration and become more effective and more results for the community. This helped BSDA to reduce its overhead and operation cost to a level of less than 25%.

3.1 STRATEGY PLAN

The significant outcome of this capacity building area is the comprehensively developed strategic plan with 5 strategic directions and divided into three phases of implementation each for 2015, 2016 and 2017. The five strategic directions are:

- 1. Delivery a diverse portfolio of program activities responding to the need for long-term household livelihood security of vulnerable citizen in Cambodia.**
- 2. Grow social enterprise to address the needs of youth and potential migrants, and provide income to help BSDA become more sustainable.**
- 3. Strengthening monitoring, evaluating and learning systems to demonstrate impact.**
- 4. Develop and implement a funding strategy to support sustainable impact.**
- 5. Strengthen organizational capacity to support program quality and learning.**

3.2 FINANCIAL MANAGEMENT

The new system helped to reduce time and reduce the layers of hierarchy in dealing with advance and releasing payments. In addition to the training, an exchange visit was organized to learn from similar organizations how they manage their finance in an effective way. They visited Friends International and VBNK. After the visit, they reflected on the lessons learnt from these two organizations and include those

lessons into their policy and procedures and they changed some of the forms and procedures to be more efficient. The Executive Director appreciated the staff commitment after the restructuring of the organization especially the finance section with fewer staff but they could still maintain and produce the same amount of work.

BSDA conducted annual external audit from 2010 and the audit management comments had decreased gradually. The audit since 2010 was done by an external audit company which varied from year to year depending on their budget and acceptance of the donors. In 2010, 2011 and 2013, the audit was done by APV. In 2012, it was done by KPMG and in 2014 it was done by Covenant. Besides the external audits, they also have their respective donor conducting the audit or spot-checks for their supported projects, namely, KHANA, Aide et Action and Save the Children. In connection to this, BSDA established an internal audit team in 2014 to ensure its proper compliance of the financial procedures. The team consisted of 2 persons from the finance section, one each from program section, human resource and M&E. They were tasked with the role of doing spot check with community beneficiaries and suppliers. They will produce a brief report of their findings and recommendations to the Senior Management Team for decision and actions.



There was 100% compliance to the financial policy and procedures, in particular in the part of procurement. They have separate the roles and tasks of those involved in the procurements process.

In order to make sure full compliance is strictly followed, BSDA set up a mechanism for internal control or audit. They required various documents to prove the expenditures such as quotes from suppliers, attendance list for workshop, and random phone call to check with suppliers. There was regular quarterly community visit to talk to the beneficiaries if they had received the assistance as stated in the project plan. Any error found required explanation and justification. They went further to set up the community feedback or complaint mechanism to receive any complaint or dissatisfaction form community members. With this clear system and procedures, it helps gain donors' trust and continue their support to BSDA.

When the situation became a bit stable and a few more donors supporting new projects, the finance section started to recruit new staff for the position of finance officer and one of the resigned staff returned to work with BSDA again. This meant that the organization has improved and is competitive with other NGO in the area.

To cope with this situation of staff turnover in the future the Senior Management Team has thought about a number of contingent plan which was include in the staff policy such as the provident fund, the insurance and so on for the staff to feel more secured when working with BSDA. The executive director has been negotiating with donors for provident fund and increase staff salary. At the moment, BSDA staffs receive between \$180 and \$200 a month, which is a bit low pay, compares to other big local NGOs in Cambodia. The objective of BSDA is to increase the salary of the field staff to be at least \$250 to keep it competitive.

At the moment, BSDA is building a new resort/spiritual retreat center in Hanchey mountain area in Kampong Cham. When it opens there will be opportunity for staff to work there or get the self-resilience to support the projects when there is funding cut or reduction from donors. Therefore, there will be no problem for the future because the staff have improved their capacity to be able to work more effectively and more professionally as well as some other measures are in place.

The other difficulty was that with the new system restructuring was needed. It was not easy for changes or restructure in the organization. There was resistance to change the old habit and practice of working. In addition, the program staff at the time still have limited capacity such as computer skills, budget coding, and lack of financial knowledge. In order to address that the finance director and staff conducted a number of orientation sessions to project staff and conducted coaching to them through learning by doing and on going process.

3.3 HUMAN RESOURCE MANAGEMENT

During the course of this capacity intervention, they expressed that there were a lot of changes including the revised and developed the following policies such as the by-law, the financial policy and procedures for both the NGO and the social enterprise, the human resource policy for NGO and enterprise, and other 8 shorter policies:

- 1. Child protection.**
- 2. Conflict of interest.**
- 3. Grievance procedure.**
- 4. Anti-drug use.**
- 5. Use of BSDA's asset.**
- 6. Anti-discrimination of PLWH.**
- 7. Gender.**
- 8. Anti-corruption.**

Both policies for the NGO and for the social enterprise have been developed and approved by the Board. However, the standard operating procedures for SE still need more adaption to fit to the need of the operation as a business entity. BSDA agreed that there is also a need to change the mindset of the staff from a charity-based to the business-based mindset for those who are in charge of the social enterprise. However, the current social enterprise created more social impact than the economic impact as that was not the intention from the start. The current operation was not very profitable. However, the objective was to provide education to the youth and drop-out of school children to have some kind of skills development and employment.

The HR has conducted annual staff performance with satisfactory result which led to the increase of their salary by 3% in most cases based on a range from 1-5% annual increase. The appraisals were properly filed in the admin and human resource section. In addition, they also introduce the feedbacks form to the community. Community members can report or give feedback/complaint on project implementation to BSDA management. There is an annual increase of salary pending the donor agreement. Although some donors have limited fund and therefore salary increase is not negotiable. There was proper orientation of the policy and feedback received for staff for further improvements. More opportunity for staff to develop their capacity and they can suspend their job to go to study abroad and return with the same job offered.

3.4 PROPOSAL DEVELOPMENT

The respondents expressed their satisfaction with the training saying it was good and it helped a lot because there were format and guide as how to develop it. For BSDA the training was helpful and now they have team to lead the proposal development for new projects. They gained knowledge and experience in developing and writing the proposal as the training provided the basis and guide for writing the proposal. They used to search on the internet when they develop a proposal in the past. Now they could do it faster with the way they learned from VBNK. They know where to look for information for their proposal for better description of their writing. They understood more on needs assessment, the development of a logical framework and the results chain of a project as well as the M&E plan for measuring the progress of the project implementation.

Their proposal now is much clearer in terms of logical framework, there is detailed work-plan and a monitoring framework to measure progress of the project implementation. They are able to write specific objectives which responding to sectors/directions described in the strategic plan. The new proposal format made it easy to explain to field staff for their implementation. There was clear linkages between activities in the proposal and budget line by using the same coding. Other managers were assigned to take lead in proposal development based on the projects they were implementing. The executive director gave comments and coach staff in the process of the proposal development as well as technical support from expat volunteers. The executive director is also preparing the proposal for NAMS project existing donor in UK, which will work with commune council and monk network to improve social accountability.

3.5 M&E SYSTEM DEVELOPMENT

During the period of the interventions, they had a 6-day classroom training on M&E topics covering from setting indicators for the projects, data collection tools, developing of questionnaires and database entry and so on. They learned about the results chain and types of data to be collected (primary and secondary data). They learned about the M&E theory. When they should conduct monitoring – ongoing, mid-term and

final. They learned about the indicators and how it looks like at each level of the results chain. They learned how to develop the logical framework and to understand the logical flow from one level to another. Also, there was an overview of the project cycle management presented to them.

Parts of the consultancy interventions was to develop M&E tools to collect data for each project which they did not have it before. The consultants helped to developed the tools and template and provided orientation on how to use them properly, have developed database system for each project to track on the number of the beneficiaries and the type of service provided. Project staff were trained on how to manage the system by each project. The tools and database system helped BSDA to properly monitor their project implementation with recommendations for improvements and produce regular on time reports to donors.

There were different levels of monitoring of staff involved in the projects. The program director is in charge of overseeing the project performance and find out if there are any variance from the plan. The project manager manage the daily project implementation and keep track of implementation and progress made. The M&E manager consolidate all the data and report to the executive director. He also trained the project managers and staff on the M&E tools and how to properly implement those tools, i.e. the RAG status and well has to write the narrative report.

The other significant point was that sharing of the monitoring report and findings was done regularly by the M&E team. They reflected and proposed corrective actions to the SMT for the improvements of the project implementation. The monitoring report will be used to adjust future project development for more sustainability, for example, the lessons learnt from the monitoring will be include in the planning of MKK project for 2016. They were also used in the development of new proposals as reference and as evidence. The case studies and success stories can also be used for their fund raising purposes. The other example of the use of the monitoring results was related to their project of GlobeMed for chicken raising and family small business. After the monitoring of the project they found out the risks of that project and they decided to turn it into an alternative project for children education. The monitoring report could help them to plan for transition and phase out of the project.



4. CONCLUSION AND RECOMMENDATIONS

There are a number of recommendations that BSDA should continue to pay attention to and make efforts to address those remaining issues:

- Social enterprise policy both for the staff and finance still needs further improvements to make it fit to the practicality of the social enterprise operation. This is an area that BSDA needs to address as soon as possible to make it more effective economically.
- Since the financial system for social enterprise is using the excel software for its financial transaction, it is not very feasible. It is, therefore, advisable that BSDA looks for software that best fit the social enterprise operation if it is to grow and expand the business.
- BSDA should orient its staff who in charge of social enterprise to change the mindset from a charity-based to the business-based mindset.
- There is a need to completely separate the social enterprise from the NGO – BSDA to avoid any risk of being closed down by the operation of social enterprise in case of any incidence. BSDA should work on it and register the social enterprise as a company and pay tax according to the business regulation.
- BSDA should continue to build staff capacity on the use of IT to maintain the database created.
- BSDA should make sure that the capacity building plan developed and identified by the HR section implemented accordingly.
- BSDA should continue to negotiate with donors and implement the staff policy to keep staff motivated and be competitive with other NGOs to retain highly qualified staff.
- BSDA should continue to provide soft skills such as leadership, communications, problem solving and conflict resolution to their staff.



MEKONG KAMPUCHEA KIDS

To integrate and support the street children, Orphans and Vulnerable Children back into the mainstream Cambodian society and improve the quality of their life throughout educational opportunity.

PROJECT REPORTED BY

Venerable Doeun Kosal & Kim Sorya.
Supported by Chhay Piseth and Say Sokhoeun.



OBJECTIVES

- To develop professional skills competence of youth so that they can contribute to community processes, realizing self-determination.
- Vulnerable street and marginalized children are integrated or re-integrated into the educational system successfully.
- Improve additional useful skills for people who are disadvantaged and who cannot afford it, leading to greater life opportunities.
- Strengthen the participation of local actors to encourage children to engage in education for improved life opportunities.

LOCATIONS



1. KAMPONG CHAM

Kampong Siem | Kampong Cham | Strueng Tran | Chamkar Leu | Prey Chhor.

2. TBONG KHMOM

Tbong Khmom | Dambae | Suong | Memot | Kaoh Soutin | Orang Ov | Ponhea Kraek.

BENEFICIARIES

157	27	71	204
Scholarship Provision	Vocational Training	After care	Drop in Centre

BUDGET

214 300\$

IMPLEMENTATION PARTNERS

- Commune councils, village chiefs & community leaders.
- School principles & teachers.
- NGO network in Kampong Cham.
- Department of Social Affairs.

DONOR

ECOSOLIDAR
RUSTIC PATHWAYS
LES ENFANTS DU WAT NOKOR
SOCIAL ENTREPRISE BSDA
FCNPS*

*Family comtesse (Nadja & Phillipe) Switzerland



ACTIVITIES

1. SCHOLARSHIP PROVISION

The project has provided scholarship support to 90 OVC and poor families in communities selected on MKK's criteria. Every month, they all received rice, salt, fish and soy sauce, tin fish and vegetable oil. BSDA also provided them materials for studying such as books, pens, pencils, rulers, rubbers, small pockets, bags and a uniform per year. During the scholarship distribution, the project staffs delivered also advices about importance of education, morality, hygiene, domestic violence, drug abuse, nutrition and child right to the families which are around 240 people every session.



CHALLENGES

- Some students still dropped out from school even if they get the scholarship.
- Our support does not fit to their family size so they still decided to help their family rather to attend the class.

SOLUTIONS

- Project staffs has planned to consult the parents and discuss about the scholarship quantity. However, if they really need more support we can probably decide to increase it.

IMPACT

- Student get a good education in primary school and can upgrade to secondary and high school. They have much time to evolve and understand about knowledge advantages. All scholarship student agrees that the supports provided help their family to access to food security. They also don't carry anymore the responsibility to work rather to go to school. Moreover, some of enrolled students could help the community while the enrollment rate is higher than before.



■ Godparents Scholarship Program

The MKK project has continued to support 9 students who are sponsored by godparents. Three of them saw their sponsors shut down. So now one is studying at public school and two others became BSDA's staff as a security/driver and Apsara dance teacher. One of the god students, named Chhun Soknai, is internship with the HR department of BSDA which is relevant for her skill development for four years at university. All sponsorships come from private donors as 30\$ a month each. "Les Enfants Du Wat Nokor" Association from France, some ex-students and families through Rustic Pathways Foundation from United States and Nadja Compress family donors (www.Idriveadream.net) from Switzerland. Every quarters, students write letter and talk to their sponsors through Facebook.

CHALLENGES

- Some students don't get the sponsorship program anymore.

SOLUTIONS

- Change the students statute from sponsorship program to scholarship provision of APADAMA donor.



■ Computer class

40 students (27 girls) from secondary school have been selected to study in the computer class taught by Venerable Hoeun, who is the IT of BSDA. They are learning the basic use of Microsoft Words, Excel, Power Point, Photoshop, Publisher and how to repair computer. Nowadays, students are able to edit document fluently and confidence. For the second half of the year the teacher will follow up the graduated student to find out the impact.



CHALLENGES

- However, only 26 students regularly attended the courses while others are busy with their overtime at formal school.

SOLUTIONS

- Venerable Hoeun will help out the students to complete the courses and to get the certificate.

YES!

■ English Class

The scholarship students are separated in two English classes. First, 18 of them (14 girls) attend to the Angkor English with different level. They are learning for free and reported that they really appreciate the way Venerable Cham Phalla is teaching.

Secondly, Venerable Pen Pum and San Chialy teach to 58 students (girls 25) at Apsara Center, which is the informal school, target to the younger children who cannot go to Angkor school at late evening. The class happen 2 times a day (in the morning from 9 to 11 am and from 2 to 3 pm in the afternoon). The kids learnt the alphabet and can count it well. The next step is to start to learn English words.



IMPACT

- The students in Angkor school who are learning in upper level can now also volunteering as teachers for the youngest kids in Apsara Center and so contribute to develop the community.

2. INFORMAL EDUCATION FOR DROP-IN CENTRE

■ Traditional dancing classes



Traditional Apsara Dance classes are continually providing to all the children in the community and around the Wat Norkor Bachey temple, Boeung Basak and Romeas village. In order to help the kids who live far,

the Project staff picks them up from communities to the centre and drop them off to their home. The new teacher San Chaily works as a full time and Keo Chunghim teach as a volunteer on Sunday. As well, 6 of the ex-students are now leading the young generation. They taught two groups about bless, fight krab and coconut dancing. Furthermore, they manage reservations from visitors and perform at ceremonial functions. A total of 103 children (girls 63) are enrolled and the Apsara Dancing Group was hired 16 times to perform outside in 2015.

■ Musical class

This year we recruited a Pin Peat Music specialist from Krusar Thmey organization. Hon Menghong is blind. He select the instrument for the students according to their ability. Thus, 45 students (girls 38) can get the advice of their teacher and are able to accompany the others students on their dancing. However, there are timetable conflicts between public school, Apsara and musical training...



CHALLENGES

- The Apsara centre lack of traditional music instruments.

SOLUTIONS

- Project staff is discussing with Program Director to find out budget to buy more instruments. We also plan to revise the schedule by group to ensure that they can all practice and make it easier for the teacher to give personalize instruction.

3. HAPPY HAPPY CENTRE

This year 101 children (girls 50) have studied at the centre. Daily, they get food, were picked up from their home to the HAPPY HAPPY Center for non-formal education such as Khmer, mathematic, english, morality, sport and hygiene lessons from primary teachers who works half a day each. Furthermore, the project team delivered 15 awareness raising sessions to 237 participants (girls 177) including 26 children in the target village of the scholarships. They focused on topics of domestic violence, child rights, importance of education, child labor and migration.



The examination results at the HHC shows that 32% of students achieved a good level, 23% achieved a fair level, 38% were at medium level and 7% achieved a weak level.

The fence installed around Happy Happy Centre make the children secure. They can play around without animal or unknown persons to enter the premises. They have a real space to feel happy!

CHALLENGES

- Find kids to replace those who upgrade to learn in formal school.

SOLUTIONS

- The project staff is looking for new target area where some kids don't go to school at all and provide them informal education.

IMPACT

- Informal education activities at Happy Happy Centre enable street children to improve their education level and hygiene. The HHC area allowed them to change their behavior. This has helped them to develop good attitudes and understand the importance to go to school.

4. RICE FIELD KIDS VILLAGE

The third generation were graduated at the end of June and integrated into community. The next generation is about 27 students. However, 2 NGO, PTAK KUMA from Kampong Cham and WAT OPOT Community from Takao province supports one girl each. So this year RFKV get 2 more people than last year.

■ Infrastructure construction

The maintenance in semester 2015 have been completed, so the next step is about to setup the green house, water system and water tank for the organic farm. In the way to bring a comfortable and nice environment to the kids, we also planted fruits trees and flowers.



PRODUCE FOOD SECURITY AND PROVIDE LIVELIHOOD SKILLS FOR STUDENTS

■ Chicken raising

The chicken space is also going to be improve to let them running around and lay their eggs in a safe place far from dogs and snakes.

Currently, we have 36 chickens and 10 ducks to produce the eggs for daily food.

Find kids to replace those who upgrade to learn in formal school.

CHALLENGES

- During the dry season, chickens got virus because of the heat.

SOLUTIONS

- The solution is to vaccine the chickens. We also plan to plant trees to create shade areas.



■ Vegetables garden

The vegetables garden is a real success and will allowed to reduce by 26% expenditure for food about in 2016. The garden includes French maize, cabbage, gourd, cucumber, eggplant, water spinach, pumpkin, banana and papaya. It is already 67 kg of fruits and vegetables available for daily food which is healthy and become popular for the quality in the market places.

CHALLENGES

- Insects destroy our vegetables as we don't use pesticide.
- The vegetables don't grown perfectly because of the acidity of the ground.

SOLUTIONS

- Project staff will use insect repellent and agricultural lime.

IMPACT

- The RFKV have a positive impact on the students. They can discover and keep in touch with different vocational training and events. They also get healthy food which they can control regularly, bringing them sub-skill useful back in their community.



5. PREPARATORY SCHOOL

The orientation workshop provided to the third generation students were about future and marketing plan, starting a business and Job application to make them confident about the steps after they get graduated. In the end of august, the 4th new generation has been recruited and started the preparatory school.

In preparatory school student got the result of 70% is good, 20% is fair, and 10% is weak after project staff did the post test.



The result show that most of them can read, write, speak and are ready to change for a better attitude. Debate and orientation workshop are also organized to discuss about the students wishes and help them to find the skill they want to study. As the result.

This year, the project proposed two kind of skill trainings in RFKV centre, and apprenticeship. 5 students chose the cooking skill, 10 wants to learn sewing, 11 are interested in moto repairing and 1 with air conditioning. All of them started in July 2015 until December 2016.

CHALLENGES

- Most of students lack of literacy and general education which make difficult to teach them.

SOLUTIONS

- For the next preparatory generation, project staff plan to categorize the students by level.



6. THERAPEUTIC AND OUTREACH MEDICAL/HEALTH CARE EDUCATION AND SOCIAL DEVELOPMENT

BSDA still provide the second vaccine to 22 students (girls 11) and to 5 caretakers in the Rice Fields Kids Village. 3 kids living with HIV/AIDS are still taking their daily medicine and improving their life by learning skills. They had a global checking at the hospital. We are in a close partnership with stakeholders to facilitate our work.

CHALLENGES

- Lack of skill teacher about mental trouble like psychosis.
- We want to reduce the number of sick students.

SOLUTIONS

- Provide capacity to caretaker to control this situation.
- Bring them to hospital and provide them medicine. Each students apartment has first aids kit, and BSDA's nurse take care of them.



7. RE-ENTRY/AFTER CARE PROGRAM FOR VOCATIONAL TRAINING GRADUATES

■ First Generation 2011 (Ex-Samaki Restaurant)

Some of them get a job at different places. Miss Romduol is working at Angkor Miracle Motel in Siem Reap province. She is a waitress and earn 130\$ per month after get promoted. Mr. Nen Seanghou is house keeper and cook for American students in Rustic Pathways's base house for 150\$ a month. Miss Van Kemleang was recently working as a chef in Smia Tonle Restaurant and gets 230\$ per month. She decided to run her own sewer business at home but she keep a part time as a cooker at Rustic Pathway Tour.

■ Second Generation 2012

There were 22 graduated trainees (9 cooking, 3 weaving trainees, and 10 sewing). Two of them, Mr. Bunsak and Ms. Sokleang, are working for Smile restaurant. Bunsak works for 130\$ a month as service and Sokleang is cashier and gets 160\$ per month. Miss Kimhoeun, an other cooking graduated student, cumulates 2 jobs, one in Moon River as cooker for 120\$ per month a part-time in Smile restaurant for 50\$. Mr. Chhem Nimeth is working at Smile Restaurant as chief and gets 200\$ per month. Mr. Vichet is still working in Korea in a weaving factory. As we report in the first semester, Mr. Sokhy and Ms. Sreymi are married and stay with their family. Miss Soklin is now in Thailand and Miss Seanghorn in Phnom Penh working as a seller.

Base on observation of aftercare office to the sewing students, Ms. Kim Eang is still running her business. She loves her job but doesn't have that much customers so she keeps going and creates new models by herself for rent during the wedding and other party. Beside of that she's also part of the Commune Council in "Commune Committee for Women and Children (CCWC) at her homeland and is continuing to study nurse at private school in Kampong Cham. 5 trainees, Miss Srey Leak, Sophoeun, Vanny, Sout and Sreymom are still working for garment factory in Phnom Penh for 140\$ per month each. Miss Srim works in Thailand preparing sea food, Ms. Soklin is taking care of her kids at home, and will go back to work in Phnom Penh with NGO soon. Miss Sreygnim who live with disability, could not move far from her parents so she decided to work in Kampong Cham province as sewing and gets 120\$ per month. Ms. Sreymoa still stays at Ponhea Krak district is working at home, beside of this she also take care a baby with her husband. Ms. Lida is still working as weaving to support Krama to BSDA's souvenir at Smile restaurant and she gets sufficient income while this month she just gives a birth for just a month, so this business is running by her husband. And Miss Samorn she changes to work as sewing in private family at Phnom Penh. She gets 60\$ per months and Miss Chenda working in Matistic Oriental Hotel as service provide for 120\$ a month.

■ Third Generation 2013

There were 21 total trainees graduated in 2013 from vocational life skills program of MKK project; there are 9 cooking trainees, 4 weaving trainees, and 8 sewing trainees.

COOKING GRADUATED TRAINEES

For this fiscal year 2015, Mr. Cheat is still worked at restaurant and resort in Kep province. Miss Sombath, Mr. Ravuth is working for Smile Restaurant and they get 90\$ per month. Mr. srim have work at Ratanakiri province as cooker and he get 200\$ per month. Mr. Vichra work as chief in MOON River and they get 120\$ per month while Miss Dyna stopped working at Moon River and run her own business as money transfer (WING). Mr.Mengheang after was stopped by Smile Restaurant due to he cannot complete his responsibilities because of capability is lack including his mental mind, he stay at home. Beside of this group, Mr. Vanna is working for Smile Restaurant and he get 90\$ per month. Miss Sreyty after she resigned from the canteen she stays at home.

SEWING GRADUATED TRAINEES

Mr. Sokny, Miss Lomornng, and Miss Ratha who still live in Ponhea Krak district are running business as sewing at home. They are making the clothes for scholarship students and bookmarkers. They can earn sufficient income from sewing bookmarker and some clothes for costumers and uniform scholarship program of MKK as well. Moreover, they can repayment back to BSDA as possibility but they are not completely pay yet due to they need to support their living situation and more invest to improve the business. Mr. Srey houy and Mr. Kavey who live in Tbong Khmom district are still continuing their business. Anyway Miss Srey Houy still stays

with her cousin in-law who running business well in the Tbong Khmom Province and Mr. Kavey is running his new business after he had experience from his cousin. For Srey Houy have finished her loan. Miss Setha is working in Kampong Cham factory as sewing and she get 120\$ per month while Mr. Sophia is working as farmer, party music player at wedding party and other party. Miss Naryn stop working in electronic shop and now she working as bakery in shop which make cake and bread. She also earns salary 150\$/month, throughout this income she can support her family and she no need to pay the loan because it has finished since semester one. In additional three of sewing students (Lomorning, Ratha and Naryn) have completed repayment to BSDA.

WEAVING GRADUATED TRAINEES

Since of the 2015 there were 3 weaving trainees (Ms. Sreyty, Ms. Sor) still use loan to set up business, these trainees process this work at home to weave kroma for bookmaker. Due to hard skill are working flow, Ms. Sokny is back from Phnom Penh and do farming. She has completed the loan since semester one.

■ Fourth Generation 2015

For this annual report period, most of students get job opportunity that relevant their skill such as: four boys Mr. Sada, Mr. Phanith, Mr. Channy and Mr. Chanrith are still working for cooking in Smile Restaurant and they have the same benefit 80\$ per month. Fourth students Miss Srey Doung: after working for 5 months at home cove', she had decided to leave to stay at home for a while because she could stand for long time. Home Cofe' require staff to stand for long time to welcome costumer. Even she gone home but she is helping her mother to sell the vegetable at Market. Mr. Pheaktra is working for home coffee and he get 200\$ per month. Mr. Seang Hai is working for Smile restaurant; he gets 80\$ per month. Mr. Chantear are working for SATHAPANA LIMITED at Bos Khnaor commune which local in Kampong Cham, and he get 160\$ per month. She is an unhealthy man so he decided to leave as a cooker to work in banking which could allow him to take rest for some time at field when he do his job. However, he wants to change the job because he has problem with his co-worker. Mr. Tang lik come to work at Preah Chanpenhvong as a photo printer or framer, and he get 90\$ per month. Miss Sreylen is still working for the Casino at Svey Reang Province and before she worked for Master Pizza restaurant and she get 220\$ per month. And others two students Mr. Chamroeun: after left Home Cofe' he decided to stay at home and find other job like construction or wanting to go to Korea as a labour. Now he staying at home waiting for the name to be invited for working at Korea and other one Miss Hong Y also is still staying at Phnom Penh selling with her sister there. Miss Cheamey is working at Moon River in Kampong Cham province and she get 80\$ per month. Miss Chandavy is working for Moon River in Kampong Cham province and she get 80\$ per month.

The sewing students after they graduated, the project have provided one sewing machine for each students. So Miss Lak Dalin is still working Bread Company at Battambang province and she get 100\$ per month. Miss Socheat is start up business at her home as sewer. She builds one small shop in front of her house. Miss Sophorn is working in garment factory at Kampong Cham province as sewing and she get 225\$ per month. Miss Kin Dalin is still continuing study with owner shop for her skill in Salob commune. Two other students Miss Srey oun is staying at home. Mr. Sipa is working in garment factory at Phnom Penh and he get 170\$ per month. Mr. Leang Meng is working with owner shop at Phnom Penh, and he get 80\$ per month. Miss Lim Davy is still working as sewing at her home. Miss Him is still working with Leang Meng at owner shop and get the salary \$ 80 in Phnom Penh. The weaving 2 students: Miss Srey Yan is still working as sewing owner shop at Phnom Penh and get 80\$ per month. Miss Natamon is working at Teptida Soup Shop Kampong cham province as waitress and she get 80\$ per month.

8. SOCIAL ENTERPRISE

■ Introduction

The Social Enterprise Team has been implementing new strategies to improve the infrastructure of the program focusing on improving our marketing strategy. The Canteen celebrated its first year opening in May and has been a great learning experience. The Handmade gift shop has been very busy with the Ecosolidar bookmarker's project. It's one of our most successful projects in the Social Enterprise program. Angkor language school had a successful year too. The computer classes have been transfered to the MKK project and will take over responsibility for the classes.



■ Smile restaurant

In March, we implemented a new marketing strategy. There are about seven hotels located in Kampong Cham without restaurants so Smile Restaurant has partnered with them to attract more customers. We also developed partnerships with tour companies. We continue to have strong partnership with Rustic Pathways and Easia Travels which bring a lot of groups throughout the year. That a real support for the restaurant. In 2015, Cambodia tourist industry is struggling and saw 30% of tourists decrease from last year. So in the beginning of July, Smile Restaurant try to attract more Khmer customers by creating a new menu that offers more Khmer dishes. This is one of the strategy to overcome the low season. Smile Restaurant was also proudly featured in a magazine called Cambodia Tour magazine. In May Smile Restaurant bank account provided a 5,000\$ loan to the Hanchey Retreat Centre for buying land. Comparing sale growth between 2014 and 2015, this year decrease by 1%. So we react by creating an happy hour for draft beer from October to December and a Special Happy Hour for the Happy New Year.

STATEMENT

INCOME	120 830\$
EXPENSE	116 562\$
NET	4 268\$
20% CONTRIBUTION TO BSDA	854\$

■ Canteen

Opened in May, the Smile Kids Canteen celebrated its first year. The Canteen has lost 273.39\$ in the first semester. The Social Enterprise Team had a meeting about the future of this project and due to the financial situation, decided to sell the Canteen to the Smile restaurant supervisor, Seangkeang for 2,300\$. Anyway, it was a great learning experience for the Social Enterprise Team.

STATEMENT

INCOME	15 017\$
EXPENSE	15 441\$
NET	- 424\$
20% CONTRIBUTION TO BSDA	84\$

■ Handmade gift

We built a partnership with Ecosolidar to sell our bookmarks which has made this project pretty successful. We also have a display of our products at Smile Restaurant, Moon River Guesthouse and APSARA stage.

STATEMENT

INCOME	42 381\$
EXPENSE	34 229\$
NET	8 153\$
20% CONTRIBUTION TO BSDA	1 630\$

■ Angkor language school

Angkor English School is one of the most effective project of the SE Program, enrolling over 600. We aim to providing well-structured English classes at a low cost. The staff is focusing on marketing so we can attract more students. The school is self-sustainable and made monthly profit.

STATEMENT

INCOME	15 279\$
EXPENSE	11 149\$
NET	3 130\$
20% CONTRIBUTION TO BSDA	626\$

■ Computer class

This project has been one of the fruitless so we transferred it to MKK.

STATEMENT

INCOME	30\$
EXPENSE	86\$
NET	- 66\$
20% CONTRIBUTION TO BSDA	13\$

■ Traditional dancing

Traditional Dancing is a seasonal project which had its busiest time during the dry season. Perform for tour groups and local people is our priority such as our marketing strategy articulates. We placed the Traditional Dancing brochure in hotels, guesthouse and restaurants in Kampong Cham. We also had a good advertising because one of our dancer graced the cover of Cambodia tourist magazine.

STATEMENT

INCOME	2 199\$
EXPENSE	2 148\$
NET	51\$
20% CONTRIBUTION TO BSDA	10\$

■ Traditional music

Since May, the music program made a small profit of 120\$. During the wedding season a lot of customers rent our equipment but the rainy season is very low. In November, the management team decided to keep music instruments in Apsara center for students and to accompany dance performance on the stage. All of the profits are reinvested into Social Enterprise program.

STATEMENT

INCOME	120\$
EXPENSE	34\$
NET	86\$
20% CONTRIBUTION TO BSDA	17\$



EDUCATION FOR ALL

Contribute to a comprehensive Cambodian inclusive education system that caters for every child including children with disability, indigenous, girls, poor, remote and over-age people.

PROJECT REPORTED BY
Kim Sorya.



OBJECTIVES

- Lead and encourage out-of-school children in project target areas to complete primary education cycle.
- Improve the teaching quality.
- Engage good education leaders/providers.
- Improve the education environment through advocacy and research.

BENEFICIARIES

19 913
Children

BUDGET

47 641\$

LOCATIONS



1. KAMPONG CHAM
Kampong Cham and Kampong Siem district.

DONOR

**AIDE ET ACTION
AUPADAMA
FRIEND INTERNATIONAL**

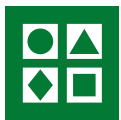
INTRODUCTION

■ Progress of the project during this year.

The main objectives of OOSC to support the primary education are in a well progress. Cooperating with village chief, school director and volunteers to work at the public school, we recruited new OSC staff from local community. Moreover, we searched for new donor from AUPADAMA foundation to support and develop the different activities of the project. Most of the selected OOSC children get scholarship, accessed to better infrastructure, transportation and counseling for their families. Currently, the children really appreciate to have their own playground due to the Rustic Pathways's team renovated and constructed several games for the kids, the souvenir exhibition room and stage for dance practice. In the third semester, we conducted enrollment campaign and expanded target areas to raise the community awareness about the duty and responsibility of each parents. According to the regular home visits and counseling program, parents are involved in their child education and encourage them to go to school regularly. The fourth objective achievement is slowly progressing through improving the advocacy and research for educational environment. Educational leaders and managers are oriented through the workshops and trained whether find solutions for children's problems.

■ Specific barriers and challenges related to the outcome and its solutions.

In this report period, we notice that the project still face many challenges, as financial support to families, many drop out of school children and no concern of parents about their children education. Respond to these challenges, Cooperating with GlobeMed project, the way we can respond to those problem is to build self-help group, provide training on business and loan to ensure they could make financial sustainability.



ACTIVITIES

1. EQUITABLE ACCESS

■ Summary explanation of progress.

The outcome is progressing as number of children who accessed to school increased. There are 214 children (girls 114) enrolled in the schools and in the third semester, 171 kids (girls 92) get the scholarship included 72 of them supported by AUPADAMA foundation. Over 406 students (girls 196) are promoted, only 12 students (girls 6) repeated grades, 18 students (girls 11) dropped out and 26 students (girls 10) are transferred to an other school. They are daily transported to the training centers (Happy Happy and Apsara Center) get refreshments and variety of curriculum such as Khmer, mathematics, English, morality, traditional dancing and music (Pin Peat, Pleng Khmer), sport, hygiene, exercise, games... The children are interested to regularly participate in informal education. We have also focused to new target areas the local children who gave up the study from public schools.

CHALLENGES

■ Most of the dropped out or transferred students are in really poor situation and faced with domestic violence. In some case, their parents passed away, they don't have no relatives to take care of them, they feel resigned and had humiliating situations at school because of their weakness.

SOLUTIONS

- The project's staff visited the students to understand about the problems behind the decision making and tried to counsel them.
- Moreover, our staff met the school director to discuss and give some suggestions about some inappropriate methods that the teachers used who deeply affect the weakest students.
- We are also struggling about domestic violence and cooperated with local authorities to intervene in the family.

1.1 SCHOOLS AND INFRASTRUCTURES IMPROVED TO ENABLE ACCESS FOR OOSC

We are satisfied about the selecting students campaign at Boeng Bassac, Ampil Leu, Ta Neng and Andoung Chroh that brings 326 children (girls 187), enrolled authorities, police post and 63 teachers. We also cooperated with four chief villages and primary schools. This project aims to provide information to the community, especially the parents. After the campaign, the number of the students increased significantly.

1.2 IMPORTANCE OF EDUCATION

Project did not have budget to implement school mapping, the staffs need to work with school director to make it possible. In order to collect those data, our project need that each school conduct school mapping. Number of families identified as the direct beneficiaries is over achievement due to a consequently budget from AUPADAMA Found to provide more scholarship.



2. QUALITY AND EFFICIENCY OF EDUCATION SERVICES

Supported by the expertise and experiences with street children of Mith Samlagn organization, the project staff conducted training by using games. Ten teachers, in the target schools, improved their teaching methods and game activities. Mith Samlagn also provides some game materials to the schools.

CHALLENGES

- No budget allowed for game materials in this project.
- Even if teachers received materials from outside they are not able to use it efficiently with the students.

SOLUTIONS

- Teachers can adapt the available materials to lead the fun and educative activities.

3. CAPACITY DEVELOPMENT OF LOCAL ACTORS

■ Households have improved livelihood to support their children to go to school.

We designed the curriculum of training for the selected groups which consists in train them about income managing and business plan. The recruitment is based on various criteria and promotes access to the family who exited mobile business, who have their own motor bike, a small shop, to poor families who have kids at school and those who wills to make business.

4. RESEARCH AND ADVOCACY

For the last six month, families had social awareness training every week. Six sessions which have been attended by 243 people (parents, village chief, children subject to domestic violence...) touched on various topics such as drug abuse, migration, child right, child trafficking, and basic education.

4.1 DISTRICT AND PROVINCIAL EDUCATION DEPARTMENTS COMMITTED TO INCLUDE OOSC

Communities have better aware about the importance of integrating all OOSC into community life. Project staff have well cooperated with POE, DOE and school director to address the issue to volunteer teaching and to encourage them to motivate the kids. Furthermore, teachers claims for more salary, then the children can't afford the extra time class.

5. CHALLENGES, ISSUES AND STRATEGIES

- Limited matching fund to support the 400 scholarship families. To solve this challenge, we have plan to work with GlobeMed project to reach more budget, developing the Fundraising activity in partnership with Rustic Pathways.
- For some families, the scholarship is not enough to improve their life condition so they keep moving, trying to earn more money migrating to other province, taking their children and making their regular attendance at school difficult. We clearly envision to provide scholarship twice to the truly need families.
- Some parents still don't paid attention about their kid's education, making them earn money in the street. We closely collaborate with the authority to struggle with this situation but we found no improvement. Our staff considering to deal directly and regularly with the authority and the families. If no changes happen, the scholarship will cease.

6. CROSS-CUTTING ISSUES

■ Completed activities.

Activity made in this semester responds to schedule. We provided scholarship, sent successfully children at school and we are especially proud that we found donors such as Aupadama and Rustic Pathway Foundation who help to renovate and embellish our centers.

■ Challenges, actions forward.

Gender.

The project's staff, in collaboration and coordination with the local authority's, worked to make the children understand the rights equally between girls and boys and responsibilities as mother and father. Moreover, the parity is showed also on recruitment as the direct beneficiaries are 92 girls (53.80%) and 79 boys (46.20%).

Disability.

The CCOSC project helped vulnerable children by providing scholarship, field monitoring visit, counseling, especially for those who have disabilities parents because of the war. Some of them are not able to work and force their children to help to claim for money.

7. MONITORING AND EVALUATION ACTIVITIES

Monthly and quarterly, we met the community's beneficiaries to explore the issues in the kid's family. Then we use the collected information to discuss about possible solutions and satisfy the shortcomings.

8. COMMUNICATION AND VISIBILITY OF CCOSC

In the action plan of the project, the students organized enrollment campaign to reach potential new students by manifesting in collaboration with the authorities, stakeholders and volunteers.

LESSONS LEARNED

■ After 6 months of project's implementation, we note that many kids don't go to school but beg in the street to help their parents who cannot work due to disabilities. Our experience now allows us to argue and convince the families about the importance of education for their children.

INNOVATIONS

■ By carrying children from the community to the centers, we significantly permit to more kids to access to education. The beneficiaries are in Kampong Cham and Kampong Siem District. We are collaborating with the new donor, Barack Damascus, to implement useful projects. Support by Columbia University and Friend International, we also conduct child enumeration survey and snap shot in target areas.





BASIC EDUCATION

To improve children's education and development outcomes through the quality of the learning environment.

PROJECT REPORTED BY

Venerable Khen Sokheng, Chhorn Bunchhum & Meng Samoeun. Supported by Chhay Piseth.



OBJECTIVES

- By the end of 2018, students in Save the Children supported schools achieve better learning outcomes in literacy.
- 300 schools supported by Save the Children provide quality learning environments.

BENEFICIARIES

19 913
Children

BUDGET

172 788\$

DONOR

SAVE THE CHILDREN

LOCATIONS



3. KAMPONG CHHNANG

Rolea Ba Ea | Kampong Trolach | Kampong Leng | Teuk Phus | Samaki Meanchey | Boribour | Chul Kiri.

4. PURSAT

Bakan | Phnom Kravanh | Veal Veng.

5. KOH KONG

Boutum Sakor | Kiri Sakor | Koh Kong | Khemarak Phumin | Mondul Shi Ma | Thmor Bang Districts | Srae Ambel.

INTRODUCTION

For fiscal Year 2015, KCG, KK, and PS's Education project has made its focus activities and responded to the real needs of beneficiaries in target villages and schools. Project has got many progresses of learning outcome of school children toward project goal "Improve children's learning outcomes and better development through improving the quality of the learning environment for basic education".

Education project cooperated with CCWC, SSC, PTP, DOE, to work on Basic Education in 21 schools, 14 communes, 7 districts, Koh Kong province. The purpose of the Basic Education project is to support schools to achieve better learning outcomes in literacy and quality learning environment. 2015 welcomed 755 participants (girls 550): 10 DOE, 117 head/sub teachers, 89 students (girls 48), 45 school support committees, 115 communities, 45 core parents (girls 45), 316 parents (girls 316), and 18 pre-school teachers. Quality Learning Environment amounted 349 participants (girls 131). Total numbers of participants in outcomes 1 and 2 amounted 1121: 27 DOE, 284 teachers, 150 students, 107 SSC, 47 core parents, 18 pre-school teachers, 316 parents, 161 communities, 9 nurses, and 2 village's leader.

We quantified the existing equipment as following : 273 literacy toolkits among 588 for 21 schools, 96 materials reading among 264 for 12 schools, 336 early literacies among 938 and 346 teaching materials for 12 target schools of Norad.

Education Project in KCG cooperated with important partners including POE (Provincial of Education Youth and Sport officers), DoE (District of Education Youth and Sport officer), head teachers, teachers, students, local authorities, community key partners, NGO partners such as Save the Children, Operation Enfants Du Cambodge (OEC) to strengthen and improve quality learning outcomes of children aged from 3 to 5 years at home and school children from grade 1 to 9. Education project has been implementing its activities concentrating on 4 principle keys about supported education programs:

- 1. Meet the emotional and psychological needs of learners.**
- 2. Protect the children's physical wellbeing.**
- 3. Encourage and support active engagement for learners, improved learning outcomes and centered teaching.**
- 4. Parents and local communities are actively involved in planning, decision-making and action.**

Moreover, the community mobilizes for Early Child Care Development (ECCD) to core parents, pre-school teachers, local authorities and customize teaching in grade 1, 2 and 3. The project also establish school mechanism for receiving and responding to the students complains. Education project staffs cooperated with teachers and SSC to identify weak students in each class and provide them strengthening teaching at home and learning materials from project. As the result, there was 6.3% of children who repeat class (8.5% boys). Through project activities, children expressed their involvements, participating through club activities, peer to peer education and study at school and home. Actually, there was 0.8% dropout school children. In addition, to improve literacy and numeracy to primary school students, 108 teachers from 26 targets schools received methodology courses in grade 1, 2 and 3. Trained teachers have ever more understood the new approach, process and models adding with literacy materials project. Successfully, 27% of students passed numeracy test.

Supported education programs in Pursat province, parents and local communities are actively involved in planning, decision-making and action to improve education. To reply to the 4 principles of QLE framework, the project aims to increase the support at home and in the community from learning to read and children's access to appropriate books. Furthermore, to improve the capacity of Provincial and District Offices of Education to develop and implement school's improvement plans. As the result for this year, since the project start, it showed that in Pursat province, 8.9% of children repeat class, 2.8% dropout school and 62% passed the numeracy test.

1. ACHIEVEMENTS AGAINST THE PLAN

■ Save the Children's supported schools achieve better learning outcomes in literacy.

School teachers made fun activities linked to school lesson and life skills to active children's attention. Also, students take time during their break to read book in school or corner library and work in group to gain new knowledge. Beside of that, vulnerable, poor sight and disable kids are extremely encouraged and cared. A suitable place in class is managed specially for them.

Beside the learning activities in school, there were 9 community child's clubs formed and functioned well with 209 kids from grade 2 to 6 in 4 primary schools. After class and house works, they spent 2 hours to participate in study clubs, having fun with their friends and reading. The oldest students help the youngest or slow learners on homework. This aid encouraged children and linked school with communities. "I'm very happy that project, communities, teachers and my parents have been given me a chance for learning, adding that it is a chance to grow my own capacity and help teaching other members, slow learner and my friends", said Chhen Srey Lek studying in grade 5 in Kiri Sovann Vong primary school. "Community people evermore understand the importance of basic education in pre-school and at home, strongly support all relevant

activities, adding that kids expressed their confident with their parents and teachers” said, Mr. Rous Yorn, school supported committee in Salar Khum village, Porpel commune, Boribor District.



1.1 INCREASED CHILDREN’S ACCESS TO APPROPRIATE LEARNING MATERIALS

The PS project conducted the Reading Materials Mobilization workshop in order to inform the participants on how to gather the reading materials in the communities and other resources around them. At the end of the training, 95 % understood clearly the content of the workshop. The project also contributed literacy materials (768 reading books) to book banks in 7 primary schools of villages. There were as well 26 shelves, 24 black boards, 21 zinc boxes, tents and sets of literacy games, and 330 writing boards provided to all the 21 target schools in Pursat. Their activities focused on reading difficult words and writing with funny activities. In order to promote education value and to mobilized community existing resource, KCG project cooperated with stakeholders. Beside of that, training on reading materials mobilization were provided to raise the following contains:

- 1. Identify community resources.**
- 2. Approach and process of running club study.**
- 3. Management and controlling.**

In fact, 80% of post-test increased comparing to 40% of pre-test evaluation.

Appropriate learning and using materials have been given to 21 schools (Tiroumkhet, Smach Mean Cheay, Samdach Chea Sim, Koh Kapi, Chroy Bros, Koh Sralao, Wat Trapangroung, Koh Kong Knung, Pak Klang, Beung Kachhang, Mandalsima, Koh Kang, Beung Preav, Prek Steung, Angkorphnomklung, Treak, Chipat, Koh Sdach, Tamkan, Tanoun and Chamkarler).

1.2 TEACHERS HAVE THE COMPETENCE AND MOTIVATION TO TEACH ALL CHILDREN, ANY LEVEL.

Through good cooperation with partners including POE, DOE, school teachers and local authorities, we have achieved its remarkable progresses against to expectation plan. There were 112 participants, 80 women from PTTC, 8 DoEs and 26 targeted primary schools participated to workshop on learning and teaching methodology for grade 1, 2 and grade 3. It is basically focused on how to make effective teaching plan including textbook, standards or expectation indicators which paralleled to the students’s will. To reply to learning outcome of children, project also contributed 26 literacy toolkits/games to 26 target primary schools.

2. BY THE END OF 2018, SAVE THE CHILDREN WILL SUPPORTING 300 SCHOOLS

Through good cooperation, meetings, workshops and trainings with partners including PoE, DoE, head teachers, SSC, health center and local authorities, the results are encouraging about healthy schools, free of violent and on positive discipline. It’s about 7970 children enrolled in grade 1 this year (52.9% are boys and 47.1% girls).

School Supported Committees (SSCs) realized their duties setting in commune and school levels including different group such as disaster respond, social accountability, propagandize and capacity building, vulnerable children rehabilitation, child protection, inspection and encouragement, statistic management, child club management, health and infrastructure...

The workshop conducted about Positive Discipline Education revealed that only 4 schools have well functional. The assessment points were based on:

1. **Physical and mental needing** (conversation between teachers and students).
2. **Hygiene for health** (garbage disposal, food eating and take water).
3. **Document preparing and job planning** (writing and implement activities in daily life).
4. **Support learning for students in trouble** (Khmer language and mathematic).



2.1 STRENGTHENED SCHOOL MECHANISM FOR RECEIVING AND RESPONDING TO COMPLAINTS

To achieve the project targets, trying to eradicate discrimination, violence, intimidation, bullying and harassment, we talk to 32 teachers, 28 SSCs and a Commune Committee for Women and children (CCWC). The workshop was concentrated on 3 main key objectives:

1. **Teacher code of conducts implementation.**
2. **Report mechanism from children, class and school level.**
3. **Respond mechanism and intervention and improved plan.**

After the workshop, it appeared that 4 schools of 21 (20%) have mechanism based on the project monitoring and school form to take note and respond to complaints. To reply to those, the project supported some materials and promote the right mindset to adopt to students, teachers and parents/community members.

2.2 PROVIDE A MINIMUM PACKAGE OF HEALTH-SERVICES TO STUDENTS

Our Education project also aims to strengthen students health through water sanitation hygiene, deworming, physical activities, oral and eye health. Actually, project provided school health to 66 participants from 26 schools. Schools directly collaborate with health center who intervenes to setup health corners in the schools (beds, mats, first aid kit materials, big mirror boxes...) and advice all the relevant staff about eventual problems focused on environment for safety, health education and service.

2.3 SCHOOLS AND DOE HAVE MORE ACCURATE AND RELIABLE DATA

The Education project staffs cooperated with POE's officers to strengthen information and statistic system to ensure that all data are kept and classified by the years. This action also reinforced school management plan. For the moment it concern 15 schools and 4 districts of education.

Twenty one schools received the EMIS materials for storing and keeping their data/information.

2.4 IMPROVED CAPACITY OF PROVINCIAL AND DISTRICT OFFICES OF EDUCATION TO SUPPORT SCHOOL IMPROVEMENT PLANS

We cooperated with Save the Children and POE's officers to provide Quality Learning Environment (QLE) to 60 participants from 26 target schools. Trained participants assumed QLE principles such as supported education programs:

1. **Meet the emotional and psychological needs of students.**
2. **Protect children's physical wellbeing.**
3. **Encourage and support active engagement for students, child centered teaching and learning outcomes of all learners.**
4. **Parents and local communities are actively involved in planning, decision-making and action impacting on school development and child friendly school (CFS).**

3. LESSONS LEARNT AND/OR INNOVATIONS

Throughout the project implementation during this report period, project staffs got a lot of remarkable achievements and lesson learnt for the next intervention. The Education project staffs cooperate and collaborate with all the specialists and relevant institutions and received support from teachers and community to process its activities smoothly.



Teachers in grade 1, 2 and 3 have been applying their knowledge and experiences easier with the materials and methodology they acquire. It's also a satisfying evolution to see that even the kids expressed their happiness with the new creative method and so fully attendant to school. To maintain this progress in the next year, project will keep cooperation with all the partners.

Beside primary school activities, the progress on learning process and the hopeful result of small students (ECCD) is due to a good coordination with POE's small child specialists and a real investment by project.

Parents assumed their role through providing early literacy study activities and complementary food to their kids.

The project staffs have been facing with some new challenges for the next implementation plan in 2018 such as reinforcing school support committees, community education and achieve 4 principles of Child Friendly School.

Create a traditional way to learn as a culture of education to be sure that every kids can read, write, speak and get life skill forever. Furthermore, it is not only increasing literacy but put the quality learning environments on a better level.

The Teachers from PTTC are essential, related from the training facilitators in customized teaching of literacy and numeracy. They train the new teachers every day about methodology and introduced it to the attendees. We should invite PTTC's teacher to attend the main workshop.

The revision of roles and responsibilities of SSCs in promoting education awareness is essential at the community level. Their existing structures have been revisited to answer to the parents and relevant stakeholders needed to support children learning. This structure was involved from commune councils, local authorities, health center, schools and families. Within the new structure, a new task (sub-committee) was created to be in charge of child protection during natural disasters, student enrolment and community mobilization.

The school health corners is good for students as the beneficiaries. They can get the updated informations of the new diseases and the emergency treatment from the health center staff.

CHALLENGES

- Project staffs have no computers to lead project intervention or project activities.
- Lack technical support in project implementation.
- Difficulty in data collection during report season means that school form collection tool is not optimal.
- From July to December 2015 had quoted challenge on five points: climate change faster in Koh Kong province, valleys, mountains, serious plateau, inlets and sea which is problematic for some students to attend to school.
- Problem by using computer in remote area because there is no electricity to load the battery.
- Lack of high technical to implement the project well.

- Difficult to clearly collect the data from POE to write the report.
- Partners schedule change very fast, so it can impact to the monthly projects implementation.
- The agreement period of the project implementation is short and was delayed for nearly a month since it started. Then some activities needed to rush but the project staff misunderstand the nature of it.
- A major part of the budget has been spent on the capacity workshop/training and not enough left for materials. We think that it is important to improve the students learning outcomes with teaching materials and literacy games so we recommend to reduce expenditure on workshops.





C.B.P.C.S.

To reduce the impact of HIV/AIDS, especially among the PLHIV and OVC for improving their health and quality life in Kampong Cham and Tbong Khmum Provinces

PROJECT REPORTED BY
Aun Kimseng.



OBJECTIVES

- Increase the capacity and sustainability of self-help groups of People Living with HIV and Orphans and Vulnerable Children.
- Provide high quality comprehensive care, treatment and support services for PLHIV/OVC.
- Increase the access to services and HIV knowledge while promoting related behaviour Change among community members by reducing the discrimination and stigma.
- Build on and create strong new relationships with stakeholders at all levels.

BENEFICIARIES

1881
People living
with HIV

144
OVC infected
by HIV

BUDGET

71 124\$

LOCATIONS



1. KAMPONG CHAM

Kampong Siem | Kampong Cham | Srey Santhor |
Cheoung Prey | Batheay.

2. TBONG KHMOM

Krouch Chmar | Tbong Khmom | Ponhea Kraek |
Orang Ov | Memot.

DONOR

KHANA

INTRODUCTION

BSDA addresses Cambodia's HIV/AIDS problem through the Community Based Prevention Care and Support, (CBPCS) project, which is funded by GF.NFM through KHANA. CBPCS staffs use a network of volunteers, who they train and have first-hand experience of the virus, in order to reach out into the communities and educate people about the disease.

During 2015, The CBPCS project facilitates the creation of self-help groups for adults and children who are infected by HIV/AIDS as well as those indirectly affected, and also offer much-needed support systems for families and communities. The project gives Small Grants, in which loans are given to PLHIV, as well as sets up Village Saving and Loans schemes, which promote community groups, to give loans to others in their villages to promote the business. In this way, community members can save and/or create income generating activities, such as chicken raising, to support themselves.

Also, as part of their work in the communities, the CBPCS team arranges community participation events on days such as World Aids Day, Candle Light Day and Child Rights Day, all with the aim of bringing the communities together, increasing awareness & knowledge of HIV/AIDS and decreasing discrimination in the communities.

The project takes on the UN principle to achieve the 'three zero' strategy by 2020 - zero new infections, zero discrimination, zero AIDS-related deaths - and promotes this through its work in the communities. It also focuses on pregnant women who are infected and tries to educate them on reducing the risks of both the transmission of the virus and death of their child.

CSOs (Community Support Officers) had conducted four meetings with 84 CSVs (Community Support Volunteers) in Tbong Khmom, Orang Ov, Ponhea Krek and Memot Districts for reviewing the project implementing. At the same time, CSOs also helped to solve problems. Then, regularly reviewed the program package was also be done to make sure that all of them understanding their roles, responsibilities, project activities, integrating to meet M&E standards and using data.

1. MEETINGS

There are 4 Pro-TWG (Provincial Technical Working Group) monthly meetings at Tbong Khmom Province with a total of 125 participants. Also, there are 11 COC (Continuum of Care) monthly meetings in 5 districts attended by 422 persons, Memot, Kampong Cham, Kampong Siem, Ponhea Krek, Orang Ov.

The Cambodian People Living with HIV Network meeting welcomed 25 participants, and Equity Fund meeting 36, at Tbong Khmom Province.

One Quarterly Meeting at Kampong Cham - Kampong Siem Province with 22 participants and three Provincial Health Department monthly meetings at Kampong Cham, Tbong Khmom Province with 42 participants.

Last, 4 OD monthly meeting at Tbong Khmom, Orang Ov, Srey Sontor and Chheng Prey Districts with 78 participants.



2. MONITORING

The management team had conducted 8 times monitoring and supervision to CSVs, PLHIV and OVCs (Orphans and Vulnerable Children), they were at Ponhea Krek, Memot, Tbong Khmom and Orang OV District in Tbong Khmom Province.

We had 230 sero-discordance couples, so CSOs and CSVs had worked closely with village and health centre

chief to encouraged 150 negative partners and refer 162 General Pregnant Women (GPWs) to access HIV Test Counselling (HTC) service. Other couples could not be referred, because of a limited budget. Their results were negative (-) and they could follow up their pregnancy with the counsellors or nurses. Also, we had referred 107 GPWs to access Antenatal Care health service.

Beside the above target groups, CSVs also referred the suspected 112 Tuberculosis. After the test passed, the result were negative (-).

We had conducted 85 times self-help group meeting with PLHIV which enrolled 925 participants.

3. HOME VISIT

Home visit has been conducted by CSOs and CSVs in order to follow up their members and delivered face to face education on Family Planning and other topics.

3,015 people had been visited. 38 families of PLHIV (People Living with HIV) moved from their homeland to other provinces to find jobs but we unfortunately lost contact with some of them and 4 passed away.



There were 4,071 PLHIVs for referral to other health services. 1,721 of them had accessed to Antiretroviral Therapy service and Pre-ART service referred by CSOs and CSVs.

Furthermore, 412 PLHIVs/OVS had referred to Sexually Transmitted Infection Screening service, 1 woman to STI service, 14 to HTC from Polymerase Chain Reaction service, 76 to TB Screening service, 11 to Cluster of Differentiation, 4 service, 436 to STI service and 11 to Prevention of Mother-to-Child Transmission service.

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

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. There were 3,660 participants.



CASE STUDY

Sralab District is one of Community Base Prevention Care Support projet locations. The project started in Tbong Khmom District, Tbong Khmom Province by BSDA and it is supported by Global Fund through KHANA.

Mrs. Tring Sochea is 35 years old and she has two children. After a serious sick treated at Tbong Khmom Referral Hospital, her doctor tested her blood for HIV and the result was positive.

Her husband decided to do the HIV test as well, and the result was positive too. The reality was awful to heard and the couple felt hopeless. However, she decided to fight and live for the future and for love of her children.

She took first Pre-ART medicine and the doctors had changed for the Anti-Retroviral Therapy. Day after day, she tried to keep good health and cooperate with doctors. Nowadays, her health is better.

At the same time, there are many organizations educating in the communities about how to understand HIV and she also participated in. BSDA helped and educated her about HIV prevention, how to use ART/Pre-ART, counseling and supporting her to attend the group of PLHIV. BSDA think that her experience should be shared to avoid other contaminate case, so she became CSV.

Sochea's thankful for donor Global Fund providing the necessary means for heal through KHANA and implemented by BSDA. It helps PLHIVs, OVCs and other people to know more HIV/AIDS issues.



PLHIV LIVELIHOOD IMPROVEMENT

Struggle for HIV and most vulnerable people to permit them access to a better way of life.

PROJECT REPORTED BY
Aun Kimseng.



OBJECTIVES

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

BENEFICIARIES

64

People
living with
HIV

6

Orphan and
Vulnerable
Children

16

Vulnerable
families

DONOR

GLOBEMED

LOCATIONS

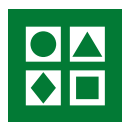


1. KAMPONG CHAM
Kampong Siem | Kampong Cham.

2. TBONG KHMOM
Orang Ov | Ponhea Kraek.

BUDGET EXPENSE

5 906\$



ACTIVITIES

- Monthly Meeting with VSL group (Villages Saving and Loan).
- Meeting with small grant groups.
- Collecting loan.
- Conducting home visit of "Chicken Raising Project" with the GlobeMed's team.
- Conducting monthly home visit of "Chicken Raising Project" in Oreang Ov and Ponhea Kraek district.
- Providing loans to new beneficiaries and renew for those who need.
- Providing 2 trainings of raising chicken skills. The training is about 2 days, taught by a professional teacher.
- Meeting with GlobeMed's team to prepare new project and budget for 2016.
- Established new VSL with IDO NGO at Oreang Ov and Tbong Khmom.
- Recruited new beneficiaries.



1. PROVIDING LOANS AND INITIAL TRAINING TO THE CHICKEN RAISING BENEFICIARIES

Before we provide any loan, the member has to attend a training session. The beneficiaries have to know about hygiene for the environment, health and vaccination, separate chicken by different ages, recognize suitable locations, nutrition, selection of healthy chicken, construct chicken coops, monitor market prices throughout the seasons.

The provision of loans for 2015 was completed in June. Eighteen households located in Oreang Ov and Ponhea Kraek received 120\$. As a first step in early June, they get 60\$ first to buy materials for the chicken coop. Once the construction is done, the beneficiary received the other half to buy chicken, food and medicine.

2. COACHING ON CHICKEN RAISING

Each family had been visited once a month. The project officer monitored incomes and expenses of each household for raising chicken, also coached them about chicken health treatment, maintenance of chicken coops and helped with the survey of prices in the market.

3. GENERATE INCOMES BY SELLING CHICKEN AND LOAN'S PAYBACK

All of the households were able to pay a part of their loan back every month. They sold their chicken only twice a year, earning between 500,000 and 700,000 Riel per semester (125 to 175\$). Once they refund the money, some of them ask for a new loan.

4. MONTHLY MEETING WITH VSL GROUP

The monthly meeting is held in Oreang Ov and Ponhea Kraek Districts and is essential for the members as they can



help each other by loaning money from the group, recorded and controlled by the project officer. It's also during this reunion that he collect the money back from the accorded loan.

CHALLENGES

- Some beneficiaries did not fully attend the training, so they don't have enough knowledge or skills to run this kind of business.
- Some beneficiaries don't feel confident by feeding and taking care of the chickens.
- Selling chicken at a low price.
- Five beneficiaries couldn't pay back their loan.
- Some saving groups members do not have much willingness and commitment to join the group.

SOLUTIONS

- Staff conducted home visit to explain them about the training and risky points of chicken raising.
- The officer gave advices about feeding based on the chicken age and paying attention to hygiene by cleaning the cage and the water/food containers.
- CSO encourage them to sell chicken on celebrating seasons and holidays which is the highest price period.
- CSO claims them to pay back bit by bit each time they sell a chicken.
- The CSO has a hard mediation challenge to make them understand the importance of the meeting, especially for money saving.

5. CONCLUSION

The officer is deeply invested in its interest to drastically improve the living standards of his groups. The success of business also enables children access to education and to healthcare enhancing the quality of life for the whole family.



CASE STUDY

Mr. Vann Vin comes from Tbong Khmom Province and is living with HIV. He have 6 children with his wife and is very successful with his chicken raising business which wasn't fruitful before he joined PLHIV (livelihood improvement project). He heard about the program from a Community Support Volunteer (CSV) so he follows the steps one by one, learned new knowledge and received loan. Now, his business run pretty well, getting around 150\$/175\$ per month. With this money, Mr. Vann Vin can afford his children's education and even bought a piece of land where he grows rice.

Mr. Vann Vin is very thankful to BSDA and GlobeMed to changed his life.



H.A.P.H.R.O.D.A.

To reduce the HIV/AIDS and Harm Reduction of Drug Abuse in Cambodia.

PROJECT REPORTED BY
Aun Kimseng.



OBJECTIVES

- Reach and inform local people about the connections between, problems of and solutions to drug abuse and HIV/AIDS.
- Strengthen the capacity of the volunteers and staff in HAPHRODA in regard to HIV/AIDS prevention and harm reduction of drug abuse.
- Increase the awareness of HIV/AIDS and drug abuse issues and the links between the two in high schools.
- Enhance the knowledge of beneficiaries for peer educators and facilitators.
- Provide drop-in centers and outreach programs for primary treatment of drug users and HIV/AIDS in the community, including prevention, reduction, treatment, rehabilitation.

LOCATIONS



1. KAMPONG CHAM
Kampong Siem | Kampong Cham.

2. TBONG KHMOM
Soung Town | Tbong Khmom District.

BENEFICIARIES

509
People Who Using Drug

BUDGET EXPENSE

8 850\$

DONOR

KHANA

INTRODUCTION

With this HAPHRODA project, BSDA is focusing on educating the drug users on the links between using drugs and HIV/AIDS by using volunteers to hold self-help groups in the local communities. The volunteers have first-hand experiences of drug use and can therefore relate to the users, gain their trust and try to help them turn away from drugs.

During 2015, the beneficiaries of the HAPHRODA project had the opportunity to join in group discussions and talks that they hadn't done before. These not only helped spread knowledge about drug abuse and HIV/AIDS throughout the community, but also provided essential support to the drug users. In addition, in 2015 there were no new case of people in the target area contracting the virus were reported and the knowledge of condom usage increased.

PWUDs often try to stay hidden within their community, which creates the challenge of effectively connecting with and affecting the target group. To overcome this, HAPHRODA project works closely with the communities to build trust about the project and so PWUDs are not afraid to come forward for help. Unfortunately, the project does not have the staff capacity to help all of the beneficiaries to give up the drugs, so the team can only educate them on safe drug use to prevent HIV/AIDS transmission.



ACTIVITIES

1. PEER EDUCATION /IEC

In this year 2015, CSOs and OWs conducted outreach education on drug and HIV related with PWUDs in amount 464 persons included new and old. In this activity aimed to improve their knowledge on HIV prevention and drug abuse. And especially, we want to work closely with them and encourage them to participate in project activities.



2. CONDOMS DISTRIBUTION

Meanwhile, the outreach education to target groups with the provision of condoms for the PWUDs. In this year 2015, we provided 9,794 condoms.

3. DROP-IN-CENTRE

There are 2 Drop-in-Centres. One is at Kampong Cham and another is at Tboung Khmum districts for self-help group meeting and provides the counselling to target groups.

4. ACCELERATE HIV CASE DETECTION AMONG PWUDS

OWs that became as lay counsellors had provided the counselling and refers target groups (PWUDs) to Antiretroviral Therapy (ART), STI and HTC services in their each area in Kampong Siem, Kampong Cham and Tbong Khmom district.

■ Sexually Transmitted Infection Testing and treatment

In 2015, OWs that became as lay counsellor had provided the counselling and refer target groups (PWUDs) to STI (Syphilis) in their each area in Kampong Siem, Kampong Cham and Tboung Khmum districts in total 550 cases of PWUDs. The results gotten from their testing was negative (-).

■ Immediate enrollment in Pre-ART care and early initiation of ART

We are helping 509 PWUDs, 28 are girls, in those we had 3 PWUDs that living with HIV/AIDS and they have accessed to ART in regular with the doctor's order.

■ Referred PWUD-HIV to access ART service for 21 cases of PWUDs. Monitoring and supervision

In this year 2015, the PDCC conducted the monitoring and supervision to OWs and beneficiaries in total 4 times to ensure that the project implement was followed by plan and to see how they got the medicine regularly in every month and handled the problem correctly. And the supervision was to Kampong Siem, Kampong Cham and Tboung Khmum districts.

5. INTEGRATION OF SRH/FP, PMTCT AND TB

Through the conduct outreach education, OWs integrated on STI and Family Planning to them. This activity aimed to improve their knowledge on STI and FP, so if they have this problem they know who they can contact for getting information and where they can get or access the services. In this year 2015, OWs conducted outreach education on STI and FP to PWUDs in total 498 persons.

6. MEETING WITH OUTREACH WORKERS, OWs

Monthly meeting with OWs was conducted at BSDA's office and Drop in centres for reviewing the project implementing on the other hand to solve problem. And regularly we also reviewed the program package to make sure that all of them understanding on their role responsibilities and project activities.



CHALLENGES

- We didn't have much target groups (PWUDs) to attend self-help groups because of they were busy with their works and they were afraid of local authorities.
- Target groups (PWUDs) migrated to work in other provinces made us difficult to meet them.
- We lacked camera for photographing the activities of the project implementation.

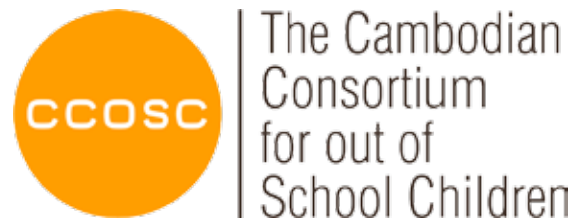
SOLUTIONS

- To provide monthly, quarterly, semester and annual reports to other relevant stakeholders was very important, and the best methods to strengthen the support and collaboration in the implementation of project.



CASE STUDY

Mr. Keng Chanin is 31 years old and was a former of drug user. He's living in Ampil Leu Village in Kampong Cham Province. He had changed his behaviour after met a Per Facilitator who introduced him about drug problem and how to prevent HIV/AIDS and Drug Abuse. He dropped out school after grade 9 at Preah Sihanouk high school. He started to take drug during studying. He used Methamphetamine and Ice Drug about few months before he got married which impact such as losing the consciousness, money, being discriminated and made the community feel unsafe. To stop using drug was a big challenge for him but he found a good hand in the BSDA organization which provide him education, advice and health services to get HIV/AIDS, STI and Syphilis test. Nowadays, Chanin feels good, healthy, became an Outreach Worker for Kampong Siem district and reintegrate his family who also has been involved and received counselling.



THANKS FOR ALL YOUR SUPPORT!



FOR ANY INQUIRIES PLEASE CONTACT MR. THORN VANDONG!



INFO@BSDA-CAMBODIA.ORG
WWW.BSDA-CAMBODIA.ORG



+855 (0)12 788 973
 +855 (0)42 9050 999



KHEMARAK PHOUMIN STREET,
 VILLAGE 14, KAMPONG CHAM
 DISTRICT, CAMBODIA

BSDA

អង្គការ សកម្មភាពព្រះពុទ្ធសាសនាដើម្បីអភិវឌ្ឍន៍សង្គម
 Buddhism for Social Development Action

