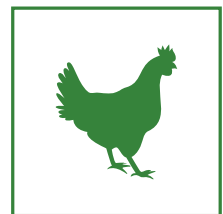
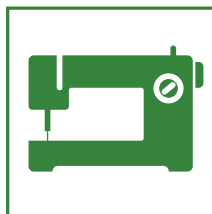
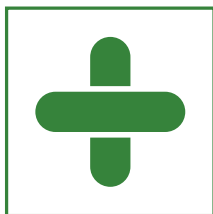
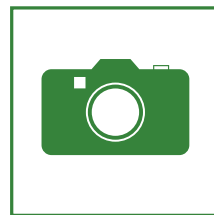
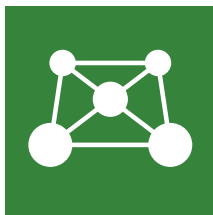
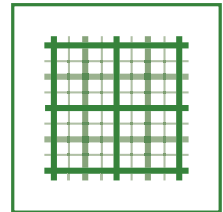
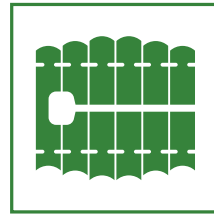
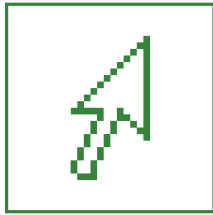


ANNUAL REPORT

J F M A M J J A S O N D

2014





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LETTER FROM...

VENERABLE THORN VANDONG



2014 saw the continued success and growth of BSDA as we were able to reach out to more people, utilizing the skills and talents of a wider circle of staff and volunteers. In order to address the challenges associated with strengthening partnerships with the local community and the implementation of sustainable development, we continued to work closely with all stakeholders on a national and international level.

To help drive the organisation forward, 2014 saw the creation of BSDA's 5 Year Strategy Plan, a template for how the organisation should grow in the future. Moving in to 2015 and with the aim of gaining membership of the Cambodian Cooperation Committee (CCC), BSDA will re-register its by-laws, name, logo, structure and roles of the board with the Ministry of Interior as well as conducting a full financial audit.

BSDA's agenda has and always will be an amalgamation of inputs from all of its stakeholders; as a result BSDA have always strived to be open with our achievements. This annual report is the first time we have formalized this process, and along with new procedures and controls that we have put in place, such as more efficient project management, a streamlined senior management team and specialised finance software, we aim to maximize transparency and accountability.

I am extremely proud to be the Executive Director of BSDA and work with such fantastic people on a daily basis. The activities and achievements contained within this annual report are the culmination of the amazing work that everybody at BSDA does, the relationships with local organizations and government bodies, and of course the generosity of our many donors and partners from around the world. I look forward to the future with renewed optimism and the opportunity for BSDA to help 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 2014. The report demonstrates the rapidly increasing capacity of BSDA to formulate its mission and vision in very concrete terms. This is an informative report that will be of much use to donors, stakeholders, and partners everywhere to better understand what and how the agency is doing it. The Board is very pleased with progress that the agency has made in the past year 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.



BUDDHISM FOR SOCIAL DEVELOPMENT ACTION



BSDA's ETHIC



MISSION

BSDA's mission is to work to empower and support women, children and marginalized people in social development processes especially health, education and livelihood promotion.



VISION

BSDA envisions a society where people are empowered to fully exercise their potential to live in dignity, peace and free of poverty.



VALUES

Rooted in the Buddhist technics on «Mettā», BSDA adheres and promotes to:

- Saving the poorest of the poor.
- Social solidarity and unity.
- Democratic approach to development.
- Integrity and accountability.



GOALS

- To improve and support education for communities by providing technical and life skills, vocational training, scholarships and social morality activities.
- To enhance community health through partnership with the government to strengthen the community health care service and sustainable livelihoods of vulnerable people.
- To improve social accountability and transparency to achieve democratic development at the sub-national level.
- To participate in climate change programs and to promote agricultural practices which support community livelihoods and adaptation to environmental change.



THE TEAM



SAY Savuth
Chair of Board



BREDENBERG Kurt
Vice Chair of Board



PEN Bopha
Member of Board



LYNE Isac
Member of Board



SRUN Saraks
Secretary of Member



HUM Mary
Member of Board



VEN. PROM Dy
Member of Board



THORN Vandong
Executive Director



PHOUNG Sopheab
Program Manager



NEM Chhany
Finance Manager



SOK Vannra
HR/Admin Manager



HOENG Sodavin
Project Coordinator
HCBC/DHA



SAY Sokheun
Project Manager
MKK



AUN Kimseng
Project Coordinator
SIFPO



HENG Seang Hath
Social Enterprise
Coordinator



CHEN Jiali
Project Coordinator



PHAN Sothea
M&E Team Leader



GUNATLAKE Sanura
Program Officer



KIM Sorya
Project Coordinator



GRONEFELD Catharyn
Communication
& Marketing Officer



TUCKER Nathalie
Technical Advisor



DULIEU Nicole
Social Enterprise
Officer



HENG Sokleap
Project Coordinator



SRUN Somavatey
Finance Officer



KIM Sreyrath
Finance Officer



CHOURNG Sengkeang
Finance Officer



YOIR Sokny
Cashier



CHOCK Piseth
Project Assistant



LENG Pisa
Admin Officer



NENG Sidet
IT Officer



SROS Ratha
Security & Cleaner
Officer



Thearith
M&E Officer



VEN. DOEUN Kosal
Community
Support Officer



SORN Kimva
Community
Support Officer



CHANDY Chhunleng
Community
Support Officer



DAM Rith
Community
Support Officer



SORN Sokchea
Community
Support Officer



EAN Sunheng
Community
Support Officer



OL Em
Community
Support Officer



BOUEN Piseth
Community
Support Officer



HEAN Theory
Community
Support Officer



OUNG NGOUN Heng
Rice Kids Village
Manager



SOM Somalen
Scholarship
Manager



KHIM Rachna
Primary Teacher



THAY Sophea
Weaving Teacher



SRUN Sopheara
Nurse



MOEURNG Sophy
Security & Driver



KENG Sinon
Sewing Teacher



PIN Sokhom
Dancing Teacher



DUCH Deth
Construction
Manager



ORK Yong
Primary Teacher



YAM Sarith
Primary Teacher



KIM Channa
Primary Teacher



HOUR ChhaiNgorn
Community
Education Officer



SONG Chomreoun
Community
Education Officer



DORN Dany
Community
Education Officer



OR Chai En
Community
Education Officer



CHHOEM Channreth
Community
Education Officer



SRUN Try
Community
Education Officer



NGUON Chanpheakdey
Community
Education Officer



CHEA Sokleak
Community
Education Officer



KROUCH Sokheng
Community
Education Officer



HONG Srey Pov
Community
Education Officer



SUB Sokheng
Community
Education Officer



HAK Rany
Community
Education Officer



LOCATIONS

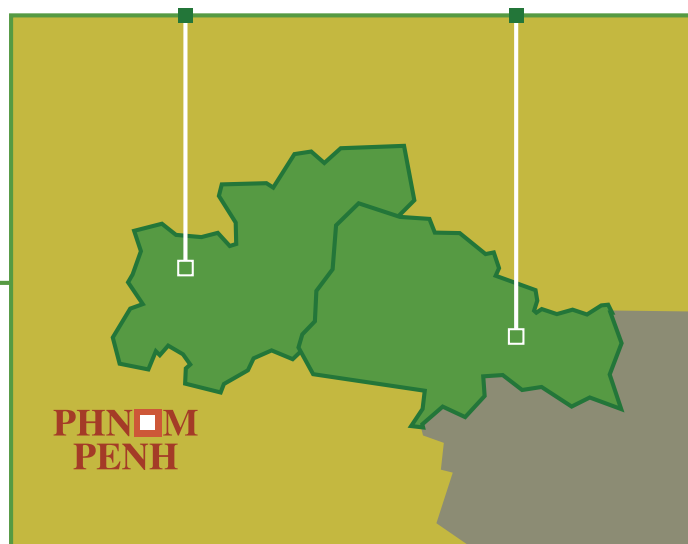
Ampil, Krola, Ou Svay, Vihea Thom and Roh Ang, Sambo Meas, Boeungkok, Kampnang Cham, Veal Vong, Kok, Dontey, Veal Mlo, Tbong Khmom Levea, Mean, Ompeltapok, Toul Sophy, Chock, Prey Chhor.

CAMBODIA



KAMPONG CHAM PROVINCE

TBONG KHMOM PROVINCE





PARTNERS

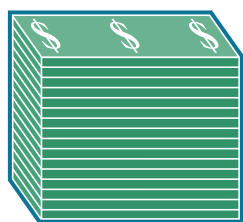
- Local and international NGOs.
- Commune Councils, Village Chiefs & Community Leaders.
- School Principals & Teachers.
- Department of Social affairs.



LES ENFANTS
DU WAT NOKOR

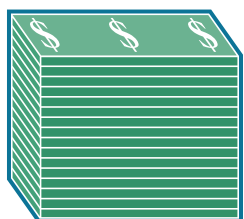


DONATIONS



MKK 325 062\$

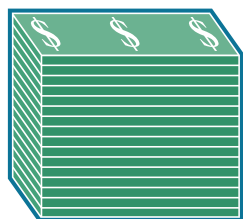
ECOSOLIDAR 316 395\$
RUSTIC PATHWAYS 5 751\$
LES ENFANTS DU WAT NOKOR 2 916\$



SAHACOM 76 514\$

KHANA USAID 38 492\$
KHANA PLHIV* 35 033\$
KHANA OVC* 2 989\$

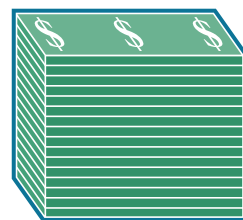
*SSF GLOBALFUND R9 PLHIV
*SSF GLOBALFUND R7 OVC



SCB* 31 254\$

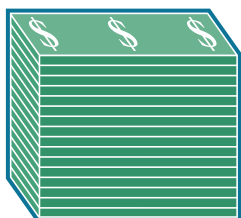
*STAFF CAPACITY BUILDING

NAMSA 31 254\$



CHILD SURVIVAL 23 713\$

PSK DIARRHEA 17 858\$
PSK PNEUMONIA 5 855\$

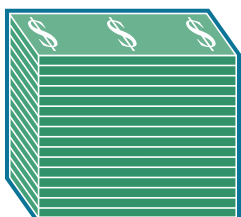


CCOSC

16 767\$

AIDE ET ACTION CAMBODIA

16 767\$



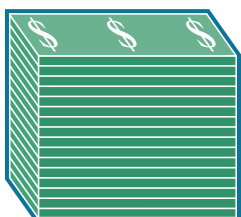
HAPHRODA

10 641\$

KHANA DHA*

10 641\$

**SSF GLOBALFUND R7 DHA*

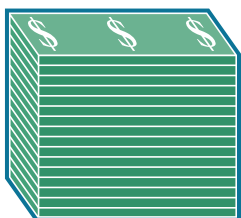


BSDA

8 611\$

PRIVATE DONORS

8 611\$



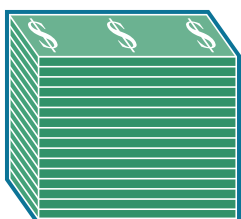
PLHIV*

4 490\$

**IMPROVED LIVELIHOOD PROJECT*

GLOBAL MED

4 490\$



GLOBAL VIDEO

2 635\$

ECOSOLIDAR

2 635\$



MEKONG KAMPUCHEA KIDS

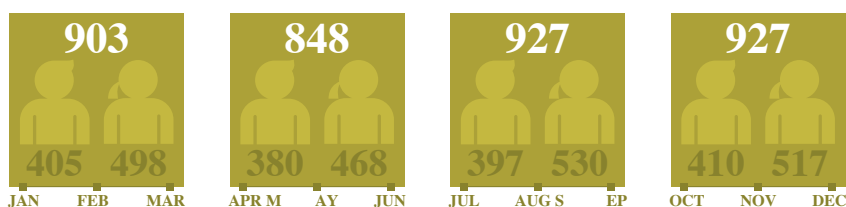
Report prepared by Mr. Say Sokhoeun | PROJECT MANAGER

OBJECTIVES OF THE PROJECT:

- 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 themselves in education.



BENEFICIARIES



ACTIVITIES

- Scholarship
- Godparents
- Vocational training skill center
- Cooking, sewing, weaving classes
- Social enterprise...

ORGANIZATIONAL DEVELOPMENT AND STAFF CAPACITY BUILDING

During the 2014 reporting period, there were 63 (girls 27) management and ordinary staff who attended various training and workshops with topics focussed on good governance, program management, leadership development, database making and management, project planning, monitoring and evaluation training, proposal writing, strategic planning, Quickbooks System and Leadership Development Project (LDP). These trainings and workshops were facilitated by consultants and other NGOs in different places. BSDA's staff had a chance to upgrade their knowledge, skills and experience throughout these trainings and workshops. Participants felt encouraged and promoted themselves, leading them to understand well their current tasks to improve the organizational and project development as assigned.

SCHOLARSHIP PROVISION

In 2014, the project continually provided scholarship support to 90 OVCs from street communities and poor families selected on criteria of MKK. BSDA provided to the Scholarship children rice, salt, fish sauce, packets



of soup powder, canned fish and oil every month. Social awareness training about migration and violence was delivered by the project team to families of children every month when the scholarships were renewed. The content included advice on verbal dialogue during the scholarship distribution. At the beginning of second semester, students were promoted to new grades together, based on regular attendance. The scholarship management officer (SMO) conducted home visits 90 times in the community to check and follow up students and families. Based on results from home visit assessments, 11% of students achieved good level, 16% fair level and 53% medium level. Only 20% achieved weak level because of poor school attendance. In addition, to improve and encourage the students in medium and weak levels, SMO visited and advised parents on safe migration, violence, child labour and lack of school attendance and met teachers in target schools to follow up all the concerned students by the project. In 2014, 17 students dropped out (girls 7) and were replaced with new recruits.

CHALLENGES

- Some students lacked attendance due to following in their family business as mobile meatball business as well as selling balloons at ceremonies.
- Some students moved according to their parents's situation such as divorced.

SOLUTIONS

- SMO conducted more field visits and support resolution to parents when this happened. We provided support to increase motivation and keep children in school and encourage their parents to push and monitor them in order to achieve a quality education.

IMPACT

Through this scholarship program, students were provided the opportunity to attend school and create a better future. It reduced the financial burden on their families relating to school fees. The community also has more children able to attend school without having to become dependent on low salary incomes from high risk or unsatisfactory jobs. Furthermore the scholarships have helped reduce school drop out rates and reduced migration, time to go out community and home.

CASE STUDY



Vat Mab is a 18 years old scholarship students in the MKK Project. She is studying in grade 7 "B" at Sambourmeas High School. Her father left when she was 9 months old. She lived with her elderly grandmother in a very difficult conditions after her mother passed away because of sickness. Vat Mab use to worked in stores washing dishes as a part-time job rather to go to school. She worked until 12am for 300.000 Riel a month (\$75). Due the reality of poverty and her stressful life, her capacity to learn adequately is reduced. School attendance is a crippling financial to hard to support in many cases. Additionally, she is also plagued with poor health which affects her attendance frequently. She lives with an uncle and aunt and helps to pay the rent (\$25 a month). She wants to work at a garment factory in Phnom Penh, but her aunt prefers that she studies to improve her future and run her own business later. She is very happy to study at high school and thankful to BSDA and donors for the support.



GODPARENTS SCHOLARSHIP PROGRAM

In 2014, the MKK project has continued to support a total of 21 kids (girls 16), who are sponsored by godparents. 2 of the girls graduated high school and also finished the sponsorship program. One other girl continues to study at University in year III thanks to sponsorship. Each of the students receives \$30 per month. \$12 of this was used to provide rice and the other money was used for school and other general education material, and fees. Moreover, all sponsorship is from private donors, with 7 students supported by "Les Enfants Du Wat Nokor Association" (France), 11 students supported by Rustic Pathways Organisation (United States) and 3 students supported by Nadja Compress family donors (www.ldriveadream.net) from Switzerland. Every quarter, students write letters to their sponsor. This assistance has encouraged family support and helped to avoid school attendance difficulties.

CHALLENGES

- Some sponsors lost contact, and lack of confirmation to sponsor on report, information of bank money transfer.
- Late letter of report from students.

SOLUTIONS

- Try to contact and update information through email. Facebook and other.
- Set the deadline for the report.



COMPUTER CLASS

There were 56 students (girls 26) in total, 16 students from outside and 40 from the scholarship program. There are 12 desktop computers installed in the classrooms of the new building. In 2014, no students have finished their course yet due to late attendance of themselves and a lack of volunteer teachers. The classes are now equipped with internet for an improved learning experience. The Global Video Chat also use this classroom to run their project every sunday and practice english with kids around the world.



ENGLISH CLASS

The MKK project has provided daily English classes to vocational training students during preparatory classes and during training skill time at Rice Field Kids Village and at Apsara Kids place. Students are required to attend all classes to make learning more effective. Not only students of cooking, who require a strong English capability in order to provide customer service to restaurant customers, attend English classes, but Apsara students also attend English classes, as they have to frequently converse with international tourists who visit the Apsara dance centre.



The MKK project continues to provide English classes at Angkor Primary School. Classes are conducted from 5pm to 7pm from Monday to Friday. 695 students (388 girls) attended including 28 children from MKK. During 2014, BSDA Angkor English schools presented 305 certificates to students who completed pr Kid Part I and Elementary Cutting Edge. 75 Congratulation certificates were also provided to students who ranked from N° 1 to N°5 in each classroom. Study fees are lower than other private schools in Kampong Cham and each student pays school fees of only USD \$2 per month which is equal to 50% of the fees charged by private schools. There are 22 (girls 10) volunteer teachers including BSDA volunteers, monks, english language students from universities in Kampong Cham and teachers from the Provincial Teacher Training Centre.

CHALLENGES

- Lack of attendance in Apsara due to conflict of schedules with the public school.
- Lack of following the lesson plan.

SOLUTIONS

- Organization of teacher's workshop.
- Re-arrange teacher's teaching schedule to fit all programs.

IMPACT

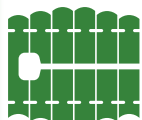
The Apsara dance students continue to show confidence in their friendly approach with tourists and visitors. They have improved their English pronunciation and communication considerably since they started, and continue to improve their communication skills. Students who are learning hospitality including cooking skills and front-desk service are using their English skills with customers in Smile Restaurant including menu explanations. Students of Angkor English School have improved their knowledge, and some have even gone on to become teachers of English to spread this necessary knowledge. Some also pursue better opportunities for work and volunteer in BSDA to help marginalized children.



TRADITIONAL DANCING CLASSES

The core aim of the project is to provide children with traditional dance training. However, participation in the classes also enables children to improve life skills, make a small income to support their education and also to receive social counselling as required. Some students receive BSDA scholarships and sponsorship from the Godparents program.

In 2014, a total of 46 children (17 girls) continued receiving traditional dance training through the MKK Project. In this year, there are 2 new dancing (Mohory and Bokleak dancing) have trained to 25 children, and also review 6 dance to young dancing students. Besides that, 6 children were newly enrolled. The students are confident enough to perform on the stage in front of visitors. In this year, there were 42 performances outside Apsara kids center of Wat Nokor Bachey which were booked by visitors. However, 80% of the fee charged from performance show is given directly to the children, so that they can use this money to support their family and studying. 20% of the fee is retained for MKK development activities. In addition, the Apsara dance group is also learning breakdance/Hip Hop and circuses to mix with Khmer traditional dance. The students are happy to learn a new skill besides traditional dancing, especially circus performance which was a new skill for all children as taught by a volunteer trainer, Tobias from Switzerland who came to BSDA through EcoSolidar. He was able to innovatively combine circus with Apsara dance which resulted in a clever and fun fusion of different styles for all the children and spectators. There were around 30 students enrolled in the circus training. The skills taught were juggling and diabolic play. Overall, the children picked up the skills quicker than expected and could confidently perform the tricks according to the instructions.



MUSICAL CLASS

Music training began at the start of Second Semester. There are 9 students (girls 6) from Apsara. They are trained in 2 kinds of music which combines well with Mohory dancing and Krosag Teap due to the conflict time with timetable of their public school and Apsara training and also the basic of music take long time more than Apsara training as well.

CHALLENGES

- With no budget line to support Apsara dance, resulted in an inability to maintain dancing instruments.
- Late recruitment of Music teacher, due to teacher needing higher salary than approved budget.

SOLUTIONS

- Find private donors and increase to 40% of the performance fee.
- Project finds the local musician in the community who have experience to perform in wedding ceremony.

CASE STUDY



Chhun Sokchea is a 12th grade student from Memay, Boeng kok Commune in Kampong Cham. He study at Preah Sihanouk high school. He has six siblings and is the youngest child of his family. His parents, Mr. Chhun Phearak and Mrs. Nov Phy are farmers. Sokchea lost his father when he was 10 years old. His grandmother was sick and aged and his mother struggled to take care and feed her children by herself. Buddhism for Social Development Action, concerned by Chhun Sokchea's situation, helped him in 2005 from his 14 years old to join the Apsara class and study in Toul Thma primary school. In 2012 his grandmother died and he almost gave up Apsara dancing, because he had to make money for his family. With the help of BSDA and his godfather from Rustic Pathways who provides him a monthly allowance, he is able to continue with his dancing and english classes and even teaches to the younger students.



HAPPY HAPPY CENTRE

59 children (33 girls) were picked up daily from their community to the Drop-In-Center for non-formal education. During the day they are fed and receive Khmer, mathematics, English and morality, traditional dancing, sport and hygiene lessons. The most important part of this program is encouragement of school attendance. Teachers working at the centre also go to the villages to conduct outreach to 131 participants (girls 93). There were 61 parents (girls 38), 70 children (girls 55) in two villages in Sambour Meas commune and one village commune in Veal Vong commune. The outreach sessions focused on the topics of prohibited pickers, hygiene, Sexually Transmitted Infection (STI), domestic violence and out-migration. Participation in the communities also enables children to improve life skills and also to receive social counselling as required from the project. Follow up and counselling was provided to 41 students (girls 21) from 5 villages in the targeted communes on children's scholarship access and the Happy-Happy center. Based on observations during the project implementation at Happy Happy Center there was no flood or bad water in the area around the buildings during rainfall and children could play without concern of infection. The Center has fresh air and street children want to study, play football and other games. The toilet was observed to be clean and children had access to good sanitation and hygiene. The Happy Happy Center is surrounded by 74.6m of barbed wire fences, providing a safe play area which includes a playground filled with about 240m³ equal to 48 trucks of dirt. International volunteer students from various countries via Rustic Pathways repaired toilets and painted walls.



CHALLENGES

- No tables and chairs for students seating.
- Landscape is not ready the level due to scatter by people.

SOLUTIONS

- Rustic Pathways students group to help when they join MKK during their vacation.
- To use the plastic floor of student seat.
- Clean holds are in areas of that place.



IMPACT

The Apsara students have confidence for performing to community groups and tourists. From performing outside, they have gained allowances enabling them to support their education and families. Happy Happy Centre activities have empowered children and taught them valuable informal education regarding hygiene, attitude and improved learning opportunities. The lack of floods in the area around the buildings allowed children to play without concern and to learn morality and other informal education, especially good behaviour. This has helped them develop good attitudes in the community and encouraged their parents to obtain valuable family and societal education.



RICE FIELDS KIDS VILLAGE

At the Rice Field Kids Village, all vocational training students completed preparatory class and continued to practice their skills. We hope it will help to support a comfortable classroom and accommodate activities for BSDA such as vocational and preparatory school, for the Educational and Vocational school of BSDA.

INFRASTRUCTURE CONSTRUCTION



The construction of two new buildings at RFKV were completed successfully. This infrastructure work was observed to run smoothly with close technical supervision provided by engineer staff, especially to reduce

costs and improve the quality of materials. In addition, the reduction of construction material costs allowed for funds to set up a new kitchen and dining room, build a chicken coop behind the MOMO house, repair the roof of the old toilet water tank, repair roofing sick (building 2013) and small spirit house. We also installed a storage shelf for kitchen materials and a bookshelf in preparatory class for all the students in RFKV. Moreover, two hectares in the centre were successfully filled with dirt. During second semester vacation, the Rustic Pathways Company continued to volunteer to support the building of a fence, make a garden, plant flowers, clean the environment and other support to promote the MKK project.

PRODUCE FOOD SECURITY AND PROVIDE LIVELIHOOD SKILLS

In the beginning of 2014, the vegetable garden did not function due to poor infrastructure, dirt-filling and the dry season. Thus the garden started mid-semester with cucumber, melon, bananas and morning glory. The chicken coop was built behind MOMO house when construction finished; the chickens were moved and kept inside. Nine remain, kept for chicken races to produce food for students. Fish in the pond were removed for eating. Due to the dry season there is no water anymore in the fish pond.



CHALLENGES

- We still do not have enough water for daily use of the RFKV, due to the dry season effect.

SOLUTIONS

- Due to more expensive utility, BSDA is waiting to use sanitation water from the kampong water supply which will come soon.

IMPACT

The RFKV buildings have had a positive impact for the vocational students, as well as the student's community who use this building for education and other training. The kitchen site has enabled preparatory class, culinary class, cooking class, sewing class, computer class and a meeting room. The fence has enabled the RFKV to be protected from animals and has helped ensure better security for the village. All the buildings serve to social community accommodation, education place and serve the social civil NGO as office and other business in implementation of organization.

PREPARATORY SCHOOL



Preparatory class have been complete in the primary level, including the theory of skill training. The practical test includes theory of sewing, cooking, weaving actual practice and general knowledge such as English, math, morality and child rights. Two students got scores in the 85's, and however one student, Mr. Chanrith who disability adult got the 49's. These indicate to verify that they have spent their Intelligence after they selected their skill. During training skill preparatory class are still continuing to provide general education to all trainees. In addition, they also get computer training to get more technology learning, in order to maintain and improve capacity of all students. The project conducted 9 times of workshop to gain effectiveness knowledge on the marketing and social issue such as: Buddhist morality, business plan and idea marketing plan, how start business, social awareness, value of education, job application and so on. Out of the workshop and soft skill training, the trainees have provided the English conversation of service provider and technical word of each skill and Khmer lecture for lack of Khmer writing students and other knowledge to all trainees every day. Moreover, most of the trainees could identify, finding out about success

and failure of business well, could read, and translate, doing exercises. Group of cooking students practice every day at Smile Restaurant are enable to communicate with foreigners. Now they are continuing with the technical word of English for hospitality class including cooking and front desk service to ensure they can serve the customer properly.

CHALLENGES

- 3 of students are lack of Khmer reading and writing due to education background which mean they dropout school since they are very young.

SOLUTIONS

- Add special class for those students at RFKV after they free from their practice skill.

CULINARY TRAINING CLASSES



There are 14 students (5 girls) who started culinary training. The students learned how to prepare Khmer and Western food, (29 dishes in total). Due to improvements in staff capacity, the trainees practice in two separate shifts in the morning and in the afternoon at Smile Restaurant. While one group practices their skills at the restaurant, the other group takes English conversation classes to ensure that they can communicate with customers while they provide front desk services. In addition, they receive training on hygiene, how to store vegetables and meat at the right temperature and practice preparing six more meals to be served at the restaurant. All students undertook an examination at the end of 2014. Nine students received a good score, three had medium scores and two received a low score.

CHALLENGES

- Trainees low on English proficiency and some lack of Khmer reading and writing
- Lack of customer service skills and confidence engaging with customers.

SOLUTIONS

- Arrange more time with them and help them study, learn and support each other.
- Arrange a consultant or trainer to train students on customer service and provide more english training.



AFTER CARE PROGRAM FOR COOKING GRADUATED TRAINEES FIRST GENERATION 2011

Since the end of first semester, SAMAKI shut down the group of them have been agree with BSDA, the payment loan of their group have finished loan contract. Nowadays, Miss Romdoul from SAMAKI group, has worked in restaurant in Phnom Penh and Siem Reap. However, other one of SAMAKI member Mr. Nen Seanghou has moved to work in base house of Rustic Pathways as security house and cook. He also work in part time at Smile Restaurant. As for Miss Kim Leang who was the member of SAMAKI have moved one place to another place, recently she stays at home and Ms. Sreya delivered her second babe and stay at home. Beside of SAMAKI member only want Mr. Phy work in Village Bank and others we lost the contacts.

SECOND GENERATION 2012

There are now 3 cooking graduated students working for Smile restaurant, and 1 ex-trainee works at Moon River (guesthouse & restaurant) as a chef. Otherwise one, he has gone to work in Korea as a worker of weaving factory. However, most of the trainees are still working with their relevant skills. Mr. Nimet and Miss Sokleang have got married in last November 2014 and Mr. Nimet will be promoted to work as cooking teacher at Kids Village from beginning of January 2015.

THIRD GENERATION 2013

There are 9 cooking students who have been graduated in vocational training skill. Those trainees have opportunity for work as practical learning in Smile Restaurant. Since the semester of year 2014, some of trainees have already changed their work place. One boy is still working in a restaurant and resort in Kep province and others two boys have resign from chief at Lazy Mekong Daze restaurant due to the owner restaurant don't respect the labour law. Recently two boys, one works as chief in Moon River and another works in Smile restaurant. And one boy stopped to work because of capability is lack. Beside of this group, three of them work in Smile Restaurant and two work in Smile canteen which is new expand for BSDA Social Enterprise and also co-operated with KAPE organization stay in pedagogy training center. Since the cooking students have Job relevant skill they have more confident and happier and can support to their family and themselves.

CHALLENGES

- From year to year, after cooking students graduated from the training centre at Kid Village. They will come to practise and work at Smile restaurant, so smile will have more students in practising. Due to Smile place cannot support more staff in side its.
- Most of the trainees have lack of service because of the knowledge in English speaking and not completely skill knowledge due to BSDA provide 1.5 for the preparatory and training skill.

SOLUTIONS

- Aftercare Program Officer will find some other partner Restaurant in Kampong Cham and other place to get the apprenticeship and practicing their skills or job placement for them as well.

CASE STUDY OF GRADUATED STUDENT



Pheng Socheat is a 24 years old man living in Tahean Village, Batdambong Province. He stopped studying at grad 12 to help his very poor family. To make money, he worked with a dancing group (breakdance). In 2012 BSDA announced and recruited scholarship students from poor family to study three types of skills such as cooking, weaving and sewing. When he eard about it, he contacted BSDA to apply for cooking training. During his 18 months stay in the Rice Field Kids Village center for vocational training, he studies hard especially as english language. Socheat learnt how to work as a team, his behavior change and he became such a creative student. The Tngai Bang Chat restaurant recruit him straight after the end of his study with BSDA. Nowadays he is still working with the Tngai Bang Chat restaurant and is able to support his family and himself.



SEWING TRAINING

BSDA also provided sewing classes for nine students and trained them in measuring and cutting fabric, drawing designs and sewing. Frequent monitoring visits and the technical test showed that all the students were be able to sew school uniforms for our scholarship students, skirts, trousers, pants, shorts and other simple clothing. In addition, they have learned and practiced designing sample clothes and continuously worked to improve their skills.

CHALLENGES

- Lack of cloth for practicing every day, thus the budget have limited that they can not practices fully regarding to training curriculum.

SOLUTIONS

- BSDA have to find the customer for provide the service and get income and get more.
- Besides of using the material supply by project, they use their own cloth to make for their cloths, friend and relative's demands additional practice.

AFTER CARE PROGRAM FOR SEWING GRADUATED TRAINEES SECOND GENERATION 2012

There are 10 sewing trainees graduated. Base on observation and conducting follow up home visits and phone calls of aftercare office to sewing students that graduated of second generation in 2012. In the year 2014, one trainee still running business at home and as well as work in commune as Commune Committee for Women and Children (CCWC) at her village. 4 trainees are working for garment factory in Phnom Penh, 2 trainees migrated to work in Thailand, one trainee is work in with one NGO in Phnom Penh as sewing teacher. 2 trainees are working at home, regarding to bookmaker have been processed two of this generation who stay at Ponhea Krak continues to sewing with the next generation.

THIRD GENERATION 2013

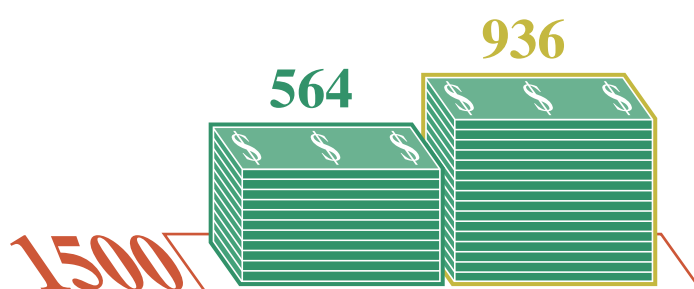
8 sewing graduates have got loan of \$250 and technical support as well as close guidance on how to buy materials and equipment for their sewing business. Each graduate receives one sewing machine and 6 of them agreed to receive a loan from BSDA. One graduate requested not to get a loan, as she can borrow necessary money from her sister. During the year 2014, the students who get loan from BSDA to start up their business at home. Recently, there are 3 trainees (Mr. Sokny, Miss Lomorn, Miss Ratha) who live in Ponhea Krak district are running the skill business. One trainee (Srey Houy) is also uses their loan to shareholder with her cousin who running business well in the Tbongkhmom Province, moreover she gets some revenue from her incentive including accommodation and food also additional capacity building on design model of wedding dress, however she also get income throughout the percentage of the labour work from her work, "The more to do work the more income".



Due to their efforts in business at home, Mr. Sokny has started to sell cloth call "2500 riel shop", sell petrol and other drink in front of his sewing shop. Miss Lomorg also has started loan business to the people in her village. Since Ecosolidar have been order the bookmaker those trainees get more work to do in their skill and get more profitable business, so they can get good profit for support their business transaction, family and pay back loan to BSDA. Besides Mr. Kavey and Miss Naryn are postponed their business. Recently Miss Naryn works in Phnom Penh as a staff of seller at an electric shop and Mr. Kavey who is in Tbong Khom Province does not open sewing business yet, but work here and there.



LOAN RECEIVE FROM THE SEWING GRADUATED



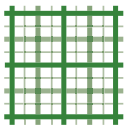
- LOAN
- REFUND
- BALANCE

CHALLENGES

- Difficult for starting up their business, because competition, quality of product, technical design and marketing flexible. Moreover, the capability of the graduated students need to improve more skill as modern style and design and best price, in order to compete with the old trailer in their village. In addition they have to know the knowledge on technical Khmer dresses and modern style which are more in demand nowadays.
- They lack the knowledge to promote their business and understand about the entrepreneurship required to succeed.

SOLUTIONS

- Due to the aftercare students have no many customer, BSDA have start bookmaker business to make bookmaker supply to EcoSolidar at Switzerland. So the students able to get income form sewing the bookmarkers;
- The aftercare officer and project team provide technical support with their business to buy some cloth and other thing as need from the market to sell in their home.
- Recently BSDA have contacted with Australian private company of Magic Starfish (www.magicstarfish.com.au) they will other pillow case from us as much as we can make.



ART OF WEAVING COURSE

After all vocational training students had completed their preparatory classes, two girls chose to learn weaving. Nevertheless, the MKK Project continued to provide this skill. Since the start of the course the girls have learned how to use the weaving board and the comb with mixed colour threads and received theory lessons. Their learning progress is regularly monitored through exams where we measure the quality of the products, weaving speed, technical skills as well as mathematical skills.

When the students had reached a sufficient skill level, their krama were sold by the BSDA social enterprise. Through feedback and recommendations from customers they could improve the designs of the scarves and introduce new types of threads in order to increase the quality and value of their products.



CHALLENGES

- All students are still low speed and no interesting to catch up this skill of weaving because there is seemed very complicated skill to learn and lack of job opportunity for them after skill training graduation.
- Lack of calculate when they install thread.

SOLUTIONS

- Provide more practise to get more speed.
- Add special time for teaching after they free from training.
- BSDA might consider not continuing this weaving skill training because there are only 2 students who interest in this skill training in this year. We spend salary for teacher within the same amount as sewing teach but there is less beneficiary from this class.

IMPACT

All training students have become independent in being able to practice their own skill and share each other in the RFKV. In addition they have gained self-confidence and the life skills will become re-integrated into their community when they graduated. Moreover they feel empowered by having the ability to be able to contribute their time to be learnt skill. In the beginning of year trainees have learnt general knowledge education and theory of skill a way lead them to see the future them. Thus, they have received full supports from BSDA and their parents, and their parents have belief in their children's activities, which are managed and take care by BSDA. Importantly, these trainees have been given the opportunity to get skill in order to have a good opportunity for their business without migrating abroad. All training students however have confidence in their skill that BSDA have provided.

CASE STUDY



In Oreang Ouv, many people work on plantations (rubber, soy bean, black pepper and rice) or in factories throughout the year. The krama business, which is considered a very traditional job, is a unique profession in this province.

However, Pak Sreyyan, aged 15, from Svay Pok Village in Oreang Ov chose to learn this skill. She is the second of five children to her parents Voeurk and Meas Sokha. At the end of 2011 she finished grade 6 A of Pormeas Primary School. However, her family was too poor to support her further education. Pak Sreyyan then decided to drop out of school to help her family instead. A few months later, the girl left her hometown for a job as a housemaid with a wealthy family in Phnom Penh that she covered every task such as doing the laundry, cleaning, going shopping, cooking three times of meal, doing the washing up and taking the house owner's children to school.

Sreyyan only earned 250,000 Riels per month (\$62,50) and struggled with the hard working conditions. After two years she took a new maid job with a family in Soung town, Tbong Khmum province where she had to work even harder and only earned 200,000 Riels per month (\$50). One month after that she left the second family for her hometown, helping her parents with housework and on the rice field until in 2014 BSDA offered her the scholarship in weaving skill to secure her future. Living and studying in the Rice field kid village is very different from living with her family because BSDA provides her with skills and knowledge such as rules for living together, behaviour, English class, Computer class, workshops and field experience at the resort. When living with her parents, she only did housework such as cleaning, cooking and looking after her brothers while her parents were arguing.

She is happy with her study opportunity at the Rice Field Kids Village at BSDA and hopes to start a small business, to make money, support her family and pay for her siblings' education after she graduates.

AFTER CARE PROGRAM FOR WEAVING GRADUATED TRAINEES SECOND GENERATION 2012

There are 3 weaving trainees graduated who have completed to pay loan back. They start up their business at their own village. Two of them got the new loan (\$74 each) for continuing business with bookmaker and another one has ability to run and continues those loans they also paid completely. Regarding to our observation only, Miss Lida, is continuing the weaving business for bookmaker get suitable income to support her family anyways she has independent for working on her way with the business and two others, Miss Chenda have changed her skill/work from weaving to cook at the restaurant in Siem Reap in the end of 2014 and Miss Samorn have postponed her weaving to work in garment factory in Phnom Penh and handover this skill for her younger sister to produce krama for bookmaker.

THIRD GENERATION 2013

Three weaving trainees decided to get loan of \$200 to set up business. These trainees agreed to collaborate, providing the necessary support for each other that is required for running a weaving business and are high in confidence in their ability to form a successful business. In this generation, they have accessed their work at home to produce krama and bookmaker to BSDA social enterprise. They received good income from their product. In the end of 2014, one of them, Miss Sreya kept her loom at home and got to work with her mother outside of the province. Miss Sokny postponed her weaving for bookmaker and moved to work in Phnom Penh. She already came back home but did not start her weaving yet. Because her parents need her to work in the field, the weaving activities are always interrupted. However, two of this generation are continuing. Miss Srey Sor installed her loom in her husband's house. She gets support and motivation from her parents-in-law in her business. Miss Srey Ty produced krama more than others and got good income due to her commitment and boost from her



family. Since she has weaving skill and success with her work, she set up a group in her village where she trains three students. She lives in a “basic” situation.

CHALLENGES

- Weaving business has no independent on selling their produce in the market.
- They only expect to BSDA for buying their krama.

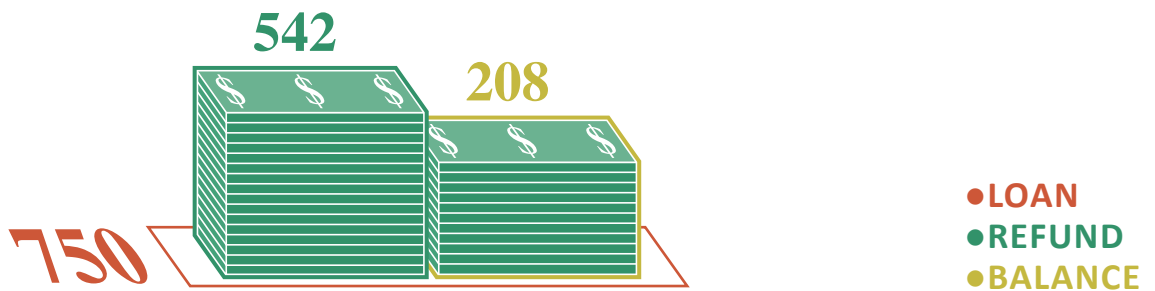
SOLUTIONS

- BSDA buys all krama from them to sale in Smile Restaurant and Apsara dance.
- BSDA find the partnership with the private sector to help and promote our product that made by beneficiaries.
- Promotion through international volunteers and private donors to help and support.
- Cooperate with other relevant sector to make partner to buy our produce.

IMPACT

The weaving graduates of this generation cohort have definitely paid back the loan to BSDA, but this has been largely due to BSDA buy from them to ensure that they don't worry about the market of selling krama. The weaving trainees have confident to install the weaving thread by themselves and don't need us to help. Besides they enable to support their family from making krama and bookmarker business and share knowledge to other people in their village. They have started get income from selling krama can earn \$60 to \$95.

LOAN RECEIVE FROM THE WEAVING GRADUATED



CASE STUDY OF GRADUATED STUDENT



Srey Ty is a 18 years old girl living in Phonley Village Kak Commune Ponhea Kreak District Tbong Khmom Province. To help her poor family in the farm, she stopped studying in grad 6. Sometimes, she also found works to assist them. BSDA announced for recruiting marginalize people to provide skill free through volunteer on Community Support Volunteer (CSV) of HIV/AIDS project also base in her village. She heard about it and requested her parents to apply for weaving skill. Fortunately she was selected. Then Srey Ty joined and lived in vocational training from 2012 for 1 year and half until she graduated. After that she came back to her community to start the weaving business with the loan supported by BSDA. Her business ran well so she could refund BSDA and support her family. Besides, she also have commitment and high confident to transfer her skill to other young adult in her village.

Finally, she also thanks BSDA for all support and helping including loan technical support marketing sell krama products in the past. “I am very glad to get support and help from BSDA organization. Moreover, i also thank for EcoSolidar organization in Switzerland always support fund to BSDA long time. Interest and support the business, which he produced. These make him successful on and changed his life better. Other thanks to eco Mussolini family, which always helps to provide financial support to the organization



During the year 2014, four caretakers provided basic medical checks and primary treatment, vaccines and other services to 22 students (11 girls) at the Rice Fields Kids Village. BSDA also works closely with Kampong Cham Hospital. Some of our students had to be treated for physical and mental health problems throughout 2014, but were completely cured. The hospital also provided free dental services to 18 of our vocational training students who had problems with their teeth. Thus, all of our students have more confidence in their health through support from the care service. This health care activity helped to maintain the overall health of the students and reassured them that the Kids Village is a safe living environment.

The social development/public activities of the students were conducted four times, twice in Kampong Thom on public service and twice in Kampong Cham on visiting the souvenir and handicraft made by members of the community and disabled people.

CHALLENGES

- Nurse are also difficult to measure and check up to treat by medicine because some students get sick from the mental.
- Not enough time to check up and treat, due to student did not tell doctor, anyways the doctor lack of repeat question to encourage them to open during the counselling.
- Sine February to September, Ms. Sopheara got married and then we contracted with male nurse. So then we faced many problems in term of sexual reproductive health counselling with girl students.

SOLUTIONS

- Bring to Mental hospital and provide the best counselling and treat by magician doctor.
- In last october we decided to change the male nurse and recruited girl nurse instead.



SOCIAL ENTERPRISE PROGRAM SMILE RESTAURANT

The Social Enterprise Team has been focusing on improving customer service and quality of food at Smile Restaurant. We have implemented a new booking system that has increased sales from large groups. We have built a well-established relationship with tour companies like Rustic Pathways and Easia Travels and other tour companies. These relationships have increased sales in 2014.



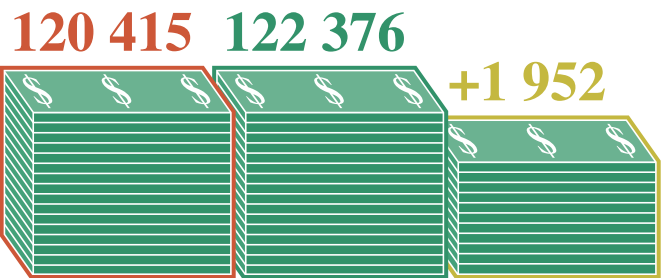
STATEMENT SMILE RESTAURANT

In May, Smile's staff had a retreat in Siem Reap. The purpose of the retreat was to motivated our staff and provide a relaxing vacation. We also did some team building exercise.

For new marketing strategy, the staff also partnered with Monorom VIP Hotel and Mariya Hotel to deploy our menu inside their rooms. Their customers will have access to our menu. A large amount of our customers are from Monorom VIP Hotel and a small number from Mariya Hotel. Smile's high season is from November to March and low season is from April to October.

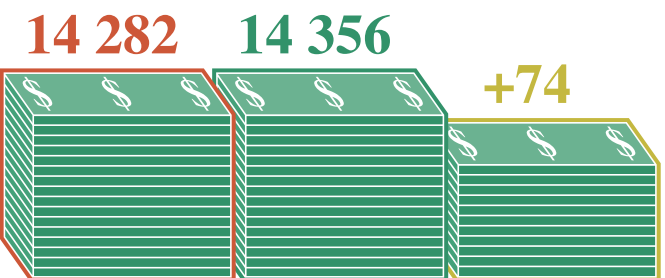
Note: In December, Smile restaurant paid its staff their 13th bonus.

●EXPENSES ●INCOME ●BALANCE



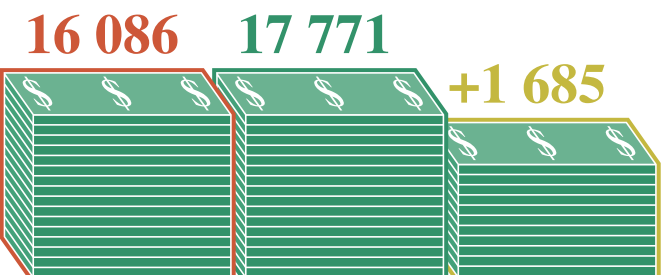
SMILE KIDS CANTEEN STATEMENT

Smile Kids Canteen is a Social Enterprise project started by KAPE (Kampuchea Action for Primary Education) in partnership with BSDA. Both NGOs are based in Kampong Cham, and at 12th May 2014 it was officially opened and we also did a big promotion to provide healthy food to pupils's parents on 31st May 2014. Further, we recruited a chef for Smile Kids Canteen and hired Mrs. Sor Narong, a former Smile chef. The canteen received its loan from Smile Restaurant.



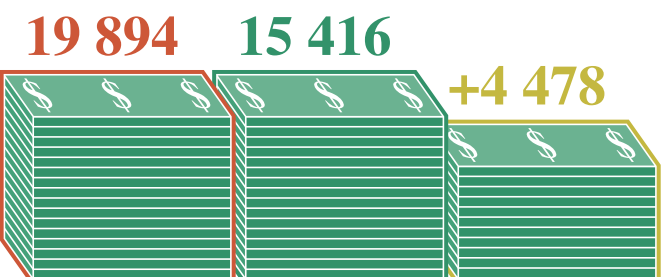
ANGKOR ENGLISH SCHOOL STATEMENT

Angkor English School is one of the most successful projects of the Social Enterprise Program with over 600 children enrolled. We focus on providing well-structured English classes at a low cost. The staff is focusing on marketing so we can attract more students. Angkor school is self-sustainable and makes profit every month.



HANDMADE GIFT STATEMENT

The Handmade Gift project is another successful project. In 2014, we build a partnership with Ecosolidar to sell our products in Switzerland. We also have a showroom at Smile Restaurant which has made a profit every month. All of the profits are reinvested into the Social Enterprise program.

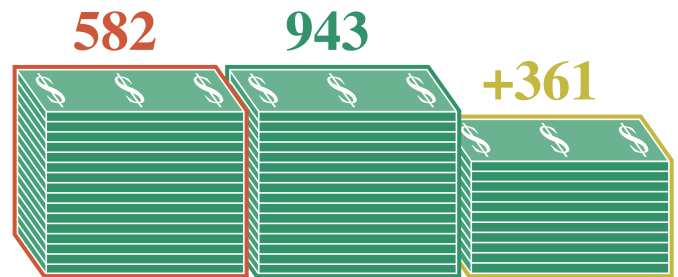


COMPUTER CLASSES STATEMENT



Computer class after moved from Wat Nokor Bachey to Rice Field Kids Village seems not have the same success because of far from the town so it's difficult to attract students.

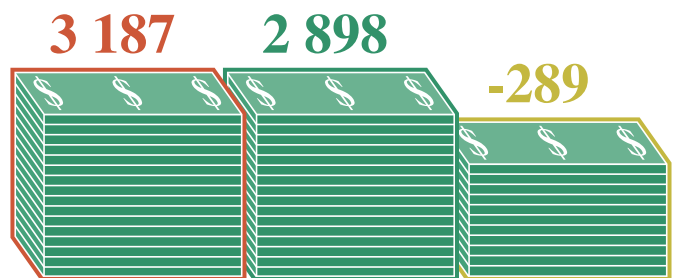
●EXPENSES ●INCOME ●BALANCE



TRADITIONAL DANCING STATEMENT

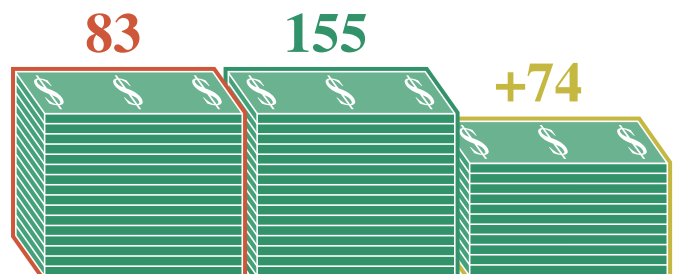


We didn't make any profit this year because we had to invest in some new more customs and dyed fake jewellery.



TRADITIONAL MUSIC STATEMENT

The traditional music also was not so successful because of based on the season of ceremonies which rented by customers. All of the profits are reinvested into Social Enterprise program.





EDUCATION FOR ALL AN INTEGRATED APPROACH FROM CAMBODIA CONSORTIUM FOR OUT OF SCHOOL CHILDREN

Report prepared by Miss Kim Sorya | PROJECT MANAGER CCOSC

OBJECTIVES OF THE PROJECT:

- Street and marginalized children from Kampong Cham and Kampong Siem Districts have access to education.
- Street and marginalized children from Kampong Cham and Kampong Siem have quality and efficient educational services.
- Households with OOSC are more capable and willing of supporting education.
- Community and key actors involved in education are more aware of OOSC and nurture promotion of education.



PARTNERS

- Provincial and Department of Education, Provincial hall of Kampong Cham province.
- District and Commune hall of Kampong Seam.
- Police post, Pagoda, community and youth.
- NGOs.

PARTNERSHIP WITH NGOS

BSDA receive fund from "Aide Et Action" and "Rustic Pathway Company" provided various tools and materials for education, sport and daily life for allowing the accessibility of education to the children. According to the project agreement between "Aide et Action" and BSDA we have spent enough time to review and seek to final agreement altogether such as the technical aspects and up to the last revised has been official agreed between technical implement staff. But even though the document is still revising the project date that has been agreed between "Aide Et Action" and BSDA to start to implement. As a partner, BSDA has particularly moved onward the project implementation such as the plan and the considerable results of achievement has been appreciated to the main of implementing.



ACTIVITIES

- Transportation.
- Enrollment campaign.

In July, BSDA launched this new project that benefits street and/or marginalized children who have dropped out of school, pick up rubbish to sell, use glue and other drugs, neglected by their parents, at risk of child trafficking, living with their parents but are sent out to beg, as well as children who are migrating on their own.

The CCOOSC project has been agreed between and AeA and BSDA on June 2014 for the inception period and further to the academic year. According to a bit long discussion and agreement, the project has been started its activities and the main major achievement during this first semester were the project done in Kampong Siem and Kampong Cham districts; provided the scholarship to the children for November and December in 2014 and provided non-formal education to the children in Happy center.

TRANSPORTATION

BSDA wants to achieve these objectives through several key activities. These include teaching volunteers about the value of education and raise awareness about domestic violence, migration, drug abuse, discrimination, morality and hygiene, selecting children for scholarship provision, providing food and refreshments at the Happy Happy Center and to transport them there back and forth.

In order to ensure that children regularly come to the center we also provide counselling for families regarding scholarships and Happy Happy center and conduct outreach events within the community. Our teachers receive special training on how to behave towards OOSC. In the six months after its initiation, the project has made good progress. The commune volunteers had improved knowledge of how to help to do the announcement in community and able to interview for scholarship selection especially provide the counseling to parents when their children didn't go to school and follow up scholarship student every day to seek the absentee of children.

ENROLLMENT CAMPAIGN

Conducted two times at Angkor and Rong Chak primary schools, we had 600 participants (girls 360) there are 90 teachers (girls 49), 510 students (girls 276).

Conducted follow up and counseling to 41 students (girls 21) on children access to scholarship and Happy Happy center and there are 5 villages in the targeted communes.

The number of children enrollment were increased based on the report from Rong Chak and Angkor primary schools. In school year 2013-2014 in Rong Chak primary school there 76 (girls 44) children were enrolled, but in 2014-2015 there 95 (girls 38) children. So 19 children increased and for the Angkor school in this year were increased 27 children. The provision of scholarships has encouraged children (especially OVC) to continue their studies thereby decreasing drop-out rates.



Despite heavy rainfalls, the Happy Happy Center was not affected by flooding and children had constant access to clean water, sanitation and hygiene. The daily refreshment provision to children and pick up from/ to Happy Happy Center contributed to their commitment to studying and their health and mental wellbeing. The morality education has taught them how to treat each other respectfully and helped them to become team players and make friends with their classmates. Children were also educated in basic hygiene have learned how to clean their hands, use a toilet properly and were encouraged to apply this at home. Furthermore, our outreach work has raised awareness among schools, local authorities and stakeholders about the project and they agreed to support our work.

In term of collaboration the local authorities and the line department of education from province to district level are well informed. The project launching has done in Kampong Siem district were integrated to the annual assembly workshop which organized by District Department of Education Youth and Sport.

CHALLENGES

- BSDA was unable to implement all planned project activities due to a lack of budget. We aim to raise more funds from partners and donors in order to expand our operations.

SOLUTIONS

- The daily refreshment provision to children and pick up from/ to is a successful strategy for keeping children committed to studying while also improving their well-being. The provision of scholarships also contributes to this effect and is especially important for OVC who need stronger support.

CASE STUDY



Keov Srey Nich is 14 years old and lives in village I, Veal Vong commune, Sangkat Kampong Cham, Kampong Cham province. She studies at grade 5 at Veal Vong primary school. Her father is disabled because he was a soldier and he died 2 years ago due to sickness. Her mother's is a housewife and she has 7 children (3 boys and 4 girls). She has borrowed money from neighbor for support her family.

Srey Nich thinks she will drop out of school to find money to solve some problems occurring. At that time, BSDA organization have announcement related to support scholarship to the children to enroll at primary school. She heard this information through village chief and volunteers and decides to pass her interview. She became a scholarship student with BSDA and gets materials such as rice, Knor soup, salt, fried oil, soy bean every month. She also study at Happy Happy center when she has free time.

Finally, she would be thankful to BSDA, especially donors supporting scholarship and she will try to do her best to study, particularly go to school all the time and follow the school rule.



PHOTOGRAPHY OF ACTIVITY OF ACHIEVEMENT

Children involved are mainly primary school aged, from 5 to 13 years old, from the districts of Kampong Cham (Sambour Meas, Veal Vong, Boeng Kok, and Kampong Cham) and Kampong Siem (Roang and Ampil communes).

The indirect beneficiaries are parents of children, schools, as well as community members in general who have better security by preventing children from engaging in risky behaviors that cause harm to society.





GLOBAL VIDEO CHAT

Report prepared by Miss Chen Jiali | TECHNICAL ADVISOR

OBJECTIVES OF THE PROJECT:

- The aim of the project is to engender contact between students in different countries and continents. The students should gain insight into life circumstances of children of the same age and they should be animated to consider contradictions and similarities between them.
- The exchange will be realized by short films made by the students with assistance of an expert in filming and editing. The subject of the exchange and the films will be decided on together with the students in the first weeks of the project. The films should avoid any speaking so that the students from other countries

can understand them without translation. Moreover, the films shouldn't be longer than 5 minutes. The class will be divided into 4 groups in order to guarantee the participation of every student. Each group produces its own film and shares it with the corresponding groups in the other countries.

- After the exchange of the short films, students will give feedbacks which will be filmed, subtitled and sent back to the other students.
- During the whole project, the groups can exchange ideas, photos and video messages through online platforms like YouTube and Facebook.



ACTIVITIES

- Learning about other cultures.
- Introducing video, computer, internet.
- Communication, self-critical.

TARGET GROUPS

Students at the age of 13-15 years in Switzerland, Peru, Philippines and Cambodia.

Switzerland: (not yet decided)

Peru: Pukllasunchis School, Tikapata, Cusco

Cambodia: Angkor School, Wat Nokor Bachey, Kampong Cham

Philippines: School of Living Traditions, Mindanao

BACKGROUND OF THE PROJECT

The students are encouraged by the different perspectives, which are formed individually, socially and culturally, to reflect on their own perspectives. This point was crucial in the Global Water Project and led students to express self-critical remarks. The non-verbal communication is a very important point. Students should be sensitised on symbolic language and learn how to communicate with people from foreign cultures.

Three schools (one each in Switzerland, Peru, Philippines and Cambodia) with students contact each other and introduce themselves to each other. This happens by mail, e-mails and electronic platforms (eg via a specially designed Facebook group or the newly created homepage). In this phase, each class that participates in the project can get an idea of the other two classes. Thus, for example are hung posters with photos and short texts of the students inside the classroom of the partner countries. Here can also be expressed expectations for the project and the exchange. In addition, each class will be divided into groups of 3 or 4 students. Each group is assigned one such group from the other countries. After this first phase of getting to know each other, the exchange during the project takes place mainly between each assigned groups.

Once the classes are introduced to each other, groups begin to deal with the subject and the task. The subject is design by the project direction, and the task is to realize a short film on this subject (max 5 min). The main audience for the film is the two assigned groups in the partner countries; later the films are also shown in their local environment (school, community) and in the context of the partner schools. Each group discusses what it finds important on the given topic, what it wants to tell about it and how it wants to implement it. After being introduced into the design of storyboards by an expert on camera and editing, each group creates such a storyboard with images, comics and short texts and develops in this way a small script. Whether the film has more a character of a documentary or of a fictional film, is irrelevant. One requirement, however, is that in the movies is not to be spoken: Firstly, this forces the students to work increasingly in a symbolic way and not getting lost in verbal statements and to present their statements in a condensed form. Secondly, such an approach reduces the translation problem that would appear in a spoken language.



In a next step, each group realizes and implements the storyboard together. An expert help them to edit and he is suppose to stick as strong as possible to the storyboard and the associated idea of the students, but also to keep in mind the feasibility of a short film that is aimed to outsiders. If the short film is finished, it will be shown to the students who made it. And afterwards, it is sent to the other two groups in the partner countries. Additional explanations and comments about the films are intentionally avoided: The films are to stand by themselves; questions and ambiguities that result from them will be included in a next step.



Each group watches - together with the expert for camera work and editing - the films received from the other groups. They discuss and reflect the different perspectives to their own movie. The resulting questions, feedbacks, experiences and insights are now being addressed to the sender of the films. Parallel to these filmed feedbacks, the process of reflection happens also by the use of online-forums such as Facebook or via conventional mail. At this point, a dialogue between the groups is open, based on different experiences of the project. In this part of the project, the translation work is important: both the filmed and written feedbacks as well as reactions to it have to be translated.

To each film be attached filmed experts from the feedbacks, so that the reflection of the other groups about it can also be made visible. These feedbacks are translated into the other two languages and subtitled. By this, the duration of the produced videos will be about 7-10 minutes in total, consisting of the film and the feedbacks of the two groups from the partner countries. These films are now presented to the public, within the immediate social environment of the students.

All the films are copy on a DVD for all participants. The project will be completed by each group giving a statement about the project, for example in an electronic forum or by mail.

TRANSLATION

The translation (English-German-Spanish-Khmer-Tagalog) take place, as far as possible, in the classrooms itself. In Switzerland there are often bilingual students in the class (English, Spanish) that can handle the job, and part of it can also be integrated into the English lessons. If the expert for video-projects in Cambodia is a volunteer, it is possible that he/she speaks German. What goes beyond these capabilities (for example translations from English/Spanish into Spanish/English) can be assumed by an external person: EcoSolidar is be able to assume the translation with the help from their project partners in the given countries.

CHALLENGES

- Some students are conservative and shy to express what their thinking.
- Some students don't have enough information or knowledge to do some activities.
- The students are young and sometimes have problems to understand the activities we're doing.
- Students have no internet at home or school, it makes a little bit difficult for them post information on facebook.



SOLUTION

- More activities each time and encourage shy students to have more chance to express themselves.
- Prepare more information or examples for the activities.
- Discuss and share ideas after introduction.
- Encourage them to research information on the internet or in a library.
- The activities of the project are clearly explained by the project leader (Vivien and Frederick), so it's easy for us (coordinators) to do it step by step.
- It's a great opportunity for Cambodian students to know other countries and get to learn about other culture, customs and people.



IMPACT

- The students have been learning since the project started. There are some skills they have learnt from this project, such as: teamwork, expressing your feelings, storytelling, interviewing people, writing a story, acting in the movie and taking videos.
- The students learnt how to use internet, particularly Facebook.
- The students get to know the culture and customs of Peru, Philippines and Switzerland.





Report prepared by Mr. Chandy Chhunleng | COMMUNITY SUPPORT OFFICER

OBJECTIVES OF THE PROJECT:

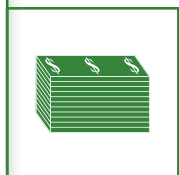
- Provide small loans for vulnerable persons
- Improve livelihood of people living with HIV (PLHIV), Orphan and Vulnerable Children (OVC).
- Ease the burden of their disease and increase their quality of life.



ACTIVITIES

- Transportation
- Chicken training skill
- Providing loan
- Home visit
- Coaching

- Meeting with VSL groups.
- Meeting with small grant groups.
- Collecting loan for PLHIV livelihood improvement project.
- Referred target groups go to the chicken training skill in Kampong Chhnang province has 15 persons.
- Conducting home visit on chicken raising for PLHIV livelihood improvement project in Ou Reang Ov and Ponhea Krek district.
- Providing loans to new beneficiaries for 2014 and more providing loans to old beneficiaries for PLHIV livelihood improvement project has 49 households.
- Providing renew loans to beneficiaries for PLHIV livelihood improvement project has 12 households.
- Providing the chicken training skill to 18 new beneficiaries and 34 old beneficiaries for 4 days by invited the professional teacher.



PROVIDING LOANS TO BENEFICIARIES AND INITIAL TRAINING

Before we provide loans, at least one member of target households has to attend a training session. Specifically, beneficiaries have been trained in the following areas pertaining to chicken raising: hygiene, care, health, vaccination, keeping chicken of different ages in separate areas, recognizing suitable locations, nutrition at different life stages, selection of healthy chicken, constructing chicken coops, monitoring market prices throughout the seasons. The provision of loans for 2014 was completed in June. Each of the 18 households received 120\$. As a first step, all beneficiaries received a 60\$ loan to buy materials for the chicken coop in the beginning of June. After construction was finished the beneficiaries received another 60\$ at the end of June to buy chicken, food and medicine.





HOME VISITS AND COACHING ON CHICKEN RAISING

Each family was visited once per month. The project officer monitored incomes and spending and provided coaching on chicken raising, health treatment and maintenance of chicken coops.

INCOME GENERATION AND LOAN REPAYMENT

All of the households were able to pay back their loans every month. However, at different rates/installments. Furthermore, household incomes from chicken raising varied greatly. The households sold their chicken twice a year and generated incomes between 100,000 and 1,000,000 Riel per semester. After the completion of loan repayments the beneficiaries were asked whether they needed a new loan to keep their business running. Most of the beneficiaries said they were able to raise and sell their chicken without another loan while 12 households were given another loan.

CHALLENGES

- People living in close proximity to the target groups often own and raise chicken as well. They do not have any training in medical treatment of chicken, so diseases can easily spread and infect chicken owned by our target group and lead to loss of livestock.
- Some beneficiaries met difficulties to keep an eye on market prices of chicken meat throughout the year (prices are higher during Khmer holidays), but also about health, hygiene and general maintenance.
- They also requested new loans to be able to afford tuition fees for their children and transport to the hospital where they receive their HIV treatment.
- Some of the beneficiaries lack calculation and business skills.
- Some beneficiaries temporarily leave Kampong Cham to work abroad or in other provinces to make more income. Their family have to take care of the chickens to maintain income and be able to refund the loans.

SOLUTIONS

In order to prevent the chicken in our target communities from catching deadly diseases, we advise beneficiaries on medical treatment, the use of vaccines and other containment strategies, such as keeping the chicken in a coop for extended periods of time.

- Keep supporting the beneficiaries through coaching, providing technical support.
- Before we give out more loans, we encourage them to participate in training sessions on chicken raising in order to solidify their skill and refresh their knowledge.
- We are planning to develop a business plan before providing loans to beneficiaries.
- We help them to find a place on the market to sell their chickens.
- We are planning to set up training sessions to help them improve their business knowledge.
- we keep conducting home visits to target groups, provide counseling and record contact information.

CASE STUDY



Mrs. Chan Orn is from Ampil Tboung Village in Tboung Khmum Province. She is 38 years old and has two sons and very successful with chicken raising. Her husband Soth Sorn is living with HIV. Before she joined PLHIV livelihood improvement project, she used to raise chicken on her own. She says that she was lacking skills and knowledge and therefore her chicken died of diseases and it was difficult for her to sell them on the market. She could not afford a stable or healthy food for the animals. Then she heard about the chicken raising program from a Community Support Volunteer (CSV) and applied for a loan and training. When she completed the training course, she was eager to apply for new knowledge and bought materials for the chicken coops, medicine and food. She was regularly visited by BSDA's staff who gave her technical advice and helped her to set up her business which is going well now. She is able to contribute to her children's education, food and she even bought a piece of land where she grows rice. During her spare time she also grows vegetables in her garden. Mrs. Chan Orn is very thankful to BSDA and GlobeMed about the work they do for the community.



CHILD SURVIVAL

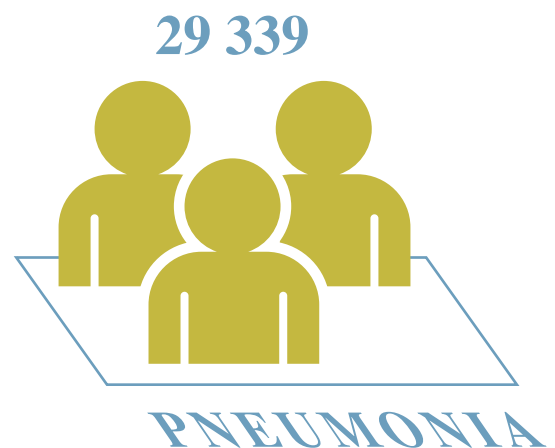
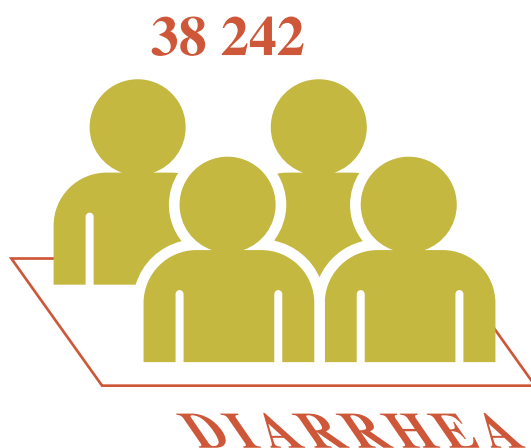
Report prepared by Aun Kimseng | PROJECT COORDINATOR

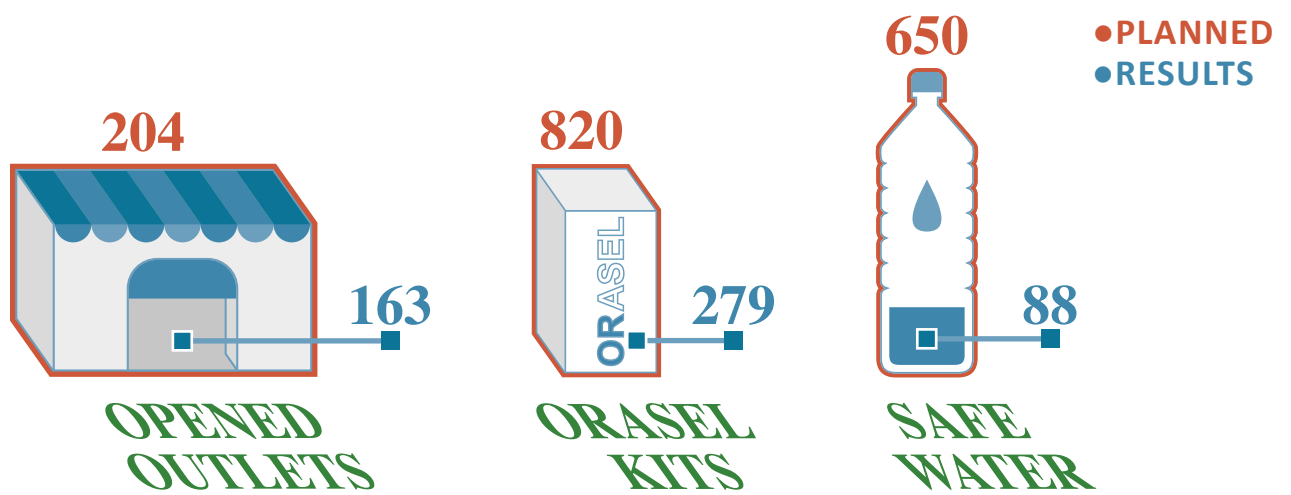
OBJECTIVES OF THE PROJECT:

- Supply the Orasel Kit product.
- Collaborate with Pneumonia provider service to refer the child had disease for treatment.
- Collaborate with local authorities and visit to village's Sale Outlets.

In 2014, BSDA supplied 2800 Orsasel kits to sale outlets and communities. Seven community officers conducted education sessions on diarrhea in 35 communes to individuals and groups of parents and caregivers of under 5 year olds. Furthermore, four community support officers provided education sessions on pneumonia in 25 communes. The SIFPO project coordinator supervised the implementation of all project activities, monitored staff performance and frequently communicated with local authorities. He regularly visited sale outlets and target communities and provided information on pricing, storage and maintenance of Orasel kits. The project managers and CSOs held regular meetings to follow up on project progress. BSDA also invited local authorities and members of the Provincial Health Department to stakeholder meetings to strengthen collaboration.

TARGET REACHED ON A 5 YEARS PERIOD





CHALLENGES

- Some target groups don't want to use Safe Waters and Orasel Kits, because they dislike its smell or they prefer to see a doctor when their children are sick.
- There were many companies or agents who sold their fake products in some target areas so some beneficiaries did not feel confident with our products.
- Some remote target areas are far away from the main office which made it made difficult for IPC staff to travel there.

SOLUTIONS

- Work-plans of target groups for monthly and quarterly have been considered based on seasonal calendar such as circumstances, rainy season, planting season, harvesting season to ensure regular participation of beneficiaries.
- Community Needs Assessments (CNA) was done and it is particularly important to have a clear understanding of the target area and community situations and the real needs of community. BSDA should carry out this CNA tool in the future for project implementation.
- Girls staff sent to remote areas were accompanied by a team to ensure their safety.
- Flexibility of staff regarding working hours ,e.g. educating beneficiaries during their lunch break or in the early evening contributes helps to reach more people.

CASE STUDY



Mr. Thiem Khon, 55 years old is a village doctor in Doun Meas village, Kampong Cham province. He has a wife and two kids. Besides of that he is also a farmer. He noticed that more and more villagers were suffering from diarrhea so that they were unable to got work, felt unwell, spent much money on medicine and started worrying about their children. These problems were caused by a lack of understanding about diarrhea among communities and a shortage of medical services available. Since BSDA has started the project in Mr.Khon's community, the villagers have significantly improved their knowledge on the disease and are able to treat and prevent it. BSDA's staff also educated them on symptoms and how to identify the serverity of the disease.

Before BSDA introduce the Orasel Kit, Mr. Khon was sceptical about it as he never heard about it. Once he understood the benefits of this new method he just passed his knowledge on to his fellow villagers who promptly started purchasing Orasel kits.

Mr. Thiem Khon was proud to support BSDA's projects and is determined to continue the collaboration in the future. He is grateful to Buddhism for Social Development Action and Population Service Khmer (donor) for helping people who live in remote areas teaching them basic health care methods to treat and prevent new cases of diarrhea.



HAPHRODA

Report prepared by Aun Kimseng | PROJECT COORDINATOR

OBJECTIVES OF THE PROJECT:

- Supported referral target groups (PLHIVs, OVCs, GP and PWs) to other health services.
- Conducted Home Visit to PLHIVs, OVCs and MARP households.
- Provided incentive to CSVs, OVC and OW Leader Groups.
- Attended other meetings with other relevant stakeholders.
- To have a good collaboration with local authorities and other relevant stakeholders.
- New case finding through referral general pregnant women, zero-discordant couple, suspected and TB pertains to access HTC health services.
- Lay counsellors and Finger Prick Testing to target group/community.
- Conduct outreach education and provide condoms to target group (People Who Use Drug).



BENEFICIARIES

- MARP (Most At Risk Population).
- PWUD (People Who Use Drug).

660



639 21

3960



FOR FREE

- 660 Most At Risk Population were cared by Care Teams.
- 3960 condoms/lubricants distributed for free.
- 289 MARP attended education sessions on health services.
- 215 MARP referred to access health services.
- 9 Outreach Workers of self-help groups.

In 2014, the CSO and OWs conducted outreach education on drugs and HIV with PWUD to 522 people. This activity aimed to improve their knowledge on HIV prevention and drug abuse. We especially want to work closely with them and encourage them to participate in our activities. Meanwhile, our outreach education provided 1171 condoms to our target groups. Outreach workers, who are also counsellor have provided the counselling, finger prick testing for HIV/AIDS to 96 people and syphilis tests to 101 PWUD in Kampong Siem, Kampong Cham and Tboung Khmom. All results were negative.

Among the 522 PWUD (girls 31) there were three who also suffered from HIV/AIDS and had regular ART access. Through the education and regular home visits, they have got medicine regularly in every month and handled the problem correctly. The OWs also integrated on STI and Family Planning into the education plan in order to improve their knowledge and clarify where to get information and health services. In total, our OW educated 230 PWUD on STI and FP. We also conducted monthly meetings with OW at BSDA's office for reviewing the project implementation and outputs to find solutions for problems. We regularly reviewed the program package to make sure that all of them understood their role and the project activities.

Six CSOs participated in the monthly CoC meeting at OD Kampong Cham and Kampong Siem. The senior management team and PDCC conducted monitoring and supervision visits to OWs and beneficiaries in Kampong Siem and Tboung Khmom districts to ensure that the project implementation was followed by

plan and visited at. We also held two meetings at BSDA's office and Norkor Bachey temple. Furthermore, on the 1st of December, 2014, we joined the World AIDS Day to raise awareness on HIV/AIDS, drug abuse and to fight against discrimination of drug users at Kampong Cham province. Our teams also attended meetings with authorities and other stakeholders to ensure regular exchange of information and strengthen collaboration.

CASE STUDY



Mr. Chorn Rampich is 32 and was a drug user. He is living in Roka Village, Sombour Meas Commune, Kampong Cham Province. He starts to change with advices of a facilitator, prevention, education and relationship between HIV/AIDS and drug abuse.

Rampich used drug from 2002 until 2009. He took methamphetamine and Ice drug one time a week. He said that the impact of doing drug was such as loss of consciousness and money but also violent reaction on his friends and family. It was a big challenge for himself. BSDA provides education, HIV/AIDS test and syphilis and advises to encourage to reduce and stop using drug. Nowadays he feels better, healthy and his family too. His friends and the community don't discriminate him anymore. His family has been involved and received counseling. He is now becomes an outreach worker (OW) for Kampong Cham district.

He would like to help back to make the drop-In Center for addict people. Rampich hopes that BSDA will go on to provide more education about drug and HIV/AIDS.



Report prepared by Aun Kimseng | PROJECT COORDINATOR

OBJECTIVES OF THE PROJECT:

- To Support referral target groups (PLHIVs, OVCs, GP and PWs) to other health services.
- To Conduct home visit to PLHIVs and OVCs households.
- To Provide incentive to CSVs and OVC Leader Groups.
- To Attend other meetings with other relevant stakeholders.
- To have a good collaboration with local authorities and other relevant stakeholders.



BENEFICIARIES

- People living with HIV.
- Orphan and Vulnerable Children.

2374



1106 1268

- 2374 family members received care and support (Include PLHIV).
- 1599 PLHIV referral to access health service.
- 698 received care and supported by Home Care Team.
- 607 families had provided welfare that has a low standard of living.
- 487 reached through Positive Prevention Activities.
- 105 general people referral to access health services.
- 71 sero-discordant couples identified and followed up by Home Care Team.
- 37 Self-help groups was established.

The SAHACOM Project facilitates the setting up of self-help groups for adults and children who are infected with HIV as well as those indirectly affected, and offers a support system for families and communities. The project helps the communities to set up small grants, village savings and loans schemes, which enables members to save and/or set up income generating activities like chicken rearing, in order to support themselves.

In this quarter, we didn't have more activities for Project Implementation with target groups (PLHIV and OVC) at communities.

Our CSOs and CSVs have worked closely with other relevant stakeholders such as village chiefs and health centre chiefs to ensure good collaboration to refer general pregnant women to access HTC service. In total, 24 pregnant women were referred and their test result were negative (-).

324 PLHIV and OVC cases were referred to health services (Antiretroviral Therapy/Sexual Transmitted Infection).

We conducted 14 Self Help group meetings with a total of 201 participants (girls 131), CSO and CSV conducted home visits to 280 PLHIVs (girls 201). We also reached 481 beneficiaries (girls 332)





through family planning and reproductive health education, CSOs and CSVs strengthened collaboration with health centers and village and commune chiefs. One CSO participated in a workshop on protection of women and preventing violence against children and human trafficking. On the 1st of December, 2014, our team attended the World AIDS Day with the provincial AIDS education team of Kampong Cham and conducted an HIV/AIDS awareness session with 200 participants.

CHALLENGES

- Most target groups did not attend because they were busy with their business and some have migrated to the other provinces or countries such as Thailand.
- Funding for the implementation of the action has been slow.
- Do not have the budget for a self-help group meeting.

SOLUTIONS

- To have a good collaboration with link response coordinator and local authorities.
- To Increase the knowledge of health take care, ANC check and help to urge them to get the health service at Health Center, OD and Referral Hospital.
- To provide the monthly report to other relevant stakeholders is a main job and a best way in good relationship, supporting and collaboration in project implementation.
- To attend monthly meeting with other institutions such as CoC, Stakeholder meeting, Pro-TWGH...

CASE STUDY



Miss Koem Sengharn is a 59 years old women from Sampovost Village in Tbong Khmom and is one of BSDA's community support volunteers living with HIV. She lives with 3 grandchildren who are not suffering from the disease. After she got the positive test result from Tbong Khmom referral hospital, she felt very helpless. Her attitude changed since she met a counsellor who educated her about the relationship between HIV and AIDs and how to prevent the infection of other disease. When she started using her medicine, she felt unwell and tired. Now it's better, she is able to work in the community, educating the target group about opportunistic infections and the benefits of the ART medicine (Anti Retroviral Therapy) that she is using herself. She is grateful to the staff of BSDA and the donors (Global Fund through Khana) that help the target group with the Home Base Care project. She wishes that the donors will keep continue to support for the next coming year.

CASE STUDY



Phally is 41 years old and is living with HIV. She is from a village in O reang Ov district, Tbong Khmom province. She has one son and two daughters; her husband and one of her daughters is also infected with HIV/AIDS. In 2000, she found out that she was HIV positive which made her feel deeply concerned about her health. Her doctor encouraged her to stay optimistic, though the hospital not yet had life-saving medicine (OI), but rather cured immediate infections such as Tuberculosis (TB). In 2009 she met BSDA's staff who encouraged her to use the service at the health center every month and also appointed her to Community Support Volunteer (CSV) for BSDA. The SAHACOM project officers regularly conduct home visits where they provide counselling and information on HIV/AIDS, TB or STI... Miss Min Phally said that she feels more confident in her position as CSV and is able to share information with the people in her community who are affected by HIV. She is committed to helping her community and supporting BSDA's project. Her work includes referring PLHIV to health centers and organizing meetings where BSDA'S beneficiaries can share their experiences and speak about their problems.

Miss Min Phally said that BSDA's support has helped her to improve her knowledge on HIV and related health problems which helped her to understand the needs and problems of communities affected by HIV. BSDA's outreach activities and her work as a CSV have also improved her status in the community; she is no longer avoided by in her village. However, she also pointed out that the people in her community need more financial help for travelling to the health centers to receive check-ups and their medicine.

Phally is thankful to BSDA and Khana for helping her and other people living with HIV. She hopes that KHANA will continue the SAHACOM project in 2015.

THANK YOU !





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BSDA

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Buddhism for Social Development Action

