

Buddhism for Social Development Action Annual Report 2012





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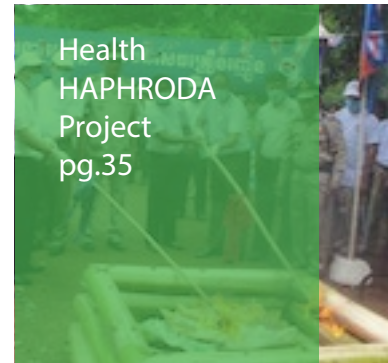
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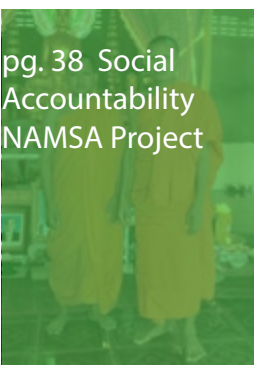
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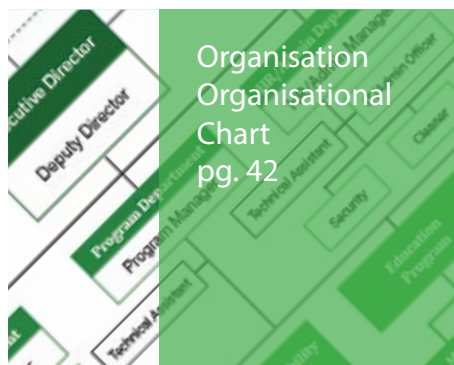
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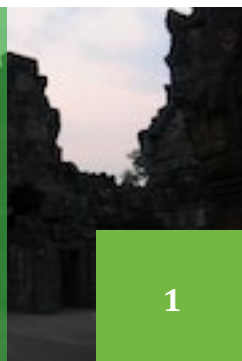


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Dear Friends and Colleagues,



Venerable Thorn Vandong
Executive Director

Venerable Thorn Vandong, is one of the founding members of BSDA.

His personal touch is visible in every project.

Letter from Exective Director Venerable Thorn Vandong

Dear friends and supporters of BSDA,

BSDA's 2012 Annual Report briefly describes the major accomplishments of the organization in providing mandated programs and services to beneficiaries. The report also includes a brief financial report on how the organization utilized the funds received for this fiscal year.

BSDA is excited to implement the first year of its 5 Year Strategy Plan, which lasts from 2012 to 2016. As both the Executive Director and a founder of BSDA, I know that this year was the most challenging one we have faced yet. We revised the bylaws by following the Voluntary Certificate System guideline and ensuring that the bylaws are acknowledged by Ministry of Interior. Moreover, BSDA developed Terms of Reference for the management team, as well as a grievance policies and procedures that BSDA encouraged all levels of staff to practice. Finally, BSDA complied sucessfully with NGO Good Governance & Professional Practice Standards, Guidelines and Indicators.

We wouldn't have any of our achievements or success in 2012 if it weren't for strong support from our partners, donors and all the friends of BSDA, especially our Board of Directors, senior management staff, ordinary staff, beneficiaries and other stakeholders. They helped support us within financing, capacity building and technical support. In the name of Executive Committee, I would like to say many thanks and that we all really appreciate those kindnesses.

Letter from BoD Chairman Mr. Say Savuth

Buddhism for Social Development Action (BSDA) has been more dynamic than ever on the program deliveries for 2012. The Board has been extremely satisfied with the management team, especially the whole team under the soft yet firm leadership of the Executive Director. The result can be traced back to growing programs and projects in all the key areas BSDA existed to fight on.

With two key strategic priorities to move on with its rigorous social mission on 1) moving the office out of the pagoda to leave space for more Buddhist's activities, and 2) seeking to launch its social enterprise program, we are more confident than ever that BSDA would be able to deliver even better results during the coming years.

This report can prove even better on the developing changes BSDA had made during the year 2012. I hope you would enjoy reading the report, especially learning the progress as highlighted herein as much as I do.

On behalf of the Governing Board of Directors and of myself, I would like to applaud BSDA for this year achievement and for this annual report.



Say Savuth
BoD Chairman



Buddhism for Social Development Action (BSDA) about the background

BSDA is a non-profit and non-governmental organisation which was founded by 7 Buddhist monks in 2005.

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

It was approved by the Ministry of Interior under No. 612.S.C.N. dated July 5, 2005 in the name of Buddhism and Society Development Association. In 2012, to better represent the broadening scope of its programs, BSDA changed its name to Buddhism for Social Development Action.

Being monk-led and staffed by a combined team of monks and lay people from different religious backgrounds, BSDA's values, vision and mission are inspired by Buddhist philosophy. An essential part of Buddhist philosophy is "mettā" – a selfless attitude of love and friendliness, as opposed to mere friendliness based on self-interest. It stirs up feelings of a warm-hearted fellowship, sympathy and love, which grows with practice and overcomes all social, religious, radical, political and economic barriers. Metta makes one a pure source of well-being and safety for others. To promote one's own interest is a basic motivation of human nature. When this urge is changed into the desire to promote the interest and happiness of others, not only is the main urge of self-seeking behaviour overcome, but the mind becomes universal by identifying its own interest with the interest of all. Therefore, all the main religions use metta, and it is also the basis for all benevolent activities intended to promote human well-being. Apart from its higher implications, today, metta is a practical necessity. In a world threatened by all kinds of problems, metta in words, thoughts and actions is a useful means to bring peace, concord, and mutual understanding.

Buddha's teachings on ethics and living a good life also extend to the realm of the social and political. He was ahead of his time in many ways; considering all people as equal, rejecting the caste system and openly encouraging women to become students and teachers. He taught that governments had a responsibility to lead by example, to teach people ethics and to eliminate poverty by providing opportunities for the people to become prosperous. He was also opposed to all forms of war and taught that violence can never create security.

Buddhist philosophy is at the heart of BSDA's Values, Goals, Vision and Mission which are embedded in all our programs and the day-to-day work of the organization.

SOLIDARITY **COMPASSION** EDUCATION UNITY INTEGRITY ACCOUNTABILITY DEMOCRATIC DEVELOPMENT DIGNITY

Our Values

Rooted in the Buddhist teachings on "Mettā", BSDA adheres to and promotes the following values:

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

Our Vision

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

Our 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.

Our Goals

- ✿ To improve and support education for communities by providing technical skills, vocational training, life skills, scholarships and social morality activities.
- ✿ To enhance community health through partnership with the government, thereby strengthening community health care services and providing sustainable livelihoods for 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.



Buddhism for Social Development Action (BSDA) about the organization

BSDA Family *total amount of staff in all projects in 2012*

Staff

53 Full Time Staff (23 ♀)



Volunteers

82 Cambodian volunteers (35 ♀)

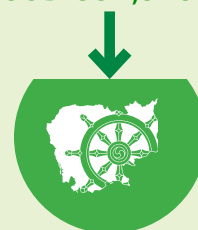
6 International volunteers (1 ♀)



Total Receipts for 2012

from donations, private donors and other income

USD 352,575



Organizational Development

As the demonstration of the commitment of BSDA, in 2011 the organization applied to the Cooperation Committee of Cambodia (CCC) for NGO Good Professional Practices (GPP). This required additional hard work to be done in areas such as organizational governance, processes, reporting and structure, in order to meet the minimum standards set by the CCC for the accreditation. Although we did not meet the requirements in 2011, BSDA is committed to achieving certification, and therefore we have reapplied in 2012 and have worked hard to ensure that the organization reaches the appropriate standards this year.

In 2012, BSDA has further revised many of its policy documents, including the organizational structure, project structure, and its operational policies, procedures, systems, training and orientation. Throughout the year, BSDA has also improved information sharing through its Newsletter, Facebook and the BSDA website. Staff from all projects have been involved in providing information for these media, which are continuously updated by 2way Development volunteers and German GIZ volunteers. The GIZ volunteers have also helped create the global format of the procedures for BSDA, developing the financial management system and other project specific forms.

On December 19th – 20th, 2012, BSDA hosted a final site visit from the NGO GPP assessors. Their provisional feedback is that BSDA is now fully compliant with 25 of their 26 standards. The outstanding standard, with which we are partially compliant, is the implementation of a 'clear written grievance policy and procedures' which has since been revised and is currently awaiting approval from BSDA's chair of board. BSDA expects the final decision from the NGO GPP in February 2013 and is hopeful of achieving accreditation.

During the year, the BSDA website has been improved and all of the project details have been updated. By the end of 2012, more interactivity and linkage with our other social media outlets, such as the BSDA and Smile Restaurant facebook pages, has been added to the website.



Koh Kong Retreat Workshop (March 10-13, 2012)

In March 2012, BSDA conducted its annual Retreat Workshop in Koh Kong Province. The core purpose of the workshop was to involve all BSDA staff in an analysis of the strengths, weaknesses, opportunities and constraints encountered during the implementation of projects in the previous year. As a result of the workshop, BSDA has been able to further improve its organizational processes and program implementation for 2012.

Staff Development

Throughout the year, BSDA staff and volunteers attended various capacity building courses and workshops, which were held both in-house and externally. This is in line with BSDA's commitment to increase the knowledge and skill set of its employees, which benefits staff and beneficiaries alike. A variety of topics have been covered, from child protection, monitoring and evaluation, basic micro finance and even cocktail making in Smile Restaurant.





Education & Vocational Training Mekong Kampuchea Kids (MKK) Project

MKK is currently the largest and most successful project of BSDA. The main objective of the MKK project and all its programs is to help orphans and vulnerable children (OVC) in Kampong Cham Province. It does this through a variety of means, such as informal education, life skills training, vocational training and scholarships. This helps the children to increase their confidence, gain an education and find a livelihood, which will ultimately lead them to successfully participate in Cambodian society and achieve their potential.

Mekong Kampuchea Kids Project - MKK
Grant receipts and other income: **USD 145,335**
Donors: EcoSolidar, Rustic Pathways, Les Enfants du Vat Nokor and private donors
Beneficiaries: **930**
Area: Kampong Cham Province

MKK Rice Field Kids Village

Donors: EcoSolidar, Rustic Pathways,
Les Enfants du Vat Nokor and private donors
Beneficiaries: 25 (14 ♀)

The Rice Field Kids Village is the heart of the MKK vocational project, which not only provides a space for the trainees to learn, but also a safe and nurturing place for them to live and grow.

Main Objectives

- ✿ Provide vocational training to OVC
- ✿ Provide accommodation and a secure place for the OVC to live
- ✿ Provide life skills training to the trainees
- ✿ Develop a sense of community

When asked, all of the trainees say that they can see themselves in a better situation in the future because of what having participated in this program has taught them. As well as learning a new vocational skill that will help them succeed in the future, the students have also grown in other areas, such as increasing their own self-confidence, communication and social skills, all of which will be a huge benefit to them when they finish the program.



Infrastructure construction

In late 2012, the Smile Kids Village underwent a name change to the “Rice Field Kids Village”. This was chosen by our current students to reflect their rural surroundings, and we hope it will also help to differentiate the Kids Village from the Smile Restaurant training and Social Enterprise of BSDA.

BSDA’s strategy plan from 2012 – 2016 is to extend the Rice Field Kids Village infrastructure by increasing the vocational training capacity and developing a social enterprise, in the form of a meditation center and hostel.

In 2012, we have concentrated on preparation for the future construction work. BSDA has successfully purchased 20,000m² of land adjacent to the Kids Village. This required protracted negotiations with the landowners who finally agreed to lower the price. The management team was keen to purchase the land bordering the existing Kids Village, as this would allow easy expansion of the facilities. In 2012, we have also obtained drawings from 2 architects for the design of the buildings required to achieve our 5 years plan. The initial set of drawings was discussed with EcoSolidar; however, these plans but were unfortunately beyond the available budget. Therefore, a second architect was hired to provide an alternative plan that was within the budget proposed by EcoSolidar. The second set of plans has been agreed by BSDA and EcoSolidar.

In preparation for the new construction, we have filled the holes and ponds on the building plots within the existing Kid’s Village compound totalling an area of 3997m². In 2012, we have also connected an electricity supply to the Village for the first time.

During 2012, the MKK Project has continued to develop the facilities at the Rice Field Kids Village vocational training center for the children. We have constructed a new classroom used for both preparatory education and weaving classes. We have also built a small bathroom for use by the female students. Construction work was supported by Rustic Pathways.

In late 2012, the MKK Project hosted an inspection of the Rice Fields Kids Village by the Ministry of Social Affairs. We have complied with the small number of recommendations made by the Ministry, including the installation of a flag pole and a new sign board at the entrance to the Rice Fields Kids Village.





Chicken raising

The project continued to promote chicken raising and organic vegetable growing activities at the Rice Field Kid's Village. These activities are designed to allow students to practice their agriculture life skills. MKK staff work alongside the students, providing technical guidance and encouragement on everything from making and maintaining the chicken houses to feeding and caring for the chickens. The chicken meat produced at the Village helped to contribute to a healthy and balanced diet for students.

Silk worm raising

BSDA cooperated with the Japanese Institute of Environment Rehabilitation and Conservation (ERECON) Cambodia to implement a pilot project to raise the Eri Silk Worms at the Rice Fields Kids Village. ERECON conducted training on Silk Worm Raising to BSDA staff and children at the Village and provided silk worms for BSDA to raise. Both parties have agreed to continue to cooperation on this project. ERECON has verbally agreed to buy the silk from BSDA while BSDA has agreed to promote silk worm raising to our target groups in the communities and to provide silkworms to them. It is expected that the project will contribute to improve the livelihood of the poor people and also contribute the tackling environmental issues in the target areas.

During our first year of silk worm raising, we have faced a number of challenges, mostly because the skills are very new to students and project staff. In addition, BSDA is yet to sign an official agreement with ERECON for continued cooperation, although a verbal agreement has been made. BSDA will continue to work with ERECON to address these issues in 2013.

Vegetable growing, fish raising and rice cultivation

In addition to their core vocational skills, the students have continued grow organic vegetables at the Village. In 2012, we harvested the following vegetables: water greens - 40kgs; eggplant - 20kgs; papaya - 60kgs; lemongrass - 15kgs; garlic - 5kgs; cucumber - 10kgs; mint - 5kgs; stone leek - 10kg; peppers - 5kgs; string beans - 15kgs. At the same time, the students continued rice growing (350kg harvested) and fish raising (40 fish produced).

All of organic vegetables, rice and fish were used to feed the students at the Village, contributing to a healthy and varied diet.





Preparatory School

The MKK Project continued its 6-month long preparatory education classes for 25 students in the Rice Fields Village (14 girls). These students were selected by project staff in June 2012 in line with the criteria and guidelines of BSDA.

Although most students are over 15 years of age, on admission to the Rice Field Kids Village, they were found to have an educational equivalent to grade 6. Therefore, before commencing full vocational training, students were provided with a 6-month, general, preparatory education course. During these first 6 months, they were trained in reading, writing, mathematics, general knowledge, computing, English language and the basic skills of cooking, weaving and sewing.

BSDA provided students with food, accommodation and a monthly allowance of USD 20 per person. This allowance is provided to cover personal costs, but students are responsible for deciding how to spend the money. The majority choose to spend a large part of their allowance on supporting their family.

The Rice Fields Kids Village provides the trainees with accommodation, food, an allowance, preparatory education in a wide range of subjects and vocational training in sewing, weaving, cooking, silkworm raising, chicken raising, fish raising and vegetable growing. Teachers track progress and have seen an improvement in the students' reading, writing, and English. In addition to learning these new academic and vocational skills, we see the students grow as people. The families have told us that they notice a difference in the personalities of the trainees as they have become more polite, responsible and confident. They have commented that their children are now looking positively to the future and are talking about their aspirations for future employment or business ownership.

Weaving Training

During the year 2012, students learned many steps of the weaving with the training activities the teacher. They got more and more practice and, as a part of a pilot test, they were able to sell scarves in Japan in the last year. They also were able to have good practice with running the installation without assistance from their teacher.

In addition to this skill, we train them on how to create new styles and colors. Previously, none of them could weave, but now they are confident that they can make scarves and succeed by themselves. In the end of June 2012, they finished the final test to complete their training and receive their certificate.



In June 2012, the MKK Project staff selected 5 new students to take part in the weaving course from among the poorest families in Kampong Cham Province. These students are currently completing their 6-month course of general education (reading, writing and mathematics) at the Rice Field Kids Village.

3 students who completed their weaving course in June 2012 have supported themselves by weaving kroma, or scarves, and selling them to BSDA. Their parents have said they are pleased to see their children making a small income from their business and are optimistic they will have the skills to set up a permanent business in the future. As with the students on the sewing course, these girls had previously been engaged in migrant labour far from their homes and were at high risks of exploitation. Thus, the weaving project has also contributed to reducing the number of women engaged in high risk employment or trafficking.

Sewing Training

In 2012, the MKK Project continued to provide a sewing training course to 10 students who were recruited in 2011. In June 2012, on completion of the course and having passed the final exam, each student was awarded a certificate from BSDA with acknowledgment from the Provincial Department of Education, Youth and Sport in Kampong Cham. While they have been learning these sewing skills, they also received business planning training to help them successfully create small sewing shop businesses in their future communities.

In June 2012, the project selected 10 new students for the sewing training course, which is scheduled to begin in early 2013. The new students are among the poorest children in Kampong Cham Province and were selected by the MKK Project staff in line with the selection criteria and policy of the organization. They are currently undergoing a 6 month course of general education, which includes reading, writing and calculation, in the Rice Fields Kids Village. Upon completion of their preparatory classes in December 2012, they will begin the sewing training course in January 2013.

9 out of the 10 students who finished sewing classes in June 2012 and received technical support from MKK project have gone on to start successful sewing businesses in their communities. They have achieved their personal ambitions by opening small sewing businesses. Relatives of the students have told MKK staff that they are happy to see their children establishing permanent businesses.

The success of the recent graduates is motivating for the new students, who are completing their preparatory education and are about to begin the sewing course. These new students are already passionate about running their own sewing businesses from home and, importantly, they believe that they will be able to achieve their goals.

By learning vocational skills and receiving support to open businesses these students, particularly the female students, have been liberated from situations which carry a high risk of exploitation. Before attending the training, most of the girls had migrated far from home to the Thailand border, where they worked as house maids for rich families. The societal impact of this project cannot be overstated, as it demonstrates a successful approach to tackling the serious problem of trafficking of girls and women and/or their involvement in dangerous occupations.



Cooking and Service Training

The MKK Project continued to follow the progress of the 9 students who completed the culinary training course and received their certificate from BSDA in June 2012. They practiced their skills from January 2012 – June 2012 at the BSDA's Smile Restaurant in Kampong Cham town.

BSDA's Policy states that students who finish the culinary training course are expected to practice their skills at the Smile Restaurant for 1.5 years following completion of their studies. Graduating students are given short term, full time contracts as BSDA staff and are paid USD 50 per month, plus paid overtime and an annual bonus. BSDA provides free accommodation, insurance and food. All students graduating in 2012 have taken up contracts at the Smile Restaurant.

In July 2012, the MKK Project selected 10 new students for the culinary training course, which will last for 1.5 years. The new students are among the poorest children in Kampong Cham Province and were selected by the MKK Project staff in line with the selection criteria and policy of the organization. They are currently completing a 6 month course of general education - reading, writing and calculation - in the Rice Fields Kids Village. After they finish their preparatory classes in December 2012, the students will attend a full time culinary training course for 6 months. For the final 6 months of their training, students will be divided into 2 groups and will alternate their attendance at morning and afternoon sessions on cooking lessons and practical restaurant based skills at Smile restaurant.

After successful completion of their training in December 2013 the students will be given short term contracts as full time staff at the Smile Restaurant. Their contracts will run until June 2015, when the next batch of students finish their culinary course and will need to practice their skills.

In the past year, trainees have learnt how to cook 70 to 90% of the menu, which includes both Western and Khmer dishes. They have had lessons in front desk service skills and practiced these skills in the restaurant, which has increased their confidence. Students have become confident in speaking with customers in Khmer and many have grown in confidence for speaking in English. Their burgeoning confidence has seen them working more independently, without direction from the chef or supervisor. They have also demonstrated that they are forming plans for their future and are motivated to achieve these goals.





Case study

18-year-old Thoeurn Ratha comes from a large, poor family in Kampong Cham. Her parents divorced when she was young and her mother couldn't support Ratha's education. In July 2012, she joined the MKK project and joined the third trainee generation to learn sewing at Rice Field Kids Village. She spent 12 months learning everything in the professional skill program of BSDA, including preparatory lessons, sewing lessons and business plan lessons. In December 2013, Ratha will graduate from the vocational training program. She would like to establish her own tailor shop. She will receive a loan from MKK project for the business plan and materials to set up her own business. During her training, Ratha gained much knowledge and practical experience. Now, she looks forward with great self-confidence to a bright future.



Therapeutic Health Care, Education and Social Development Outreach

In 2012, the MKK Project provided basic medical examinations, treatments and counselling to 47 students (31 girls) in the Rice Fields Kids Village (22 students from the 2011 intake and 25 students from the June 2012 intake). All of them received a primary health check and blood tests.

In addition, the BSDA health staff conducted home visits to the students' families. Staff met parents/guardians and discussed any concerns they had about their children's or their own circumstances and health. Health counselling and simple treatment was provided when appropriate. We also exchanged information about the students' progress with their parents/guardians on a regular basis throughout the year.

Students' personal development and social skills are encouraged through group work sessions. In particular, in November 2012, MKK ran a Team Building Day for all of the Rice Fields Kids Village students. Students participated in a number of teambuilding activities in the morning followed by lunch and a tour of an important cultural site. In the afternoon, students interviewed local businesses in small groups and then presented their own business plans to their peers. This exercise was designed to increase their confidence in talking to strangers and in front of a group. Students also learned how to give and receive constructive feedback in a positive manner.

With good care, easy access to health services and nutritious food provided by BSDA, the students' physical and mental well being are enhanced and their capacity to learn is maximized. The Team Building Day took students away from their usual training and education setting, where students learned how to work creatively in small groups and present their ideas and results to a wide audience. The event not only strengthened their confidence, but also gave them the opportunity to practice listening skills and group problem solving.

A photograph of two women standing in front of a wooden structure, possibly a traditional house or a market stall. The woman on the left is wearing a colorful patterned shirt, and the woman on the right is wearing a blue shirt. The background shows more of the wooden structure and some greenery.

MKK

Re-Entry Program for vocational training graduates

Previous Culinary Training Students

In 2012, the MKK Project continued to follow the progress of and provide technical support to 3 BSDA culinary training graduates who received a USD 6,000 business start-up loan from BSDA in December 2011. These graduates used the loan to set up and run the Samarki Restaurant on the riverside in Kampong Cham town. The restaurant opened in early 2012. Throughout the year, BSDA project staff and a British BSDA volunteer have assisted the graduates in developing and implementing a marketing strategy, improving their financial management system and further developing their team building skills.

BSDA has also tried to share our customers from Smile Restaurant with Samarki Restaurant. However, despite ongoing support, the Samarki Restaurant has struggled to be profitable. During the reported period, the students have repaid USD 833.35 of the loan to BSDA but have been able to draw an average wage of just USD 15 - 30/month for each person. By comparison, employees in similar restaurants receive an average wage of USD 50/ month. The students continue to work hard but are finding the financial pressures stressful.

Previous Sewing Students

The MKK Project provided sewing graduates with a loan and technical support to help them create and implement their own businesses. Each graduate received an interest free loan of USD 250 and one sewing machine. After 3 months, they were required to begin making repayments of USD 12/month. 9 of the 10 sewing students have individually opened successful home based businesses and are repaying the loans. They sewing graduates are able to pay themselves a very acceptable 'take home' wage of \$60-\$70/month from their businesses.

Although these graduates have completed their training courses, MKK staff continue to provide them with technical support and have visited them both on regular basis and on request. In 2012, sewing students called for assistance on 4 occasions when they were unable to sew clothes requested by their customers.



Previous Weaving Students

Three weaving students were provided with an interest free loan of USD 150 to be shared between them. They used this loan to cover the initial outlay on consumable materials. This year was the pilot project for BSDA and therefore BSDA has provided graduates with looms and a workshop area close to the Hand Made Gift Shop. As the graduates must live away from home to make use of the BSDA facilities, these graduates were given food and accommodation in the Rice Fields Kids Village. These 3 ex-students weave kroma which they then sell to BSDA. BSDA then distributes the kroma to the market, where we have found there is a high demand for handicraft products with the BSDA brand. The graduates receive \$2.50 to \$4.50 for each kroma that they sell to BSDA. Graduates were required to begin loan repayments after 3 months, at a rate of USD 12/month. By working alongside BSDA, these former students plan to save sufficient funds to start up their own team weaving business in their community.

During this year, BSDA has gained a greater understanding of the needs of graduates and the markets for their products. Next year we plan to give the students even greater independence (see below).

Graduates have been able to successfully engage in sustainable and safe employment in safe locations. They are relieved of the need to engage in dangerous factory work or migrant labour which carries high risks of exploitation, trafficking and sexual abuse. In addition to receiving respect from their families and the local authorities, graduates are now able to use their businesses to help support their families.



Case study

After her mother left home, Lida was forced to drop out of school to care for her two younger sisters. When the vocational program at the MKK project started, it was an ideal opportunity for her to learn a skill. With help from her aunt, who agreed to look after her sisters while she trained, Lida joined the other weaving trainees at the center and graduated in 2012.

Lida has set up a weaving business with the friends that she has made at the center. They produce kroma, place mats and other great gifts you can buy in BSDA's Hand Made Gift Shop and the Smile Restaurant. Nowadays, Lida gains her own income to support her family and work in a safe environment.





MKK Social Enterprise Smile Restaurant

Smile Restaurant
Profit in 2012: USD 80,897
Staff: 1 chef, 7 service, kitchen and cashier staff (3 ♀) and 11 trainees (5 ♀)

This social enterprise part of the BSDA organization provides extra income to the MKK project, but more importantly it provides a space where the trainees in the vocational training program of cooking and service can gain first-hand, 'on the job' experience and training.

Main Objectives

- ✿ Provide a location for the trainees to practice their vocational skills
- ✿ Provide a channel through which BSDA can increase its presence in the local and international community
- ✿ Provide extra income for the MKK program
- ✿ Provide a relaxing setting for tourists and Khmers alike to eat, meet and chat



Smile Restaurant is the training restaurant run by BSDA which opened in October 2009. The restaurant is staffed partly by training course graduates and partly by current students enrolled on the culinary program. After a year of general education followed by cooking classes, the students start work in the Smile Restaurant, gaining real world experience of what it's like to work in a busy, commercial restaurant and also giving them the confidence and skills to make their own way in the world once they finish at BSDA.

The restaurant is located on the riverside in Kampong Cham town. It serves a range of international and Khmer dishes, all cooked using the freshest ingredients, which are locally sourced. The restaurant also offers free wi-fi and has a conference room for rent.

The Smile Restaurant forms part of BSDA's social enterprise activities, the profits of which are reinvested into BSDA's programs as well as used to provide loans to trainees so that they can set up their own businesses, lift themselves out of poverty and achieve their potential.

The new 9 graduates (5 female) took on full time, short-term contracts at the Smile Restaurant in 2012 and during their contract they received full payment and benefits from BSDA. During this time, the head chef continues to train them in kitchen theories and practices. In addition, a GIZ volunteer teacher, with the support from a Khmer translator, continues to teach English to new staff and students for 2 hours/day, 5 days/week. In early November 2012, one of our previous graduates, Meas Vichet, was promoted to the role of restaurant supervisor in recognition of his improved skills. Although the restaurant is successful, the staff keep moving to meet the demand of the customers. A new menu is under development and there is a Daily Specials Menu as well. BSDA has also decided to expand the kitchen to better enable the restaurant to cope with the increased number of customers.

The Smile Restaurant generates a net profit for BSDA. For students, the experience they have working in the restaurant undoubtedly enables them to think critically about their future and that of their families. Students leave the project with sound vocational skills and a sense of empowerment and independence. We believe that as students learn more about themselves and their surroundings, they are less likely to return to subsistence farming out of fear of doing something unknown. Rather, we believe that students leave BSDA with the motivation to take an active part in society and to shape their own future.



Case study

25 year old Meas Vichet comes from a large, poor family in Kampong Cham. His parents income is too low to support the education of all their children. So, he had to leave school in the 8th grade. In 2010, he joined the MKK project and became one of the first trainees to learn cooking and service. He spent the next 2 years learning everything related to working in the restaurant, both in the kitchen and front of house. In December 2012, a position became available at Smile Restaurant for a waiter and service teacher that he applied for. Vichet impressed the recruitment committee with his knowledge in all areas, and as a result he was successful in his application. He has since been working as a full-time member of staff in the restaurant, sharing his knowledge and experiences with the new group of vocational trainees.





Social Enterprise Hand Made Gift Shop

The Hand Made Gift Shop is one of the components of Mekong Kampuchea Kid's (MKK) Project. It was established at the end of 2011 and opened in May 2012. It is located within the ancient Wat Nokor Bachey temple complex.

The main goal of the Hand Made Gift Shop is to initiate the idea of self-income generation and to help keep MKK sustainable. Students are given the opportunity to learn new skills and also to earn money. Currently, the students not only make the souvenirs but also learn to identify markets and sell their products. To further improve sustainability, we aim to expand the social enterprise element of the project.

Another goal of the Hand Made Gift Shop is to promote Khmer handicrafts and to keep the traditional skills alive. Visitors to the shop have the opportunity to buy high quality hand-made products, such as traditional kroma (Khmer scarves), woven place mats and other hand-made souvenirs. It is also possible to visit the weaving shed behind the shop where kromas are woven using traditional hand looms. The Aspara dance group practices daily on the nearby stage.

Most importantly, visitors will be supporting the Mekong Kampuchea Kid's project, thus helping vulnerable children learn skills to support themselves and their families in the future. The MKK Project continued buying kroma woven by students and producing other hand made souvenirs for sale on site, in our Hand Made Gift Shop, and markets in Japan. Locally made products with the BSDA brand name have proven very popular and staff are continually working to develop other products which can be produced on site.



Social Enterprise Apsara Dance Performance in the Public

On weekdays, students are scheduled to study both in state schools and in the dancing center, depending on their time availability. This means that if the state school has scheduled them to study in the morning, those students will come to study traditional dancing in the afternoon. On the other hand, if students study at state schools in the afternoon, the lessons at the dancing center are changed to the morning section for them.

In addition, skilled dancing students can generate income by performing the dancing for people in public ceremonies in the various areas of Kampong Cham province and other provinces in Cambodia. They can perform many kinds of dances, such as the Blessing, Apsara, Neary Chea Chour (girl in queue), Tonia Tin and Peacock Pilin Dances, to name a few. This performance is managed by officers in charge in the administration processes. The generated income goes through the system of BSDA finance policy. If there is a positive balance generated after the operation expenses, that amount is kept for maintenance or purchasing materials for traditional dancing project of MKK's ones. This income generation is clearly shown in the financial report in the last chapter of this report.



Social Enterprise Computer Class & English Classes at Angkor Primary School

Another income from the project of social enterprise in MKK is English teaching classes at Angkor Primary School. We run part-time English classes started at five in the evening for income generation, but the payment is much less than at other private schools or centers.

21 students who participated in this social enterprise received full scholarships from private donors through the MKK's godparent program. The most important income is from students who study at the Angkor Primary School and other students in surrounding areas. The amount of income generation is shown in the financial statement section.

In 2012, the computer lessons not only gave the 21 scholarship students the chance to learn basic computer skills, but also gave other students who were able to pay the opportunity to study these same courses. During the year, USD 808 was generated by providing computer lessons to paid students.

In conclusion, the income generation from social enterprises including Smile Restaurant, the Hand Made Gift Shop, Computer and English classes at Angkor Primary School, and Traditional Dancing and Music totaled USD 96,581 in 2012. This large income demonstrates the great impact that social enterprises can have in supporting the MKK Projects, especially as the income generation increases from year to year.





MKK Scholarship Provision

Funds: USD 16,199
Donors: EcoSolidar
Beneficiaries: 90 children (41 ♀)

The scholarship provision gives Orphan and Vulnerable Children (OVC) in the local community a chance to be supported and helps them continue with their education.

Main Objectives

- ✿ Integrate OVC into the educational system
- ✿ Reduce the number of drop-outs from the educational system
- ✿ Help support families with poor and marginalized children
- ✿ Promote the benefits of obtaining an education

This year, the project continues to provide scholarship support to the 90 vulnerable children who were selected in line with the criteria of BSDA by the BSDA scholarship officer. 10 of these (4 girls and 6 boys) were recruited to replace those who abandoned scholarships. The children who received scholarship are from districts within Kampong Cham province. They are from poor families with 3 or more children. The organization provides them with food, school supplies and uniforms.

The provision of scholarships is critical to enabling the poorest children to continue their education. In the project target areas in Kampong Cham, most of the poorest children are highly motivated to continue their school attendance. However, their parents depend upon their children's labour to produce adequate income to feed the household. Thus, the poorest children are not able to attend school because they have to help their parents to make a living.

BSDA scholarships, given in the form of money and supplies/food, alleviated the burden of income generation for many families. Thanks to these scholarships, some of the poorest children in Kampong Cham who had previously dropped out of school have now returned to education, while others who were known to be at high risk of dropping out have remained in school. In 2012, scholarships have allowed 90 children to attend school regularly.



MKK

"Happy Happy Center" Program

Yearly sponsorship: USD 1,960
Donors: Mc Donald
Beneficiaries: 20 (14 ♀)
Age: 5–15 years old

In September 2012, the MKK project decided to open an English Class at the center formerly run by Friends International Project, now known as the Happy Happy Center. The project is designed to provide a safe place for deprived children and young adults living in Kampong Cham where they can learn and have fun. The project also provides daily English classes from 3pm to 4 pm.

The class is led and taught by a GIZ volunteer and his Khmer 'counterpart teacher'. Up to 20 students have registered to join the class. The timing of the class has needed to be flexible to meet the different situations of the participants, and so class times are adjusted to fit with the students' daily activities and public school attendance times. Classes also include moral education, social counseling, hygiene education and dancing classes.

Students have welcomed the chance to join the class and feel that it is an opportunity that can't be missed. Their teacher reports that the students have increased their capacity to read and write English and can also converse in basic English. The staff are very pleased with the students' progress.



MKK

"Godparent" Program

Yearly sponsorship: USD 486 – 800
Donors: private individuals
Beneficiaries: 21 (8 ♀)
Age: 7–22 years old

The "godparent" program was started 4 years ago in response to private individuals wanting to help children they had met on their visits to BSDA. The donors support the children through their early educational years so that the children have the best possible start to life.

Main Objectives

- ✿ Enable children to gain a full education
- ✿ Reduce the number of drop-outs from the educational system
- ✿ Promote the benefits of obtaining an education
- ✿ Support the families of the students who go to school

Every year BSDA receive more and more visitors through organizations such as Rustic Pathways and Les Enfants du Vat Nokor, as well as visitors stopping by to see the Apsara dancing and Wat Nokor Bachey during their stays in Kampong Cham.



2012 was no different, with BSDA receiving more requests for sponsoring children. Due to the increase in requests for details about sponsoring a child through education, the MKK team put together a breakdown of all possible expenses so that people could see what it would cost them to sponsor a child for a year.

These costs cover everything ranging from materials, uniforms, lesson fees and nutrition, and are split into four educational levels: primary, secondary, higher and beyond. The MKK team talk with the private donors and advise them to only sponsor a child if they feel they can commit to funding a child through his or her educational life.



MKK Computer Lessons

Computer Lessons
Beneficiaries: 112 OVC & local children (51 ♀)
Age: 9-25

Main Objectives

- ✿ Provide opportunities for all to learn basic computer skills
- ✿ Enhance the students' capacity and ability to gain a better education

In 2012, one monk and 2 volunteer teachers provided low cost computer classes to 112 children (51 girls). Each course lasted 3 months. 30 of these students were supported by scholarships from the MKK project and paid a subsidized course fee of 10 USD/3 months. The remaining students, from the local community, paid USD 15 for the course.

Classes lasted 1 hour and class size is restricted to 7 students due to shortage of space and computers (the classroom is equipped with 7 computers and no student is asked to share). As a consequence of limited resources, classes are run throughout the day and students take turns to attend morning and afternoon sessions.

12 students finished their course and received certificates which are recognized by BSDA and Kampong Cham Provincial Department of Youth, Sport and Education. These students demonstrated basic computer skills such as English and Khmer typing and using Microsoft Word and Excel. Some students are approaching the end of high school and these students in particular have found learning computer skills to be good preparation for college or employment. We have also seen that a complementary benefit of learning computer skills has been an improvement in the students English language abilities.



MKK

Angkor High School

English Lessons

Angkor High School – English Lessons
Beneficiaries: 702 (334♀)
Age: 6 - 19

As one of the original 3 projects of the MKK Program, the Angkor High School English Lessons reflects one of the core goals of BSDA – providing the opportunity for education to children from all backgrounds.

Main Objectives

- ✿ Provide an opportunity for students to learn
- ✿ Give even the poorest children the opportunity for language classes
- ✿ Enhance the students' capacity and ability to gain a better education
- ✿ Giving students an opportunity to complement their school studies with extra lessons

The MKK project continued to provide English classes at Angkor Primary School. The classes are conducted from 5pm to 7pm from Monday to Friday. 702 students (334 girls) attended with a mixture of scholarship and non-scholarship students. The cost for these classes is lower than those of other private schools in Kampong Cham and each student pays school fees of only USD 2/month, which is equivalent to 50% of the fees charged by private schools. There are 20 (10 female) volunteer teachers including BSDA volunteers, monks, English language students from Universities in Kampong Cham and teachers from the Provincial Teacher Training Center. The reduced fee goes a long way towards helping the poorest children in Kampong Cham, who find it difficult to afford the private schools. The income from schools is used to incentivize the volunteer teachers, to pay for education materials and to cover the lesson fees for the poorest students.

96 students (46 girls) finished their book course and received certificates with acknowledgment from the Provincial Department of Education, Youth and Sport in Kampong Cham. 214 continue to study, but still received 'certificates of appreciation' for their efforts in 2012. The students' confidence in using the English language has increased. Through these lessons, even the poorest children have the opportunity to learn English and to enhance their opportunities. By providing extra English lessons after school, the MKK project also gives young people an alternative to socializing in the streets outside school hours.



MKK Apsara Dance Center

Apsara Dance Center

Donors: EcoSolidar, Rustic Pathways, Les Enfants du Vat Nokor and private donors

Funds raised: USD 2,879 through donation boxes and dance performances

Beneficiaries: 58 (34 ♀)

The Apsara Dance Center, BSDA's original program in the MKK project, aims to teach traditional Khmer dancing to the younger generation in order to preserve this traditional art form. Taught by a former student and teacher of the Royal Art School in Phnom Penh, the students learn the routines and techniques behind this intricate dance form in their spare time.

Main Objectives

- ✿ Teach local children the traditional skills of Apsara dancing
- ✿ Give children a source of enjoyment and fun
- ✿ Ensure the continuation of this Khmer tradition
- ✿ Integrate local children from all different backgrounds together
- ✿ Build confidence in the children
- ✿ Cultivate a learning process in the children who do not attend school

58 children (34 girls) continued to receive traditional dance training through the MKK Project, of whom 41 have been receiving training from BSDA since 2011. We enrolled 17 new students in 2012 with only 8 kids (4 girls) dropping out. The students who left did so because their families required them to perform income generating activities.

The dance course is designed for the poorest and most vulnerable children in Kampong Cham, but available to children from any economic background that are interested in the classes. The core aim of the project is to provide children with traditional dance training. However, participation in the classes also enables children to do something they enjoy while building life skills, making a small income to support their education and receiving social counseling as required. Some





students are in receipt of BSDA scholarships.

The traditional dancing classes are held every morning and evening, seven days per week. Interested students also have the opportunity to put on performances, by reservation only, for visitors to the Nokorbatchey Temple and are sometimes asked to perform at weddings. 80% of the fee charged for each show is given directly to the children, who usually use this money to continue their public school education. 20% of the fee is retained for MKK development activities. There were 30 dance shows in 2012. In 2012, we also expanded the promotion of our dance performances by explaining the MKK Project and Apsara dance performances to tour guides and others working in local tourism. We also started to promote the performances through the Smile Restaurant and have thus attracted more visitors.

A number of students attending the Traditional Dance Classes are further supported through our Godparent Program. In 2012, 21 students had active godparents. To ensure that this number increases in the future, we will advertise and develop the Godparent program further in 2013.

The benefits are illustrated by the high level of student involvement and attainment in both dance classes and the other educational activities provided to dance students. Most students are highly motivated to complete at least high school and have already determined what they would like to do after leaving school, including what subjects they want to study in college. Many are vocal about their opinions and their ideas concerning their future. According to the students' statements, they are proud of their achievements. With the income generated from dance performances, children expect that they can continue their education after high school.

Staff have observed a radical transformation in the students since taking part in the classes. In the early days, many children were shy, fearful and hardly motivated to engage in activities. But after intensive performances in front of audiences, a lot of social interaction and traveling throughout Cambodia, the students have grown in confidence and ambition. Public audience and tourists have greatly appreciated the students high standard of performances and behavior. The students' parents are proud to see the changes in their children since they began participating in the dance school and complimentary activities. Parents say that the confidence and standards of behavior of their children have greatly improved.

TARGET GROUP

Unlike the majority of the MKK programs, the Apsara Dance program is open to all children – no criteria – as BSDA feels it is important that all children have the opportunity to learn about their heritage. Also, by having a mix of backgrounds it helps to break down any prejudices or discrimination in the communities.





Facts & Figures on the MKK Project



TARGET GROUP
Orphan & Vulnerable Children
(OVC)

Personnel in all MKK Projects

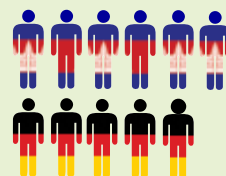
Staff

13 staff members (8 ♀)



Volunteers

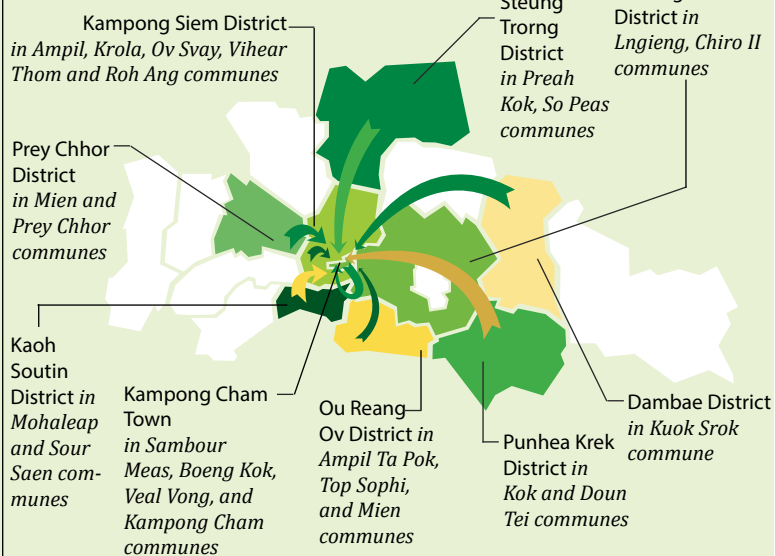
6 Cambodian volunteers
5 International volunteers



86 International
volunteers through
Rustic Pathways



Target Area of OVC in Kampong Cham Province



Beneficiaries within the MKK Projects

19

Cooking & Service Trainees
Age Range 17-21
OVC 9
Girls 11 (58%)

40

English Students at Happy Happy Center
Age Range 5-15
OVC 40
Girls 25 (63%)

8

Weaving Trainees
Age Range 16-20
OVC 8
Girls 8 (100%)

21

Godchildren
Age Range 7-22
Beneficiaries 21
Girls 13 (62%)

75

English Students at Apsara Center and Rice Field Kids Village
Age Range 5-20
Beneficiaries 75
Girls 53 (71%)

112

Computer Students
Age Range 9-25
Beneficiaries 112
Girls 51 (46%)

58

Dancing Students
Age Range 5-22
Beneficiaries 58
Girls 34 (73%)

90

Scholarship Students
Age Range 6-19
OVC 90
Girls 41 (46%)

20

Sewing Trainees
Age Range 16-20
OVC 20
Girls 20 (100%)

English Students at Angkor High School
Age Range 6-19
Beneficiaries 702
Girls 334 (48%)

702



Education IBEC Project

Improved Basic Education in Cambodia Project
2012 Grant Receipts: USD 22,113 (total project period runs from Oct 2011–Sept 2012)
Donor: USAID through KAPE (Kampuchean Action for Primary Education) & WE (World Education)

The Improvement of Basic Education in Cambodia (IBEC) project focuses on enhancing student participation and general attendance in target schools. It implements civic training activities in lower secondary schools and provides practical livelihood skills to vulnerable families in order to help the family and in turn support their children in continuing with their education.

Main Objectives

- ✿ Keep students in education
- ✿ Increase the capacity of the Student Associations (SAs)
- ✿ Provide life skills to families of poorer students

2012 is the last year of implementation of this project. The project was implemented in 48 schools throughout the 2 provinces of Kampong Cham and Kratie. The main components that were implemented during 2012 were:

- ✿ Practical Life skills – fish and chicken raising, for 40 families
- ✿ Life skills of multi-culture (traditional dancing – blessing, scarf & coconut dance) in 10 schools
- ✿ Civic awareness life skills (drug, domestic violence, safe immigration, other social awareness) in 40 schools
- ✿ Strengthening the capacity of the SA (role, minute taking, invitation, leadership, cash-flow control, teamwork) in 40 schools
- ✿ Pilot test 5 modules in Civic Awareness Life Skills – ‘thought for development’ – teaching the students ways to develop their life, in 4 schools
- ✿ National and International events – International Child Rights Day, in 2 schools

Through these activities, the IBEC Project hopes to increase democratic awareness, improve the school system and create a closer link between institutions and the communities.



Encouraging results from this project over the last year and the previous year can be seen in many of the schools that are involved in this project. The improvements in the Student Associations are apparent through the better communication and increased effectiveness for the activities that they are involved in. The rate of drop-outs in the target schools has decreased due to the Life Skill module that provides skills training to poorer families.



Case Study

Hor Sokhearng is a 14 year-old studying in 9th grade at Munikesor Secondary School in Kartie Province. There, he is the leader of the Student Association (SA) for 2011-2012, and so he acts as the representative of SA when interacting with teachers and the principal. When asked about the SA



process, he said that IBEC supported his school a great deal, as it developed many activities to build the capacity of SA in his school for the past 3 years. He believes that as a result of IBEC's involvement, the library, the environment, access to information, and morals within his school have grown a great deal. Although work is not easy for him, because he has to do much studying and many SA activities, he loves this work and always tries to do his best.



Facts & Figures on the IBEC Project



TARGET GROUP
Student Associations (SAs) and
children at risk of dropping
out of education

Staff

3 staff members

1 volunteer

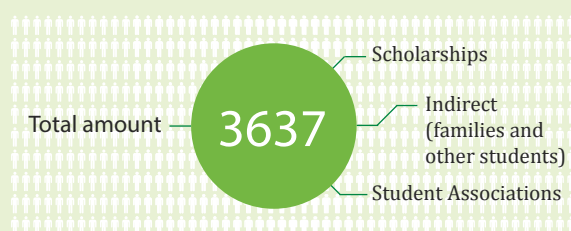
in Kg-Cham
Province



in Kratie
Province

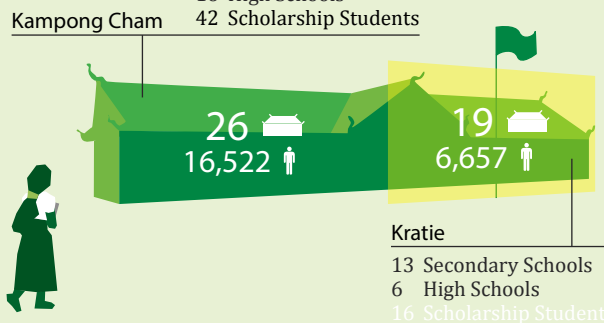


Beneficiaries



Schools & Students

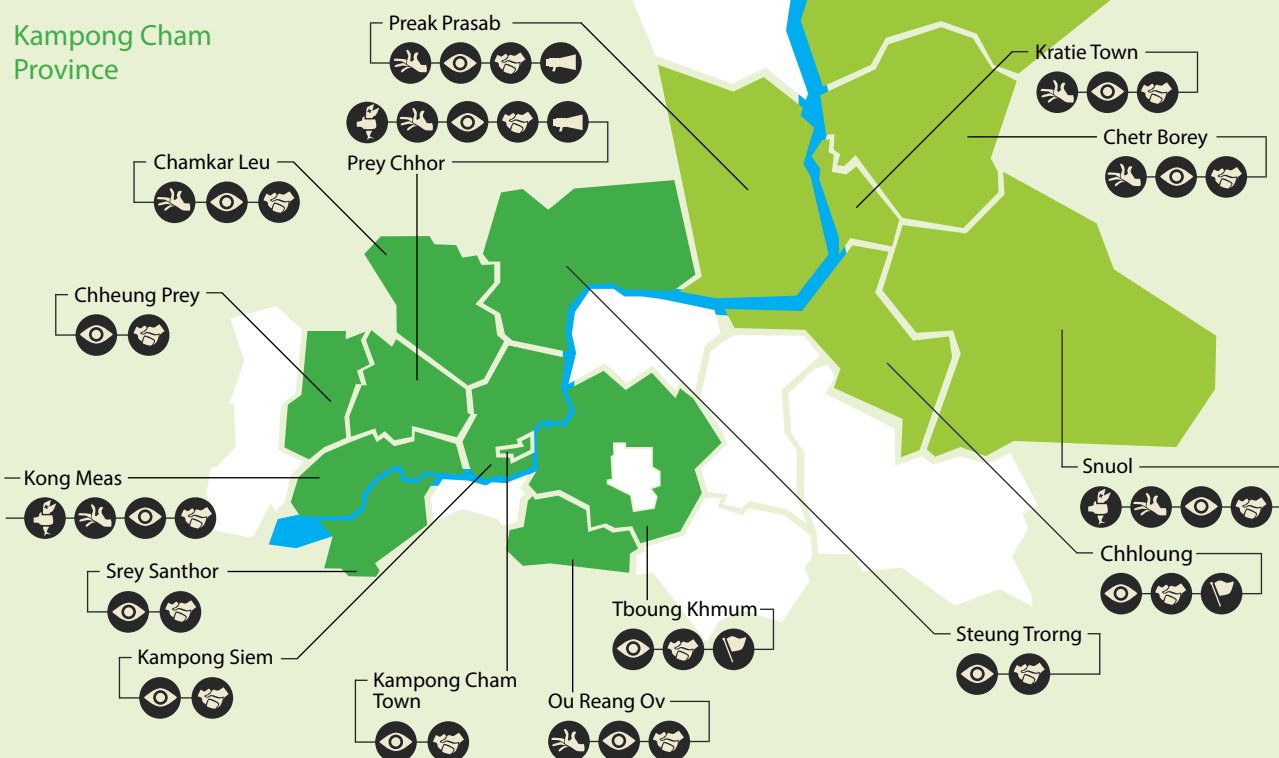
13 Secondary Schools
16 High Schools
42 Scholarship Students



Activities (no. of schools/families | involved districts)

- Student Associations 40 | 16
- Practical Life Skills 40 | 3
- Dancing 10 | 9
- Events 2 | 2
- Pilot Test 4 | 2
- Civic Awareness 40 | 16

Kampong Cham Province





Health SAHACOM Project

Sustainable Action against HIV and AIDS in
the Community - SAHACOM
Grant receipts and other income: USD 46,777
Donor: USAID through KHANA
Area: Kampong Cham Province

BSDA addresses Cambodia's HIV/AIDS problem through the SAHACOM project, which is funded by USAID through KHANA. SAHACOM staff use a network of volunteers, who they train and who have first-hand experience of the virus, in order to reach out into the communities and educate people about the disease.

Main Objectives

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

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

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

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



Chicken Raising

During the report period, the project staff selected 31 PLHIV living in the districts of Panhrea Krek and Orang Ov and trained them in chicken raising and vegetable gardening. The project will provide them loans for start-up capital in October 2012 to begin chicken raising and vegetable plantation.

Some of the PLHIV will use loans for expansion of their existing income generation activities, while others will start an entirely new project. In September, these 31 families will be ready for development and income generation. At that point, some had already completely installed their chicken houses, but others were still trying to build the chicken houses.

Homestead Development

Only 2 PLHIV families were interested with homestead development, which is farming and/or vegetable growing, during the report period because the project starts during the middle of the rainy season. In the target areas, the people cannot grow vegetables when the rain comes because the areas get flooded and wet.

More than this, the villagers are less interested with the vegetable because it provide them less income than other income generation activities such as chicken raising, and it also requires more difficult manual labor, which is difficult for PLHIV women.

Impact

Although the project just recently started its activities, the selected PLHIV have positive expectations for the project's outcomes. All of them are already thinking about their future plans and they hope to maintain their chosen income generation activities to increase their income and feed their poor children. This indicates that they have realised that this income generating activities is beneficial to them in creating a new and better future for themselves and their families.

When asked, all the trained PLHIV believe that they can see themselves in a better situation in the future because of this program. They also expect that they will not only benefit from their increased income, but also from social activities. Additionally, they hope to grow in confidence for all areas of their lives and also expect to be able to better communicate with the members of their communities through their livelihood activities. This will be a huge benefit to them in the future for finding joint project activities.





Case Study on Income Generation of PLHIV

Mrs. Horn Sok is a 39 year old widow whose husband was infected with HIV and died in 2007, also leaving her with an HIV infection. Now, she lives with and cares for her 4 children, who are not infected with HIV/AIDS.

When her husband died, she became solely responsible for feeding the entire family. She needs to work very hard to support the family and must play the roles both of man and woman in the family. She earned money through labour in Cassava Farm, where she harvested cashew product and did transplantation. In addition, she raised chickens to supplement her income source.

She joined the Self Help Group in KaK Commune. It was established with the facilitation of BSDA staff. This group was established to help the members of the group solve their PLHIV-related problems. The project was designed with local contribution. BSDA staff provided loans and technical support to the group members for starting up agriculture businesses such as fish raising, chicken raising and vegetable production. When asking about the project, Sok said that the project was very interesting. She hope that she can generate income from raising more chickens after she gets loans and skills from BSDA. In return, she can provide better food to her children who are living under her care.

Children in the Community

Porpel is one of the seven communes of the SAHACOM project conducted in Po Nhea Krek District, Kampong Cham province. The team of SAHACOM has set up support groups (SG) for children who are vulnerable and affected by and/or living with HIV/AIDS, thus giving them a space to talk and also be educated by an OVC leader. We know that children are important for human resource development in communities and as well as the country as a whole, because children are the pillars and backbones of the nation.

In 2012, the children in Porpel commune who were supported by SAHACOM gathered each quarter for a meeting conducted by BSDA staff. The important purpose of the OVC-SG events was to educate the children on how to create a better living for themselves by giving them the knowledge necessary to improve their hygiene, to help them better understand the impact of HIV/AIDS, TB transmission and drug abuse, and to have awareness of basic children's rights. The children were very invested in the meetings, and so they listened to the messages being conveyed and then raised questions to for the staff to answer. These meetings also provided the children an opportunity to be brave, intelligent, and united in their community.

Parents, authorities, guardians and others in community were happy with the SAHACOM project implemented by BSDA, as they felt it improved their community, especially by helping children to live in better conditions, improve their code of conduct in the community and better understand their rights. In this way, children are able to be a part of their community development.



Lessons learned

- ✿ Good cooperation with the Provincial Health Department, NGOs, stakeholders and Local Authorities facilitates community development in the target area. It is important to communicate and work closely with other institutions and NGOs for SAHACOM to have effective project implementation.
- ✿ Promoting the capacity building of community support volunteers (CVS) gives them the opportunity to implement projects in their community and be confident in working with their group.
- ✿ Conducting monthly meetings of self help groups (SHG), which is an effective method of exchanging information and experiences between CVS and SHG members, thus providing both groups with new knowledge and giving SHG members ways to improve their health. The meetings also give a space to follow up with PLHIV to ensure they attended their appointments at the referral hospital and encourage them to participate in other activities that reduce discrimination due to HIV/AIDS in their community.
- ✿ Village Saving Loan was successful in generating interest and participation not only from the target group, but the entire community as well. This activity encourages the target group to save money and engage their community. Through this activity, we saw that community did not have discrimination with PLHIV.
- ✿ BSDA should increase home visit activity to the beneficiary in order to strengthen the relationship between SAHACOM and PLHIV, better monitor of their living activity, and more deeply understand of their issues so we can work at solving together. All of this can encourage them to become more hopeful in their lives and make them feel less stigmatized as PLHIV and OVC.
- ✿ Providing small grants to the target group was usually effective, but some families did not follow the outlined plan as requested. We found that there were some families that used this money to support their regular daily expenditure, while others used the grants as planned lacked the necessary knowledge/skills to effectively run their project. In regards to repayment deadline of one year after having given the loan, some community members have delayed and some others did not pay BSDA back, for various reasons. To improve on these issues, in the future SAHACOM should provide them with technical skill support and increase follow-up activity.





Facts & Figures on the SAHACOM Project



TARGET GROUP

People Living with HIV/AIDS (PLHIV)
Children Affected by AIDS (CAA)
Children Infected by AIDS (CIA)
Orphans and Vulnerable Children (OVC)

Staff

4 full time

4 part time



Volunteers

17 Community Support
Volunteers (CSVs)

22 OVC-Support Group
Leaders

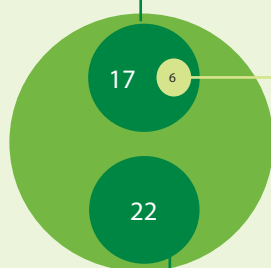


Activities in the Community

Facilitated the formation of SHG for PLHIV and SG for OVC, as well as Small Grants (SG) and Village saving and Loan schemes (VSL)

PLHIV SHG

17 SHG:
269 PLHIV members (146 ♀)



Small Grant and VSL
schemes
6 VSL/SG (115 mem-
bers, 86 ♀; 72 PLHIV,
55 ♀) run VSL/SG.

OVC-Support Group

22 SG - 533 members:
34 Infected (16 ♀)
499 Affected (235 ♀)

Three Zero



SAHACOM promotes the UN
principle of "Three Zero" goal for
2020: zero new infections, zero
discrimination, zero AIDS-related
deaths



516 - PLHIV were given social support

383 - OVC were given social support

864 - OVC and Youth (311 ♀) were reached
through HIV/AIDS prevention activities
such as SHG and Stakeholder meeting.



46

Small grants for PLHIV
livelihoods were awarded,
26 to females

674

referred to Health Services
for testing and treatment



Events

World AIDS Day
Candle Light Day
Child Rights Day



27

Prisoners at Tropeang Plung Correction
Center received home based care and welfare





Health

HAPHRODA Project

HIV/AIDS Prevention and Harm Reduction of Drug Abuse – HAPHRODA
Grant receipts: USD 14,636
Donor: Global Fund Round 7 through KHANA
Area: Kampong Cham Province

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

Main Objectives

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

During 2012, the beneficiaries (DUs) of the HAPHRODA project had the opportunity to join in group discussions and talks that they hadn't done before. These not only helped spread knowledge about drug abuse and HIV/AIDS throughout the community, but also provided essential support to the drug users (DUs).

In addition, in 2012 there were no new cases of people in the target area contracting the virus were reported and the knowledge of condom usage increased.



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

Case study



Lun Sophea, 25 years old, is a former drug user who lives in Ampil Leu Village, Ampil commune, Kampong Siem district, Kampong Cham province of Cambodia. Through his past experiences, he can show us how to reduce drug uses. He faced many difficulties in his life. He left school in grade 3 and makes a living by performing labour everywhere in Kampong Cham province to support himself and his family's needs.

In the past, as a labourer he provided his earnings to his family but also kept some savings for himself and friends to drink alcohol. He became used to the drinking and soon it was difficult for him to live without it. One day, while he was drunk, his friends persuaded him to use drugs and he decided to try it. Afterwards, Sophea became completely dependent on drugs. At the time, most of his friends were drug users who, in particular, used methamphetamine, currently a popular drug in Cambodia.

He used drugs for several years. But, through help from his family and trainings through BSDA on the links between HIV/AIDS and drug abuses, he reduced his drug abuse step by step. Through these trainings, he learned that HIV/AIDS can be transmitted to humans via injection, and so drug users are at high risk of transmission. Now, he has completely abandoned his former drug abuse, despite facing many challenges along the way.

After his battle with drug use, Lun Sophea decided to become a leader of peer-to-peer group discussions about drug use and to educate other users about reducing and finally stopping their drug use. He hopes that he can help others to say "NO!" to drug abuse because, after his experience with methamphetamines, he knows that drugs cause us to destroy our health, our family's livelihood, our status in society and to die in our youth.





Facts & Figures on the HAPHRODA Project



TARGET GROUP
Drug Users in the Communities (DUs)

Staff

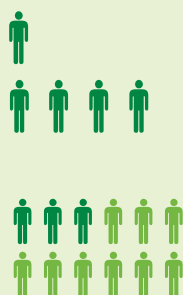
1 full time

4 part time

Volunteers

3 Peer Facilitators (PFs)

9 Peer Educators (PEs)



Referred to Voluntary Confidential Counselling and Testing (VCCT) Services

Cases

351

5.4%

Female

Under 18 year olds reached through youth activities

Youths

151

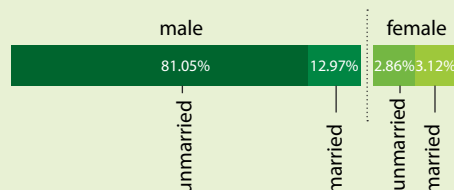
8.6%

Female

Beneficiaries

385
2

Family Status of Beneficiaries



Achievements through actions

2,170

people were reached through community events



543

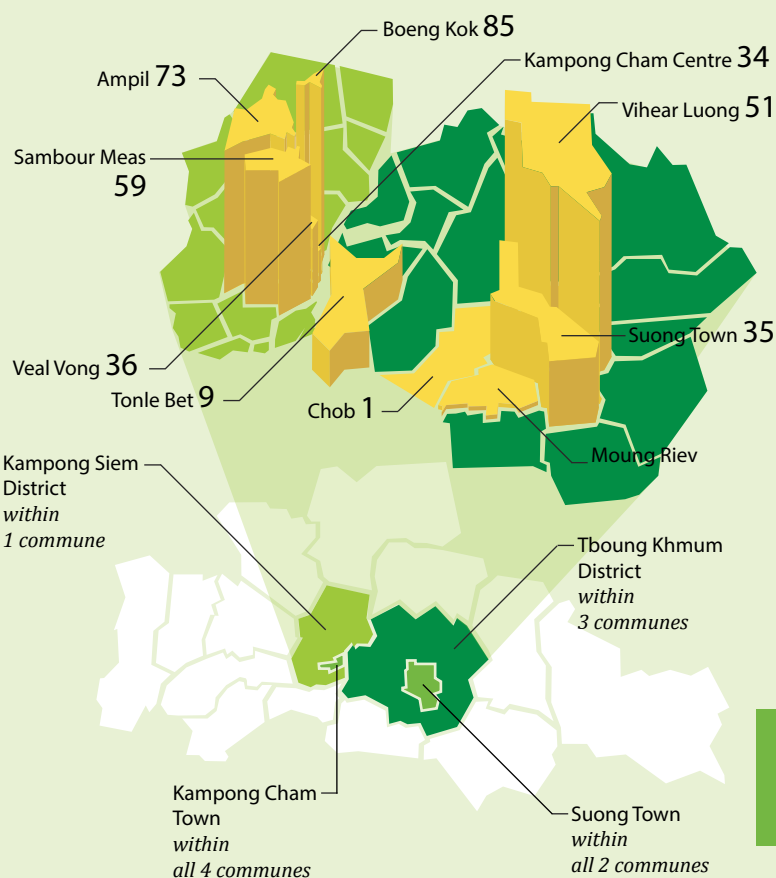
condoms handed out to DUs



9 peer support groups

385 members

Location & Amount of beneficiaries of the HAPHRODA project (DUs) within Kampong Cham Province





Social Accountability NAMSA Project

Network of Affiliated Monk Movement for Social Accountability – NAMSA
Grant receipts: USD 32,999
Donor: Private/Anonymous donor
Area: Kampong Cham Province, Kampong Thom Province, Takeo Province

BSDA applied for and received a grant to begin the project called Network of Affiliated Monk Movement for Social Accountability for 2012-2013. This project focuses on increasing the access to education for the poorest of the poor. It does this by improving the communications between the Commune Councils and the people of the communities and therefore reducing the possibilities of corruption through this increased transparency and also increasing the levels of responsibility from the Commune Council. By increasing the accountability of local government, particularly that of the education system, NAMSA aims to facilitate children being able to attend schools and receive a good education from their teachers.

The main components of this project are to increase social accountability in local governments and schools in order to reduce illiteracy and corruption, serving as a first step in breaking the endless cycle of poverty. NAMSA will also work with the Student Associations to build on the students' involvement and capabilities.

Main Objective

- ✿ Improving access to education for all children by increasing social accountability
- ✿ Increasing transparency and reducing corruption
- ✿ Increasing self-confidence within the community to empower them to help change their futures for the better

Major Problems

- ✿ Lack of good governance and responsibility in the Commune Council, the elected body in the local government, especially the Commune Education For All Committee (CEFAC) whose leader is the Chief of Commune Council.
- ✿ Lack of good governance leads to the lack of provisions at the schools. For example, some schools do not have toilets. Teachers sometimes do not show up for lessons, and when they do they often charge the students money for the lessons, which is illegal. So, there are few advantages for students to continue with their schooling and therefore many prematurely stop their education. There is also a lack of encouragement and support to help students with Student Associations.



Activities

- ✿ To empower and inform the citizens and respected groups of people in communities, such as monks, by using their influential positions in Cambodian society and culture to promote Social Accountability and, in turn, improve education in the community
- ✿ To enhance and strengthen the knowledge on education improvement in the community by increasing the Social Accountability of the Commune Council (CCs) and using the Network of Affiliated Monk movement to conduct training workshops and mentor coachings
- ✿ To increase the cooperation among Community Based Organisations (like NAMSA) and CCs in order to share experiences about the education issue by conducting the exposure visits from one commune to other communes
- ✿ To integrate the education issue into the movement towards Social Accountability by conducting the orientation training and meetings with local government and citizens, using tools such as a good governance Commune Education For All Committee (CEFAC), SSC (School Support Committee) and SA (Student Association)
- ✿ To engage and increase the participatory action of citizens in the community regarding educational issues



Achievements

- ✿ Exposure visits in which NAMSA visited 3 provinces (Kampong Cham, Kampong Thom and BSDA-Takeo Provinces) shared their experiences
- ✿ Collaborated well with relevant stakeholders from top level to local level
- ✿ Participatory planning
- ✿ Facilitated citizens and representatives of schools participating in CC planning
- ✿ Capacity building of Student Associations
- ✿ Provide small amount of money (\$100) to Student Association in each school
- ✿ 5738 Citizen Report Cards provided to meeting participants and other community members
- ✿ 2305 participants took part in "Citizen Dialogue with Government" meetings, of which 1233 were female
- ✿ Set up 30 information boards to improve access to the Information Act



Outcomes

During the year 2012, citizens became more empowered to participate in educational issues through the use of Social Accountability tools in community development. The results of the program are the following:

Before the project began, educational issues were not important to most people, especially CCs and citizens, because they believed that only the teacher was responsible for their children's learning in schools. After discussing and better understanding the topic of Social Accountability, citizens became empowered to raise issues to their government about the problems that occur in the education process, such as:

- ✿ Putting educational issues into the communal investment plan (CIP) by participating in its process.
- ✿ Raising problems when teachers, CEFAC, CCs and SSCs are not held accountable for shortcomings of the education process, like when teachers do not follow up with students who are regularly absent, or when the teachers themselves often do not attend class.
- ✿ Protesting when citizens find that their children are treated unfairly, such as when students who can pay for part-time lessons outside of class always receive better scores than students who cannot afford to pay for these extra lessons. They believe that this is an example of a process that does not support the Social Accountability of education, as their ability to succeed is determined by their economic status.
- ✿ Raising their ideas by writing messages and putting them into the feedback boxes or presenting their ideas in the dialogues organized by NAMSA during the project.
- ✿ Participating in the CIP to raise ideas related to educational, such as creating child-friendly schools with proper school infrastructure, class room management, student council establishment, sanitation and hygiene, school environment and peer-to-peer-education.
- ✿ Using rights based approaches (RBA) to promote community development so citizens know and understand their basic rights.

The knowledge on education in communities is improved by both increasing the Social Accountability of CCs and NAMSA organizing training workshops and mentoring coachings. As seen by the performance of this project, knowledge about education has been raised in the community because CCs, citizens, the local government and NAMSA itself have participated in trainings to promote dialogue on education issues and gain knowledge about the tools of Social Accountability, the structures of NAMSA, CEFAC, SSC and SAs, how to make micro-planning for participatory act development, the Rights to Information Act and the citizen report cards. Reflecting on these trainings, NAMSA members and other stakeholders now better understand the meaning and importance of education in community development. After project implementation, education issues have been pushed for and improved by creating both a better supply and demand of quality education.



The cooperation among CBOs (NAMSA) and CEFAC increased after visiting different communes and sharing experience about education. At the beginning of the project implementation, the project did not work well because of a lack of cooperation between local government, BSDA and other stakeholders. Through tools such as monthly meeting consisting of all NAMSA members, information sharing among BSDA staff, senior monk meetings with the Cultural and Religious Departments of all the three provinces, reflection workshops on achievements of the project, and exposure visits, the progress of the project was pushed forward and all groups cooperated well toward the common project goal. As a result, the obstacles of project performance were resolved and the project cooperated smoothly in the targeted project areas. Education issues are integrated into the Social Accountability tools and good governance to CEFAC, SSC and SA by conducting the orientation training and meeting to local governments and citizens.

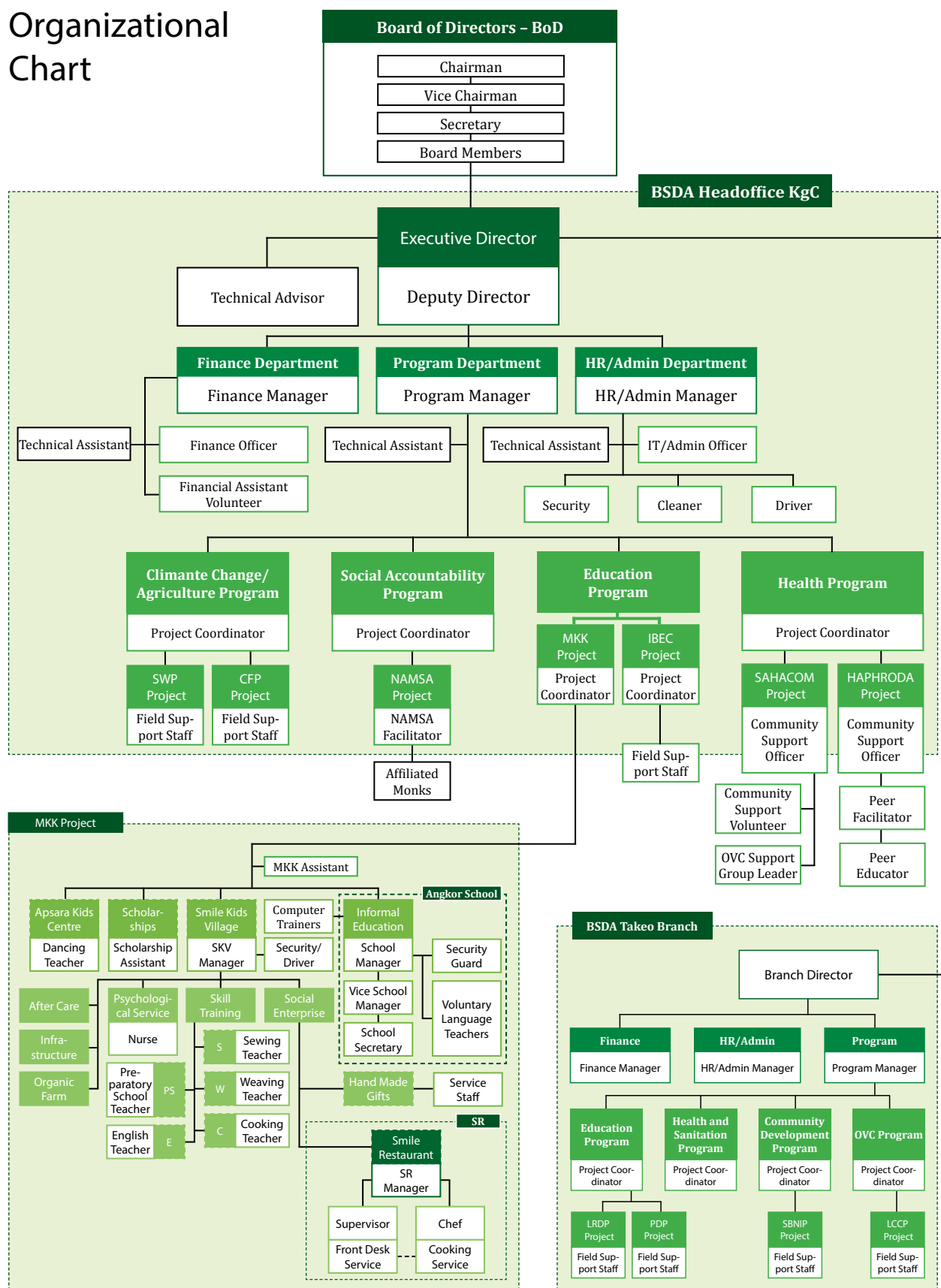
The millenium goal for the Ministry of Education, Youth and Sport of the Kingdom of Cambodia stated that, "We are all for education and the education is for all," and so by 2015, all Cambodian children must have completed at least a diploma degree (finished grade 9). Education performance and school drop-out issues are the among the most important factors in achieving this goal through communal investment at the sub-national level. The Commune Education for All Committee (CEFAC) is very important, as it has a great impact on education issues. Its central members are the commune head, pagoda head and school director. In addition, School Support Committees (SSC) also participated in the same training workshops because their roles are important for obtaining school support of infrastructure and environment. The school director is also a part of this committee, and he directly leads the school from day to day to make sure operations in the school are working smoothly and effectively. The four other deputy sections of the CEFAC play main roles in supporting the quality of education. These sectors made efforts to gather students to study, improve teaching and learning, ensure child rights and child needs, and enhance the community's support sector. Our project worked with this committee to push them to work hard with each responsibility in the name of CEFAC so that the importance of education has been heard, learned and practiced by this committee and related stakeholders in order to push children to go to school.

Citizens' knowledge of the procedures increased, and as a result their input also increased as they became more engaged and involved in participatory planning and dialogue with government about education issues integrated in the CIP. When citizens were more involved in the process of meetings, trainings, workshops, or other dialogues in public, they understood the rules, regulations and procedures on how to communicate, to raise problems they want solved, where to give feedback to the public and to grasp the needs of the CIP.

Finally, the community tends to focus on how to develop the community by itself, because they know that they cannot depend on donations. They try to use their basic human rights to enhance their community development, initiated and nurtured by the community itself (demand side) to push the obligators (supply side) towards completing their roles and responsibility. NGOs play an important role in helping both sides work together towards community development. coordinating and pushing forward the processes of development.



Organizational Chart





The BSDA Family: Kim Sreyrath, Pin Sokhom, Chhourng Sovanna, Sorn Koemva, Doung Vuthy, Aun Kimseng, Thay Sophea, Venerable Chham Pholla, Nem Chhany, Venerable Vandong Thorn, Meas Vibol, Pum Pheara, Khim Sojohn, Sien Pheakdey, Say Sokhoeun, Som Somalen, Sin Sophea, Srun Somavatey, Venerable Sok Vannra, Venerable Prom Dy, Chok Piseth, Oung Ngunheng, Hoeng Sodavin, Vath Virak, Chhoeun Srey Ya, Kem Seila, Sroeun Kimsrean, Sorn Narong, Yim Yekhorn, Chan Samnang, Hom Saran, Kim Vichetra, Kong Ramo, Rin Borey, Srun Sopheara, Lan Somrithpheaktra.



Financial Report 2012

BSDA is reliant on the generosity of its many donors, big and small, who help us educate and empower those in the most need, relieve poverty and break down barriers. In addition to donations, the income from Smile restaurant is a valuable source of finance which provides us with a degree of flexibility when extra expenditure is needed across the projects.

BSDA's receipts for 2012 totalled USD \$352,575, representing the highest level in our history. Of those, grant receipts equalled \$252,319, of which \$11,909 was from private donations, and income from social enterprise totalled \$96,581. Ecosolidar remained our biggest donor, contributing \$98,323 to the MKK project, while income from Smile restaurant made up an impressive \$80,896.

Total disbursements for the year were \$330,553, which resulted in an excess of receipts over expenses of \$22,022. Of these expenses, \$121,398 related to program expenses, as well as an additional \$85,072 for salaries (26% of total program costs). With the excess \$22,022, BSDA is able to invest further in its projects and build up a level of reserves in case of emergency.

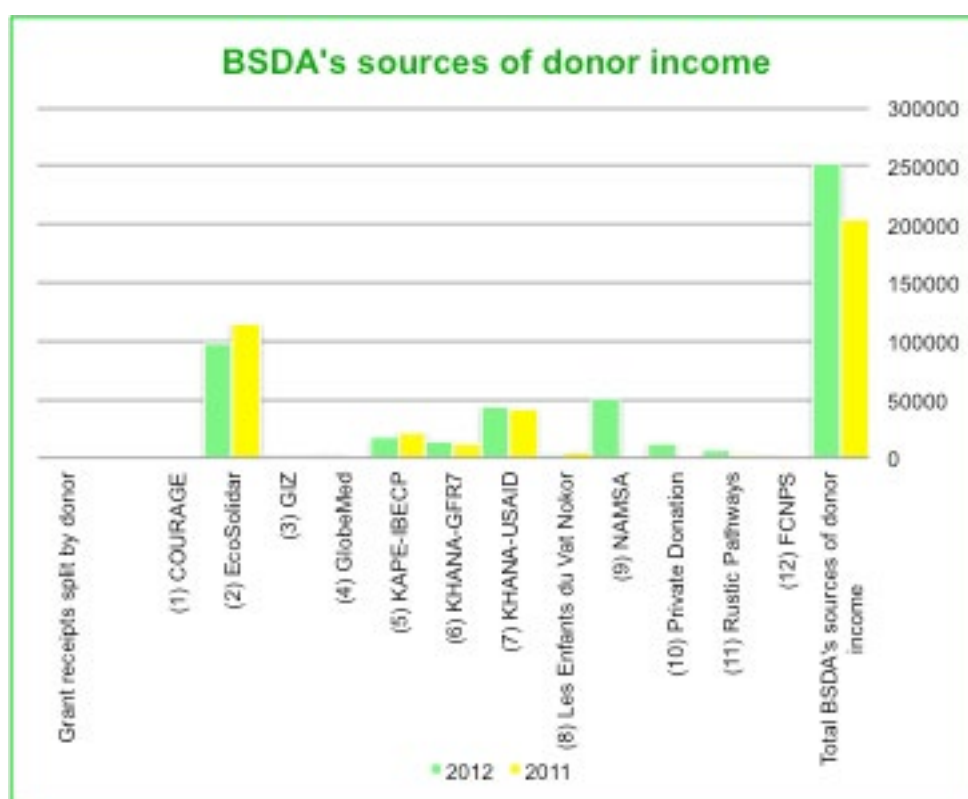
BSDA enters 2013 in a healthy position to continue its work of helping the poorest of the poor, none of which would be achievable without the continued generosity from and close working relationships with our supporters. Thank you!



Income - Donors

BSDA's sources of donor income

| Grant receipts split by donor | 2012 | 2011 |
|---|---------------|---------------|
| | US DOLLAR | US DOLLAR |
| (1) COURAGE | - | - |
| (2) EcoSolidar | 98,323 | 115,500 |
| (3) GIZ | 1,486 | 1,760 |
| (4) GlobeMed | 2,995 | - |
| (5) KAPE-IBCEP | 17,390 | 21,946 |
| (6) KHANA-GFR7 | 13,963 | 12,641 |
| (7) KHANA-USAID | 43,867 | 42,346 |
| (8) Les Enfants du Vat Nokor | 3,465 | 5,631 |
| (9) NAMSA | 51,116 | - |
| (10) Private Donation | 11,909 | - |
| (11) Rustic Pathways | 6,080 | 3,503 |
| (12) FCNPS | 1,725 | - |
| Total BSDA's sources of donor income | 252319 | 203327 |

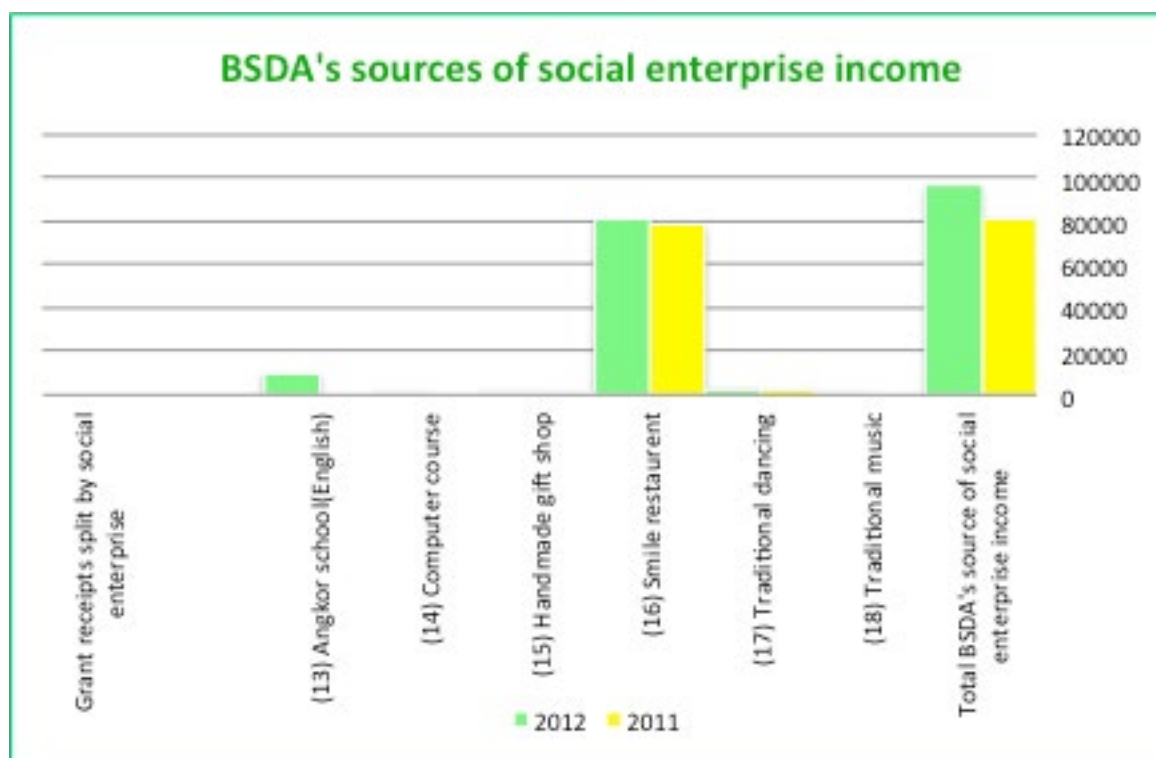




Income - Social Enterprise

BSDA's sources of social enterprise income

| | 2012 | 2011 |
|--|---------------|---------------|
| Grant receipts split by social enterprise | US DOLLAR | US DOLLAR |
| (13) Angkor school(English) | 10,152 | - |
| (14) Computer course | 809 | - |
| (15) Handmade gift shop | 1,742 | 880 |
| (16) Smile restaurant | 80,896 | 78,141 |
| (17) Traditional dancing | 2,879 | 2,364 |
| (18) Traditional music | 103 | - |
| Total BSDA's source of social enterprise income | 96,581 | 81,385 |

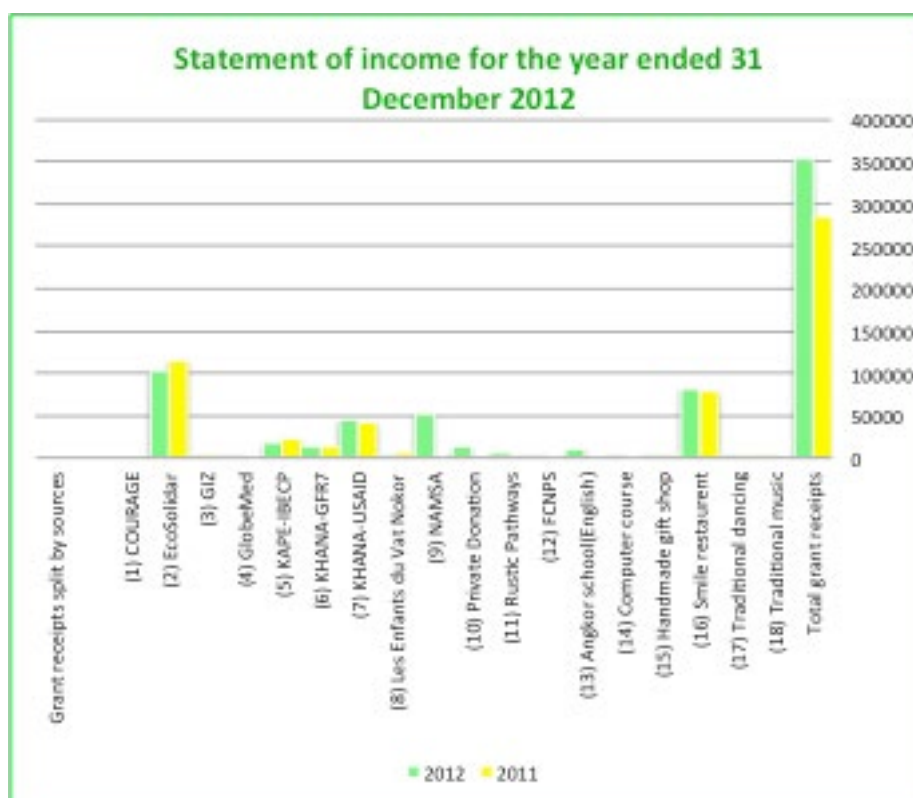




Income - overall

Statement of income for the year ended 31 December 2012

| Grant receipts split by sources | 2012 | 2011 |
|---------------------------------|----------------|----------------|
| | US DOLLAR | US DOLLAR |
| (1) COURAGE | - | - |
| (2) EcoSolidar | 101,801 | 115,500 |
| (3) GIZ | 1,486 | 1,760 |
| (4) GlobeMed | 3,048 | - |
| (5) KAPE-IBEC | 17,390 | 21,946 |
| (6) KHANA-GFR7 | 13,963 | 12,641 |
| (7) KHANA-USAID | 43,875 | 42,346 |
| (8) Les Enfants du Vat Nokor | 3,470 | 5,631 |
| (9) NAMSA | 51,244 | - |
| (10) Private Donation | 11,909 | - |
| (11) Rustic Pathways | 6,083 | 3,503 |
| (12) FCNPS | 1,725 | - |
| (13) Angkor school(English) | 10,152 | - |
| (14) Computer course | 809 | - |
| (15) Handmade gift shop | 1,742 | 880 |
| (16) Smile restaurant | 80,896 | 78,141 |
| (17) Traditional dancing | 2,879 | 2,364 |
| (18) Traditional music | 103 | - |
| Total grant receipts | 352,575 | 284,712 |





Receipts and Expenditure

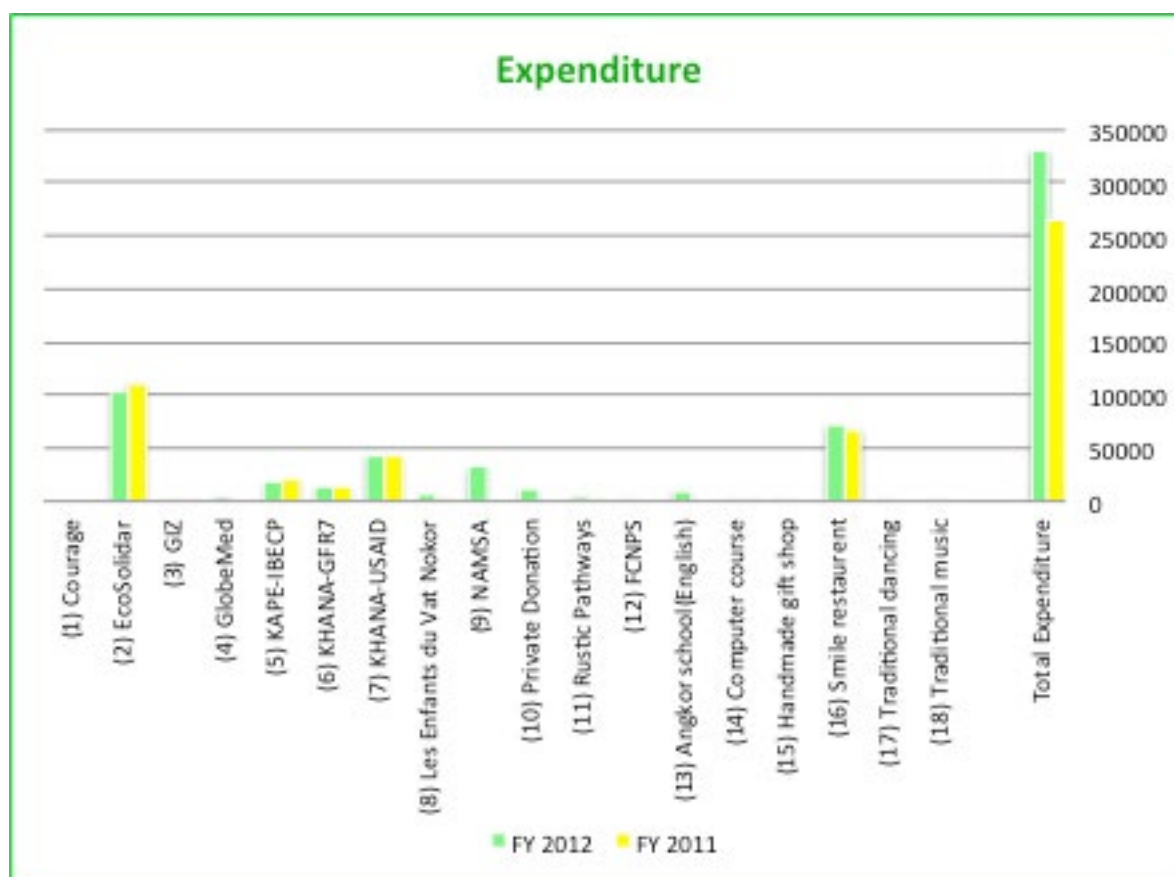
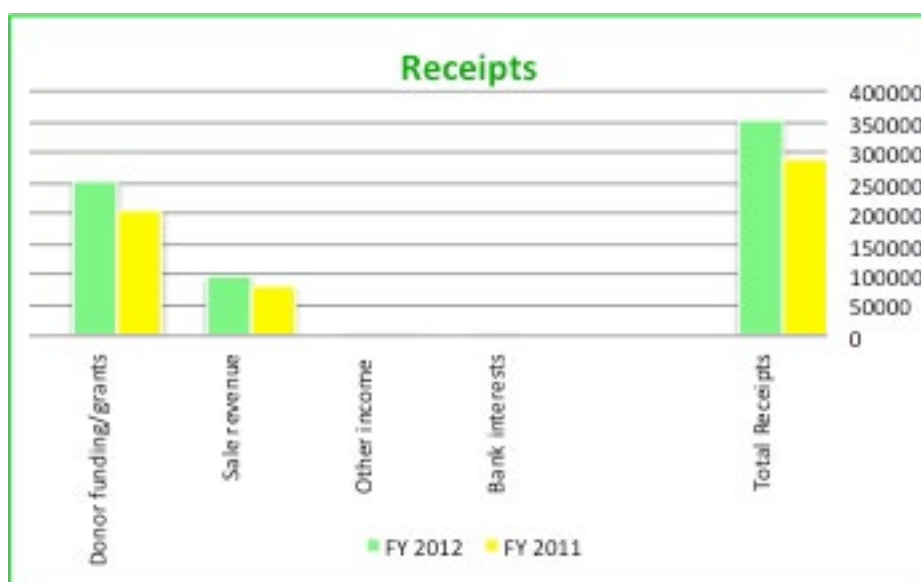
Statement of income and expenditure by donor for the year ended 31 December 2012

USD

| Receipts | FY 2012 | FY 2011 |
|------------------------------|----------------|----------------|
| Donor funding/grants | 252,319 | 203,327 |
| Sale revenue | 96,581 | 81,385 |
| Other income | 3,321 | 2,717 |
| Bank interests | 354 | 0 |
| Total Receipts | 352,575 | 287,429 |
| Expenditure | FY 2012 | FY 2011 |
| (1) Courage | - | - |
| (2) EcoSolidar | 103,861 | 110,969 |
| (3) GIZ | 1,486 | 2,234 |
| (4) GlobeMed | 3,008 | - |
| (5) KAPE-IBECF | 18,227 | 20,750 |
| (6) KHANA-GFR7 | 13,634 | 12,674 |
| (7) KHANA-USAID | 43,822 | 43,616 |
| (8) Les Enfants du Vat Nokor | 6,941 | 1,693 |
| (9) NAMSA | 33,000 | - |
| (10) Private Donation | 11,393 | - |
| (11) Rustic Pathways | 4,565 | 2,654 |
| (12) FCNPS | 2,672 | - |
| (13) Angkor school(English) | 9,927 | - |
| (14) Computer course | 548 | 1,596 |
| (15) Handmade gift shop | 1,817 | - |
| (16) Smile restaurant | 72,808 | 67,630 |
| (17) Traditional dancing | 2,810 | - |
| (18) Traditional music | 34 | - |
| Total Expenditure | 330,553 | 263,815 |



Receipts and Expenditure





Donor Receipts Over/Under Disbursements

Donor Funding

| Donors | Income USD |
|------------------------------|----------------|
| (1) Courage | 0 |
| (2) EcoSolidar | 98,323 |
| (3) GIZ | 1,486 |
| (4) GlobeMed | 2,995 |
| (5) KAPE-IBECP | 17,390 |
| (6) KHANA-GFR7 | 13,963 |
| (7) KHANA-USAID | 43,867 |
| (8) Les Enfants du Vat Nokor | 3,465 |
| (9) NAMSA | 51,116 |
| (10) Private Donation | 11,909 |
| (11) Rustic Pathways | 6,080 |
| (12) FCNPS | 1,725 |
| Total | 252,319 |

Receipts over/(under) disbursements

| Donors | Over/(Under) |
|------------------------------|--------------|
| (1) Courage | 0 |
| (2) EcoSolidar | (2,060) |
| (3) GIZ | 0 |
| (4) GlobeMed | 40 |
| (5) KAPE-IBECP | (837) |
| (6) KHANA-GFR7 | 329 |
| (7) KHANA-USAID | 53 |
| (8) Les Enfants du Vat Nokor | (3,471) |
| (9) NAMSA | 18,244 |
| (10) Private Donation | 516 |
| (11) Rustic Pathways | 1,518 |
| (12) FCNPS | (947) |



Social Enterprise Receipts Over/Under Disbursements

Social enterprise Funding

| Social enterprise | Income USD |
|-----------------------------|---------------|
| (13) Angkor school(English) | 10,152 |
| (14) Computer course | 809 |
| (15) Handmade gift shop | 1,742 |
| (16) Smile restaurent | 80,896 |
| (17) Traditional dancing | 2,879 |
| (18) Traditional music | 103 |
| Total | 96,581 |

Receipts over/(under) disbursements

| Social enterprise | Over/(Under) |
|-----------------------------|--------------|
| (13) Angkor school(English) | 225 |
| (14) Computer course | 261 |
| (15) Handmade gift shop | (75) |
| (16) Smile restaurent | 8,088 |
| (17) Traditional dancing | 69 |
| (18) Traditional music | 69 |



Expenses and Overall Activity

Expenses By Cost Category

| Category | Amount USD | % |
|------------------------------|----------------|-------------|
| Personnel costs | 85,072 | 26% |
| Indirect costs | 55,621 | 17% |
| Infrastructure and equipment | 24,054 | 7% |
| Program costs | 121,398 | 37% |
| Cost of sale | 44,408 | 13% |
| Total expenditure | 330,553 | 100% |

These figures represent the activity across all of BSDA's activities

| | |
|---|---------------|
| | USD |
| Total Receipts | 352,575 |
| Total Payments | 330,553 |
| Excess of Receipts Over Payments | 22,022 |
| Fund Brought forward | 34,471 |
| Fund Returned | -910 |
| Funds Carried forward | 55,583 |



USAID, United States of America



EcoSolidar, Switzerland



KHANA, Cambodia



KAPE, Kampuchean Action for Primary Education, Cambodia



World Education, United States of America



Global Fund Round 7, Switzerland



GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit, Germany



Rustic Pathways, United States of America



Les Enfants du Vat Nokor, France



Smiles and Hands, Japan



2Way Development, United Kingdom



After BSDA continued to apply to the Cooperation Committee for Cambodia (CCC) for non-governmental organization with good professional practices (NGO GPP) status throughout 2012, BSDA successfully completed the minimum requirements for NGO GPP. This was issued at the beginning of January 2013, as shown below.





Buddhism for Social Development Action – BSDA

No. 6, 12 Village
Sangkat Kampong Cham
Kampong Cham Town
Kampong Cham Province
Kingdom of Cambodia

Phone: +855 (0) 42 941 333
E-Mail: info@bsd-cambodia.org
Website: www.bsd-cambodia.org