Dear friends,
Fifteen years ago, the founders of BSDA had the vision to establish sustainable support to improve the quality of life for vulnerable people. In the meantime, BSDA has developed strong and positive relationships with many communities: fast forward 15 years, and today BSDA is one of Cambodia’s leading non-profit organizations. Our original core activities have broadened to include education, community healthcare, and livelihood development for disadvantaged young people and women. BSDA has set up various social enterprise projects that are either sustainable without donor funds or generate profits that then flow back into our programs, making us less dependent on donated money. However, as an NGO, BSDA does rely on contributions from foundations, donors, and individuals. We are grateful to our supporters and pledge to continue to earn their trust by maximizing the funds we invest in education, vocational skill training, people living with HIV, child right governance, and civil strengthening programs. With the help of our friends and supporters, we strive to bring to life the vision of our founders and will continue to do so - Working towards realizing the ultimate goal of BSDA, which envisions a society where all people are empowered to live independently and have livelihood security.

Thorn Vandong, Executive Director

Dear friends and supporters of BSDA,
I would like to thank you for your support, your hard work coupled with a stellar staff and devoted board, is what has made BSDA the success we see today as we pursue our mission. On behalf of my colleagues on the Board, we are all highly honored to serve as members of the Governing Board. BSDA’s legacy began in 2005 when community leaders saw the need and opportunity to work together so that all could benefit from a coordinated effort. This consensus will contribute to the eradication of suffering that is largely avoidable. Over the last 15 years, BSDA has changed dramatically and our Strategic Plans have reflected this evolution in our thinking. As we have grown and changed, it has become even more important to work and plan together with common goals and united leadership. To this end, we appreciate those who have generated the success that BSDA currently enjoys. The BSDA Board will continue to give the agency direction and advice and we consider it an honor to be following in the footsteps of the founders and supporters of the agency to continue to promote its good work empowered to live independently and have livelihood security.

Sincerely,

Kurt Bredenberg, Board Chairman
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WHO WE ARE

IDENTITY
BSDA is a community-based organization founded on the Buddhist principles of metta to empower vulnerable people and to promote compassionate engagement in social and economic developments that contribute to the eradication of avoidable suffering.

VALUES
Rooted in the Buddhist teachings of Mettā practice, BSDA adheres to and promotes the following values:

- Serving the poor: improving the livelihoods of poor families.
- Unity: Building trust, honesty and respect for each other as a family.
- Democratic Approach: Promoting collective voice from community members, stakeholders and all levels of staff and engaging them in decision-making processes.
- Innovation: Providing a unique opportunity for people to develop their problem-solving through ICT and critical thinking.
- Integrity and accountability: In the management and use of aid; being accountable and transparent to communities, donors, and stakeholders.

MISSION
BSDA’s mission is to empower and enhance the quality of life of vulnerable people, especially women, children and youth through education, vocational training, social enterprise, good governance and livelihood and innovation programs, in partnership with others.

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

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

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

(1) Kampong Cham
MKK
La Maison des Enfants
Financing Futures
SEEK
I-SAF

(2) Tbong Khmum
Chicken Raising
SEEK

(3) Kampong Chhnang
SEEK
BE

(4) Pursat
CFE
BE

(5) Koh Kong
BE

MORE THAN
85,000
BENEFICIARIES

BSDA’S PROGRAM

1. Education
2. Good Governance
3. Social Enterprise

TOTAL BUDGET
$601,958
To ensure a high quality of work, BSDA staff regularly attends workshops and trainings that aim to improve their skills and broaden their knowledge. The Senior management team puts great emphasis on these trainings to maintain good work, share knowledge, and strengthen the organization from within. Furthermore, trainings attended with other NGOs help build relationships and promote exchange of ideas and expertise. All of this supports BSDA staff in working towards the organization's vision and goals.

**TRAINING CONTENT**

Internal capacity building dealt with leadership, BSDA policies, monthly budget monitoring, monthly activity tracking, administrative procedure process, effective project management, report writing, the KOBO program, how to develop schedules and agendas, how to take minutes at meetings and workshops, safe guarding policy, and complaint mechanism policy for beneficiaries and stakeholders. External trainings were conducted on the topics of Mobilizing Support, Concept Notes for Training Course on the Sustainable Development Goals (SDGs), MEAL and Fund Raising, Covid-19 Resiliency, Refresher of Financial Management and Internal Policy, Refresher of Basic Administration, Refresher of Safe Guarding Policy, Refresher of Child Protection Policy, Financial Reporting Standard Tier2 for NGO, Child Right Programming and SOGIE, Online Data Collection and Water Tools for offline, Taxation, Business Plan for SME, SPSS, Method Research, Separate Registration of Tax Identification Number (TIN), Tax Obligation of Tax on Income, E-filing system and New Invoice Format, Employment for NGO Association, How to Pay Taxation by E-filing, How to Use ZOOM for E-meeting/workshop and Monitoring the Progress of Teaching and Learning Remotely.
MEKONG KAMPUCHEA KIDS PROJECT

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

OBJECTIVES

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

TOTAL BENEFICIARIES

821 STUDENTS

DONOR

EcoSolidar Switzerland

BUDGET

$180,246

DEPUTY DIRECTOR

Ms. Chhon Srors (Bee)
In 2020, 33 students enrolled in Smile Institute’s TVET program. Once recruited, they are provided vocational training in a skill of their choice, meals, accommodation, health care, and educational activities. All of them received primary health checks from the nurse and individual or group counselling, with special attention on how to protect themselves and other from COVID-19. During their stay on SI campus, they attended further counselling sessions. Bi-weekly meetings were organized by student team leaders to discuss concerns and keep up to date with project staff. Before they started their vocational training, students joined a preparatory class that taught Khmer, Math, English and Social Skills with a new teacher just hired in February. Job orientations were held to help the students decide on a skill to learn.

Since students were not permitted to attend crowded events and were instructed to maintain social distancing, the center organized internal activities and safe celebrations for public holidays like Khmer New Year and Pchum Ben Day.

32 out of the 33 enrolled students have been studying their respective skills. One female student left the program to go back to public school.

### Skill Students
- Hospitality 12
- Motor Repairing 10
- Car Repairing 5
- Air Con / CCTV Installment 1
- Make-up / Hairdresser 4

VOCATIONAL TRAINING
EARLY CHILDHOOD CARE AND DEVELOPMENT

The ECCD program provides early educational building blocks to children from poor families. MKK project runs two kindergartens for children aged 3 to 4 years old in different communes. Apsara Kindergarten has 26 students, Kong Mohar Kindergarten has 24. Kids learn vocabulary, how to treat others, coloring, and meditation. During the height of the COVID-19 pandemic, ECCD teachers prepared learning packages and instructional videos to be used at home. When the pandemic had mellowed down a little, they conducted multiple home visits. However, since maintaining attendance and motivation during the __ was hard, some kids fell behind in their learning.

In the third quarter of 2020, the PoE of Kampong Cham inspected the ECCD program twice to check its quality of work and give tips for improvement.

SCHOLARSHIPS

77 OVC students were provided scholarship packages to help families send their children to school regularly. Two students disenrolled. Beneficiaries attended community outreach events about the importance of education, child labor regulations, and how to protect themselves from COVID-19. Home visits and phone calls were made to ensure the children were learning from home properly. The children received remote studying materials and digital assistance. This proved difficult for a few students that did not have access to a smartphone or WIFI.

DROP-IN CENTERS

Apsara Center
Apsara Center teaches traditional Khmer dance and music in addition to English classes. 75 students were enrolled in 2020. They can study dance and music at the same time.
61 students joined dancing class to learn and practice multiple traditional dances. 24 students chose music class to learn classical Khmer music and instruments. They practice Monday through Friday and occasionally do performances inside and outside the center on Sundays.
Happy-Happy Center
Happy-Happy Center is a place where children that are having trouble keeping up with class material receive extra help. The staff teaches them Khmer, Math, Morality, English and Environmental studies. 36 students signed up and none of them dropped out of the program. The teachers kept checking in on the children’s learning from home, calling them and visiting in person. They instructed them on how to study remotely, checked the assigned homework und motivated them and their parents.

SOCIAL ENTERPRISES

Hanchey Bamboo Resort
An eco resort 25km north of Kampong Cham, this beautiful vacation retreat provides training to TVET students. In 2020, four students did their apprenticeship here. However, due to the decrease of tourism caused by COVID-19, there was not enough demand to hire all of them.

Smile Restaurant
Popular with tourists, SR is a training restaurant located at the Kampong Cham Riverside, serving both Khmer and Western dishes. Nine students did their apprenticeships in cooking and service here in 2020.

Angkor Language School
ALS provides language classes to all learners in the community at an affordable price with special offers for vulnerable youth. 444 students were enrolled in English class before the school closures. EAS’s school license was set to expire at the end of 2020, so it had to be renewed with the plan to re-open in January 2021.
LA MAISON DES ENFANTS PROJECT

Goal: Supporting and empowering orphaned children living with HIV/AIDS.

OBJECTIVES

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

10 STUDENTS

DONOR
La Maison des Enfants France

BUDGET
$26,725

PROJECT MANAGER
Mr. Seang Kosal
Most of the students were able to take their medicine independently in 2020, only two needed assistance from the caregivers. Staff explained to the students how to take the medicine correctly and on time. Their temperature and whether they have taken their medicine was checked every day. Thankfully, no serious health issues occurred this year. Some students did suffer from colds, fevers or the flu, but recovered quickly. They were given training and instructions on how to protect themselves from COVID-19.

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

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

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

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

Project staff provided counselling and advice multiple times in 2020. Afterwards, students were noticeably feeling better and were well equipped to handle these challenges calmly.
Project officer and students held a meeting every week to talk about concerns they might have. This was also an opportunity to encourage and motivate students who were struggling in school. Staff visited their public schools multiple times before they closed in mid March. Extra classes were also cancelled. All students were instructed to stay at home and continued their school work at the center. Students partook in various lifestyle activities like gardening, cooking, exercising, meditation, and taking care of the environment. Due to COVID-19, the students were not able to travel back home to visit their family and friends. Instead, they participated in internal festivities during Khmer New Year. To keep in touch with their families, students are reminded to talk to their parents at least twice a week.

**ACTIVITIES**

Advice and counselling session  
School visit

Self-improvement training  
Home visit to families
FINANCING FUTURES PROJECT

Goal: Improving household incomes so that children can attend school.

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

TOTAL BENEFICIARIES
115 FAMILIES

DONOR
GlobeMed at Denver University

BUDGET
$8,117

PROJECT MANAGER
Mr. Nhe Sophors
In 2020, Financing Futures project supported 115 families with a small loan to start or continue running their business. 66 of those families have been able to support themselves. 80 families have been able to send all of their children to school. Out of 272 school-age children, 215 were enrolled in academic programs, with 198 of them attending classes every day. Unfortunately, 10 families have withdrawn from the program because their business failed due to COVID-19.

Based on process tracking, about 70% of beneficiaries will be able to repay their loans in full back to their Self-Help Group (SHG) within two years. 14 families have continued their business after receiving the loan, and 25 have increased their average income. Although the project had planned to recruit an additional 10 families, this plan has fallen short due to the COVID-19 pandemic. However, they still conducted home visits and individual monthly meetings with the beneficiaries.

Four trainings and awareness meetings on Village Saving Loans (VSL) were held with all beneficiaries present. All 50 VSL group members have paid back their minimum determined amount to the group within the year. 27 families were actively saving due to the VSL, and using the leftover money for child education and emergency needs. An additional 50 families, that are part of FF but not VSL groups, are practicing personal saving habits.

Staff has created and distributed BSDA’s contact information to 55 families. 25 families received contact information of other NGOs to access for further support. Project staff has attended multiple meetings with other NGOs, governmental representatives and other relevant partners to be able to further support beneficiaries or integrate the projects.
CHICKEN RAISING PROJECT

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

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

BENEFICIARIES
56 FAMILIES

DONOR
GlobeMed at Denver University

PROJECT MANAGER
Mr. Nhe Sophors
In 2020, the Chicken Raising project supported 56 families, 52 of them are people living with HIV, 4 of them are orphans or vulnerable children. By June, 38 beneficiaries had enough income from their business to have established livelihood security and access to medical care. They have been seeing the doctor regularly. 14 families are regularly contributing members of VSL groups, and 21 families that aren’t part of the groups still practice personal saving. The four VSL groups have 104 member families in total.

This year, the project staff could not facilitate a semester training session on VSL development because of the COVID-19 pandemic and its regulations. However, staff still conducted monthly individual meetings and home visits, where beneficiaries were taught about last year’s training and offered extra support.

18 families have access to market sellers to buy chicken vaccines, 22 have received information on how and where to buy them.
STRENGTHENING EDUCATION AND EMPLOYABILITY IN KAMPUCHEA  PROJECT

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

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

FINAL BENEFICIARIES
25,708 COMMUNITY MEMBERS

DONOR
EU through KAPE

BUDGET
$68,405

PROJECT MANAGER
Mr. Chot Heng
In 2020, the SEEK project reached and collaborated with students, teachers, and directors from 50 primary and 15 secondary schools, parents, out-of-school youth, local authorities, Civil Society Organizations, and Community Based Organizations. SEEK project started on January 1st, 2020. After extensive preparations, all partners were ready to start the activities by early March and an official launch event was held in Kampong Cham. However, because of the COVID-19 pandemic, all schools and educational institutions were closed on March 17th until further notice. This greatly impacted and postponed a lot of the planned activities. To still get as much work done as possible, the original schedule was adjusted.

**OUTPUT 1**

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

The project provided self-study materials to 196 vulnerable students in grade 6. “COVID survival kits”, consisting of disinfectant, information about the virus, rice, and study materials, were provided to students who had failed their exams. Assessment tests previously developed by KAPE were administered to 7th grade students in Math and Khmer, finding that only 30 to 40% could pass a grade 6 standard test. This information will help guide remedial efforts once schools re-open. KAPE conducted a consultative meeting with POE staff to prepare for remedial support services in target SEEK schools. A manual to assist primary school teachers and school managers was developed. A one-day training on the remedial support service focusing on grade 6 was conducted with 50 primary teachers, 50 school directors, and DOEs in two provinces.

An Early Warning System (EWS) began development. It can easily identify, monitor, and track students at risk of dropping out as well as children who are eligible to receive special services or help to prevent drop-out. SEEK will set up EWS in both primary and secondary schools. EWS will benefit not only the target schools, but all schools in Cambodia since it will be available in Web/App format and very easily accessible.

Local scholarship management committees were established in 15 secondary schools after a one-day training. Out of almost 400 applicants, 2019 students were selected by the committees to receive a scholarship of $132 per year. They received the money in two installments.
OUTPUT 2

CSOs are empowered to find community-based solutions to social and economic exclusion among vulnerable youth to promote vocational training, career orientation and employability.

In April, project staff introduced SEEK to the Vocational Education Department, including Trey Visay, a career counseling app. The director suggested that the app could be linked directly to the National Employment Agency and other websites that have updated job announcements and opportunities. In June, the software company InSTEDD began working on the app, planning to start testing in mid-September and ready to use in late September.

A KAPE engineer completed SEEK center designs. Several sites were reviewed before deciding on three locations. These centers will be established with funding from the EU, part of the cost being shared by the hosting schools. Two are located at High Schools in Tbong Khmum und Kampong Chhnang, one is at BSDA’s Smile Institute vocational center in Kampong Cham. These centers will provide employment and vocational training opportunities to local youth and offer personalized support services to out-of-school as well as currently enrolled youth. Renovations were set to finish at the end of August.

OUTPUT 3

Youth are empowered to promote their right to social and economic inclusion and raise girls’ voices.

The Youth Council of Cambodia created two Peer-to-Peer (P2P) groups, consisting of 50 participants in Kampong Cham and Kampong Chhnang. Multiple orientation training sessions were conducted. They were trained on public speaking and advocacy.

The Youth Council of Cambodia seeks to distribute information about their projects to the public through social media channels, their website, and newspapers. The Facebook page “Learn and Work” had 970 followers by June and 966 likes with a response rate of 100%.
IMPLEMENTATION OF SOCIAL ACCOUNTABILITY FOR BETTER PUBLIC SERVICE DELIVERY

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

STATEMENT OF OBJECTIVES

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

FINAL BENEFICIARIES

46,124 COMMUNITY MEMBERS

DONOR

World Vision International

BUDGET

$92,152

PROJECT MANAGER

Mr. Hak Seangheng
OUTPUT 1

I4C awareness raising in the communities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Inception meeting</td>
<td>Promote the I-SAF program</td>
<td>district</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>1.1.2 Inception meeting</td>
<td>Present the I-SAF program, find support from service providers in communes</td>
<td>commune</td>
<td>1 (one week long)</td>
<td>244</td>
</tr>
<tr>
<td>1.1.3 IC4 review</td>
<td>Review and validate I4C packs before distribution</td>
<td>district</td>
<td>multiple, between August 2019 and June 2020</td>
<td>120</td>
</tr>
<tr>
<td>1.1.4 Map vulnerable families</td>
<td>Determine vulnerable families, develop plan to reach them</td>
<td>commune</td>
<td>1</td>
<td>244</td>
</tr>
<tr>
<td>1.1.5 Preparatory meeting</td>
<td>Prepare all relevant documents before conducting activities</td>
<td>district</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>1.1.6 Participatory meetings</td>
<td>Raising I4C awareness, promote citizen's rights and service standards</td>
<td>commune</td>
<td>72</td>
<td>2442</td>
</tr>
<tr>
<td>1.1.7 Participatory meetings</td>
<td>Increase budget literacy</td>
<td>commune</td>
<td>72</td>
<td>2988</td>
</tr>
<tr>
<td>1.1.8 Mobile kiosks</td>
<td>Spread COVID-19 information</td>
<td>commune</td>
<td>3 (one week long each)</td>
<td>543</td>
</tr>
</tbody>
</table>

I4C-aware citizens participate in meetings

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Link citizens to community meetings</td>
<td>Invite citizens and vulnerable families to participate in SSC, HCMC and CC meetings</td>
<td>commune</td>
<td>59</td>
<td>1426</td>
</tr>
<tr>
<td>1.2.2 Peer reflection meetings</td>
<td>Reflecting about I4C at household level</td>
<td>commune</td>
<td>24</td>
<td>469</td>
</tr>
<tr>
<td>1.2.3 Home visits</td>
<td>Educate vulnerable families</td>
<td>commune</td>
<td>6</td>
<td>123</td>
</tr>
</tbody>
</table>
OUTPUT 2

JAAPs are developed based on a citizen-led monitoring process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Inception meeting</td>
<td>Meet with key stakeholders and suppliers about Community Score Cards</td>
<td>commune</td>
<td>7</td>
<td>367</td>
</tr>
<tr>
<td>2.1.2 Pre-meeting</td>
<td>Prepare documents and materials before CSC meetings</td>
<td>district</td>
<td>2</td>
<td>66</td>
</tr>
<tr>
<td>2.1.3 CSC scoring with citizens</td>
<td>Filling out CSCs</td>
<td>commune</td>
<td>150</td>
<td>3643</td>
</tr>
<tr>
<td>2.1.4 Self-assessment of service providers</td>
<td>Service providers assessed and evaluated CSC score</td>
<td>commune</td>
<td>88</td>
<td>857</td>
</tr>
<tr>
<td>2.1.5 Pre-meeting</td>
<td>Prepare for single and multi-interface meetings</td>
<td>district</td>
<td>2</td>
<td>69</td>
</tr>
<tr>
<td>2.1.6 Single-interface meeting</td>
<td>Consultative meeting between citizens and service providers, proposing action plans to improve services</td>
<td>commune</td>
<td>88</td>
<td>820</td>
</tr>
<tr>
<td>2.1.7 Multi-sector interface meeting</td>
<td>Consultative meeting between citizens and service providers, proposing action plans to improve services</td>
<td>commune</td>
<td>24</td>
<td>722</td>
</tr>
</tbody>
</table>

JAAPs are implemented and integrated into Commune Investment Program (CIP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Form JAAP committees</td>
<td>Plan activities and create budget plan</td>
<td>district</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td>2.2.2 JAAPP capacity building</td>
<td>Training on roles and responsibilities, resource mobilization, planning, monitoring</td>
<td>commune</td>
<td>2 (six days each)</td>
<td>222</td>
</tr>
<tr>
<td>2.2.3 CIP meeting</td>
<td>Integrate JAAP into CIP process</td>
<td>district</td>
<td>2</td>
<td>238</td>
</tr>
<tr>
<td>2.2.4 DIW meeting</td>
<td>Integrate JAAP into DIW</td>
<td>district</td>
<td>2</td>
<td>127</td>
</tr>
<tr>
<td>2.2.5 JAAP dissemination</td>
<td>Inform citizens about the final JAAP</td>
<td>commune</td>
<td>2 (one week each)</td>
<td>281</td>
</tr>
<tr>
<td>2.2.6 JAAP quarterly meeting</td>
<td>Follow up on progress</td>
<td>commune</td>
<td>38</td>
<td>595</td>
</tr>
</tbody>
</table>
OUTPUT 3

CAFs and project staff including TPs have been trained on I4C, CSC and JAAP

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Capacity building</td>
<td>World Vision International training on I-SAF framework</td>
<td>district</td>
<td>1 (five days long)</td>
<td>3</td>
</tr>
<tr>
<td>3.1.2 Recruit CAFs</td>
<td>Capacity building for new CAFs</td>
<td>district</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>3.1.3 Module 1 &amp; 2 training</td>
<td>Capacity building on I-SAF introduction and I4Cs</td>
<td>district</td>
<td>2 (five days each)</td>
<td>88</td>
</tr>
<tr>
<td>3.1.4 Module 3 training</td>
<td>Capacity building on Citizen Monitoring</td>
<td>district</td>
<td>2 (four days each)</td>
<td>84</td>
</tr>
<tr>
<td>3.1.5 Module 4 training</td>
<td>Capacity building on Supporting Collective Action for Change</td>
<td>district</td>
<td>2 (four days each)</td>
<td>72</td>
</tr>
<tr>
<td>3.1.6 CAF coaching</td>
<td>Meeting on reflecting project implementation and how to improve, support and build better facilitation</td>
<td>district</td>
<td>2</td>
<td>79</td>
</tr>
</tbody>
</table>

Commune inception meeting

Module 1 training

SNA improve their capacity on I4Cs through participating in demand site activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 SNA training</td>
<td>Work closely with SNAs to improve data collection, entry, and validation</td>
<td>district</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>3.2.2 Supplier and CAF meeting</td>
<td>Review I4Cs, CSC and JAAP meetings</td>
<td>district</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>3.2.3 Supplier and CAF meeting</td>
<td>Review I4Cs, CSC and JAAP meetings</td>
<td>commune</td>
<td>24</td>
<td>539</td>
</tr>
</tbody>
</table>
Improved SAF implementation through learning forums and M&E system reports

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Level</th>
<th>Number of events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Feedback meeting</td>
<td>Feedback, learning forum, M&amp;E reporting</td>
<td>district</td>
<td>3</td>
<td>98</td>
</tr>
<tr>
<td>3.3.2 Feedback meeting</td>
<td>Conducted by WVI-C</td>
<td>national</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.3 Develop M&amp;E system</td>
<td>Update output progress</td>
<td>WVI-C</td>
<td>monthly</td>
<td></td>
</tr>
<tr>
<td>3.3.4 Install feedback boxes in communes</td>
<td>Citizens raise concerns and address issues / complaints</td>
<td>commune</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3.3.5 Develop CAF support network</td>
<td>Selected 5 CAF representatives to advocate for all CAFs</td>
<td>district</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>
Goal: Improve learning and life-skill outcomes of children in basic education.

OBJECTIVES
- Improve school retention and completion rates of students in primary and lower secondary school
- Improve community support of basic education

BENEFICIARIES
4512 CHILDREN

DONOR
Rotary Club of Calgary

BUDGET
$44,404

PROJECT MANAGER
Mr. Mak Vuthy
Since all school activities were postponed until further notice, project activities and indicators were directly affected. The project team discussed with the DoE, PoE, school principals and youth club leaders how to best help children while they are away from school and how to educate them on COVID-19.

The project’s activities focused on improving effective teaching, learning, and school management. Teachers have significantly altered and improved their teaching style, materials, class decorations and use of group work since the project started. Unfortunately, at the time of the report, not all data for the year was available. The numbers from the previous years show that after the average drop-out rate had reduced from 2.6% to 1.5% in the first year of project implementation, it had increased to 3% by the end of year two. The percentage of children passing their grade and being promoted had also decreased from 86.8% to 82.5%.

However, the results of the students have actually improved greatly. 34% of grade 3 students had proficient reading skills, compared to 12.4% at the beginning of the project. Numeric literacy has improved from 7.3% proficiency at grade level to 7.4%. 57.2% of grade 6 students reached reading proficiency, having scored at 44.2% before. 6th graders scoring “Very poor” on numeric literacy have gone down from 28% to 3%, and “Very Good” scores have improved from 0% to 9%.

School principals received OPERACY training on personal empowerment to improve their managing and leadership behavior. Two trainings on student council structure, their roles and responsibilities and plans to form them were held with responsible teachers from all 19 schools.

The District Training and Monitoring Team of the DoE checked all schools on the administration, environment and observed classes. Afterwards, they held a meeting with the principal and teachers to reflect on good practices and weaknesses, for which they created an improvement plan.

Two trainings on curriculum, textbooks and reading benchmarks were given to 75 teachers from the target schools. It taught them how to use books to create high quality lesson plans and an enjoyable classroom.
Promote peer education for primary school children

19 student councils were created at the target schools. They were trained on their roles and responsibilities, and how to plan as well as report their monthly activities. These include things like cleaning up the school campus, following up on drop-out students, checking disciplinary practices or food expiration dates.

12 primary schools established extra classes for a total of 211 struggling students. They focused on Khmer literacy and mathematics.

Promote Early Grade Reading among primary school children

Teachers have switched to student-centered teaching styles. They provide more materials and allow students to work together in groups.

Two TRACK toolkit refresher trainings were given to 1-3 grade teachers and principals from all target schools. They practiced using the toolkit, matched it with the curriculum lessons, and created plans to incorporate it with their daily classes.

Teachers attended two Early Grade Reading Assessment and Early Grade Math Assessment trainings, which aimed to teach them how to create and administer the tests for grade 1 through 6 for all schools. Another training helped build teacher’s ability to analyze the results to easily identify struggling students.

In December, PoE and DoE held class demonstrations.

11 schools were selected to facilitate an event of making teaching and learning materials. Both teachers and students produced study material on their own with components that can be found locally.
OUTPUT 2

People of the community often don’t participate in educational structures and are unaware of their own important role. The project intervention aims to change this mindset and encourage them to engage in educational structures. School support committees are elected by parents, student councils by the students. The schools prepared various community engagement events to encourage participation. Child/Youth Clubs in four communes conducted research on children’s rights in their respective communes. They have found multiple issues, including roads that are dangerous for children, adult drug use, adult gambling, teachers not coming to school regularly, poverty, and students dropping out of school. These results were recorded in consolidation reports for the district and discussed in consultative workshops with local authority. Authorities acknowledged the problems and promised to solve them.

Strengthen functionality of Youth Clubs

19 clubs were formed and underwent training to strengthen and further establish them. They led activities in their villages, held monthly meetings, had discussions with adults about their challenges, understood and promoted their rights, promoted reading, and participated in sports and school activities.

76 club leaders attended a training on how to facilitate monthly meetings and address children’s issues.

113 monthly meetings were held, focusing on students dropping out, teachers not teaching consistently, poverty, and violence among children at school. CIP refresher training was given to 67 club representatives.

Increase engagement/dialogue between communities, local leaders and government to improve education standards

School Support Committees were established in all target schools. They hold regular meetings, depending on the school either monthly, bi-monthly, or quarterly. There, they discuss school plans and challenges.

For national reading day on March 11th, two events were held. These included reading contests led by students, coordinated by principals and teachers. The events were attended by students, village leaders, parents, commune committees, PoE and DoE.
BASIC EDUCATION PROJECT

Goal: Primary schools in Cambodia improve their performance and provide better learning outcomes.

OBJECTIVES
- Sustainable decision-making for children in local governments
- Build dialogue and accountability between government and locals
- Equal opportunities for boys and girls
- Support marginalized students, inclusive classrooms
- Strengthen local school structures
- Empower student councils

BENEFICIARIES
7171 CHILDREN & ADULTS

DONOR
Save the Children Norway

BUDGET
$61,216

PROJECT MANAGER
Mr. Hong Saran
Baseline tests and monthly standard tests were conducted at 13 out of 21 primary schools in the three target provinces. The project supported DoE and PoEs monthly teacher training for Khmer and Math. They created technical working groups at 8 schools. Two schools conducted National Reading Day events. Throughout the school closures, staff conducted follow up visits to check on students.

**PURSAT**

10 schools conducted self-assessments of QLF twice a year. 5 schools have updated materials for monitoring slow-learning students. 10 schools established CMCs for all grades. 5 schools conducted a quarterly reflection of teachers’ plans. 7 schools facilitated monthly and quarterly pre- and post tests. Project staff conducted field visits to 5 schools to help strengthen them before the project ends. 5 schools are planning to assist CWD by making test materials to distribute to children’s parents. 50% of student councils are actively involved in their school’s development. 10 schools have set up a sustainable work plan, 6 of those have implemented it. 10 schools have received support funds to promote protection against COVID-19.

**KOH KONG**

4 schools have received test documents and are testing students. 3 schools have enhanced QLE and strengthened their students councils. 4 schools and the DoE attended a refresher EPRP reflection meeting. 4 schools followed up on the school development plan. 8 schools established CMCs for all grades. 9 schools have received support funds to promote protection against COVID-19.
Thank you to all donors and supporters that allow BSDA to continue its work. Your trust and faith is greatly appreciated.

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