



ANNUAL REPORT 2014

THIS LIFE CAMBODIA

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MESSAGE FROM THE CHAIR

A YEAR IN REVIEW

In our 7th year of operation, This Life Cambodia (TLC) has a lot to be proud of.

One of our greatest achievements this year was being certified as meeting the standards of NGO Governance and Professional Practice by the Cooperation Committee of Cambodia (CCC).

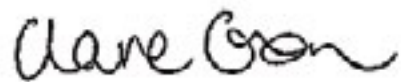
Of the more than 4300 registered civil society organisations in Cambodia, only 52 of these have achieved the voluntary and thorough process of being certified with the CCC. TLC is proud of achieving this certification and is a further demonstration of our commitment to best practice and transparency.

Another accomplishment I'd like to bring your attention to, is the work of the Community Research and Consultancy Program (CRCP). The CRCP plays an integral role in ensuring TLC stands by its mission. Research that the team has undertaken, has been referenced by the UNHCR and a new program has been born out of community-level research. Over the past year, the CRCP team, in partnership with program teams, have engaged with nearly 300 community members to understand their priorities on a range of issues. That research further reiterated that violence against women is a priority issue. In response, TLC has launched the Community Responses to Violence Against Women program. There is widespread recognition at a National level, that violence against women is a critical issue within Cambodia. The Community Responses to Violence Against Women Program builds on the successful community led approach of other TLC programs.

While TLC has made some great achievements and works hard to achieve its vision and mission, we are concerned about the increasingly difficult funding environment that we operate in. This coming year TLC's strategic focus is to diversify our funding streams. We are investing resources to strengthen our existing relationships and build new ones.

We receive tremendous support from so many people and I would like thank them all; the Cambodian communities that we work with, our funders, our board, our staff and volunteers.

It takes all of us to make a difference and to help create a Cambodia in which people are empowered to access their human rights.



Clare Coxon
Board Chair

ABOUT THIS LIFE CAMBODIA

TLC was founded in 2007 after a community expressed concern with the lack of a platform to identify and prioritise their own development needs. TLC was formed in response to the need for capacity building and training for communities who have the drive to increase access and quality of education for their children.

This Life Cambodia is a not-for-profit non-government community development organisation based in Siem Reap that was established in 2007. Our work is focused on providing opportunities for communities to develop the essential infrastructure, skills and knowledge to make positive change in their lives and break free from poverty.

TLC undertakes its work by listening to individuals and communities define their own needs and solutions, engaging with individuals and communities to address their own needs and advocating alongside individuals and communities so they are empowered to challenge inequality. TLC currently operates four programs, including the Student Assistance Program (SAP), the Lower Secondary School Development Program (LSSDP), This Life Beyond Bars (TLBB), and the Community Research and Consultancy Program (CRCP).

VISION

The vision of This Life Cambodia is to help create a Cambodia where people are empowered to access their rights

MISSION

The mission of This Life Cambodia is to listen to, engage with and advocate alongside communities as they define and act on their own solutions

VALUES

As an organisation This Life Cambodia will:

- Respect local culture and value local expertise
- Model better practice through evidence based practice
- Plan for sustainability by having clear entry and exit strategies
- Act with integrity, accountability and transparency

CAMBODIA FAST FACTS

PROVINCES **24** MUNICIPALITIES **1**

TOTAL POPULATION

15.14 million

AVERAGE ANNUAL
HOUSEHOLD INCOME

1,236 thousand riel
or **US\$309**

NUMBER OF REGISTERED
CIVIL SOCIETY ORGANISATIONS
IN CAMBODIA

(INCLUDING INTERNATIONAL
NGOS, LOCAL NGOS,
AND ASSOCIATIONS)

MORE THAN
4300

52

NUMBER OF NGOS CERTIFIED AS
MEETING THE STANDARDS OF NGO
GOVERNANCE AND PROFESSIONAL
PRACTICE (**INCLUDING TLC!**)



Source: World Bank Data <http://data.worldbank.org/country/cambodia>

Source: Cambodia Socio Economic Survey, 2013, National Institute of Statistics – Ministry of Planning, Phnom Penh: 2014

Source: CSO Contributions to the Development of Cambodia, Cooperation Committee for Cambodia, Phnom Penh: 2012

CAMBODIA AT A GLANCE

OVER
10 YEARS

THE DRAFTING PERIOD FOR CAMBODIA'S LAW ON CHILDREN IN CONFLICT WITH THE LAW. IT HAS NOT BEEN FINALISED AND APPEARS UNLIKELY TO BE ENACTED IN THE NEAR FUTURE



CURRENTLY JUVENILES IN DETENTION ARE **SUBJECT TO THE SAME ABUSE, HUMILIATION AND DEGRADATIONS** AS ADULTS

IN REALITY JUVENILE PRISONERS' ACCESS TO SERVICES AND GOODS IS DETERMINED BY MONEY, NOT AGE

178.6%

THE **CURRENT PRISON OCCUPANCY LEVEL** IN CAMBODIA (OF THE OFFICIAL CAPACITY)

JUVENILES MAKE UP
2.3%

(350) OF **INMATES** IN THE CAMBODIAN PRISON SYSTEM



GIRLS IN DETENTION IN SEPTEMBER 2014. **ONLY 1 HAD BEEN CONVICTED** – MOST WERE BEING HELD FOR MINOR OFFENCES

18

83%

INCARCERATED JUVENILES WERE STILL AWAITING TRIAL, APPEAL OR FINAL VERDICT IN SEPTEMBER 2014

25.3%

OF EVER-PARTNERED CAMBODIAN WOMEN REPORTED HAVING EXPERIENCED PHYSICAL AND/OR SEXUAL PARTNER VIOLENCE

CAMBODIAN MEN REPORTED THAT THEY EXPERIENCED PHYSICAL ABUSE WHEN THEY WERE YOUNGER THAN 18

45%

96.4%

OF CAMBODIAN MEN AND

99%

OF CAMBODIAN WOMEN BELIEVE THAT

"TO BE A MAN, YOU HAVE TO BE TOUGH"

32.8%

OF EVER-PARTNERED CAMBODIAN MEN REPORTED HAVING PERPETRATED PHYSICAL AND/OR SEXUAL PARTNER VIOLENCE

HIGH RATES OF MEN IN CAMBODIA SUFFER FROM WORK-RELATED STRESS, DEPRESSION AND SUICIDAL TENDENCIES

52.5%

 REPORTED HIGH STRESS

18%

 REPORTED HIGH DEPRESSION

25%

 REPORTED VERY HIGH DEPRESSION

{ 21.2% }

PERCENTAGE OF STUDENTS WHO DROP OUT DURING LOWER SECONDARY SCHOOL IN CAMBODIA (GRADES 7 TO 9)

40%

PERCENTAGE OF GIRLS IN CAMBODIA WHO COMPLETE LOWER SECONDARY EDUCATION



THE GRADE DURING WHICH STUDENTS IN CAMBODIA ARE MOST LIKELY TO DROP OUT OF PUBLIC EDUCATION

(23.4% OF GRADE 9 STUDENTS)

9



38.2%

PERCENTAGE OF BOYS IN CAMBODIA WHO COMPLETE LOWER SECONDARY EDUCATION

Source: Why Do Some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multi-country Study on Men and Violence in Asian and the Pacific. Bangkok: UNDP, UNEPA, UN Women and UNV, 2013.
Source: Education Statistics and Indicators 2013-2014. Phnom Penh: Cambodian Ministry of Education Youth and Sports.

SOME OF THE FACES OF TLC

KIMSORN NGAM

Research, Monitoring and Evaluation Officer Community Research & Consultancy

Kimsorn Ngam grew up in an area north of Siem Reap Province, Cambodia. Kimsorn was passionate about gaining an education and as there was no secondary school in his commune, he had to leave home at the age of twelve in order to find a school he could attend. Kimsorn's father was his main inspiration to get a good education; he raised his children with the advice that education was the only way to get a better life. With his unfaltering drive and perseverance, Kimsorn graduated with a Bachelor of Arts in Humanities and Linguistics in English Literature at Cambodian University for Specialties (CUS).

Kimsorn came to This Life Cambodia with a varied background in the NGO sector in Cambodia. Before working with us, Kimsorn managed an organization that cared for children in his home commune in Chi Kraeng district for five years, worked as program coordinator at Rachna Satrie for two years, worked with Volunteer Services Overseas (VSO), and worked as a Nursing Adviser Assistant in Angkor Chum Referral Hospital for two years. He began working with This Life Cambodia in January 2013. As Research, Monitoring and Evaluation Officer, Kimsorn is responsible for undertaking community research and the monitoring and evaluation of TLC's programs. Kimsorn's passion for helping communities voice the change they wish to see makes him an invaluable and well-respected member of This Life Cambodia.

PRATHNA VAT

Family Support Officer This Life Beyond Bars

Prathna was born and raised in Banteay Meanchey province, near the border to Thailand. Many children from his village migrated to Thailand to work, but he stayed to finish his education. Living in an area where the Khmer Rouge was still active, fights were not uncommon. Throughout the years, Prathna became more and more passionate about helping children in difficult living conditions. He wants to see children have good opportunities, all over the world, so that eventually families can support their children to go to school without the help of NGO projects.

After finishing his Bachelor's degree in General Management, Prathna worked for almost five years at the Cambodian Association for Assistance to Family and Widow and for four years at the Partnership or Development in Kampuchea. His work focused on managing health care and livelihood projects, which included many tasks similar to the ones he has at TLC. Prathna is now very happy to work with families in conflict with the law, because it is much needed and not many other organisations support them. Prathna loves when families reunite and when he can distribute study materials to the children who have a parent in prison. He wants to support the children to study hard and relieve their stress so that they can have a good future. Prathna's father told him once, that self-belief and self-confidence are very important to succeed. Hence, he wants to help children to gain their self-confidence.

KUNDOEUN SO
Program Officer
Lower Secondary School
Development Program

Growing up in the city, Kundoeun has always been very aware of the unfairness she saw around her. At the age of fourteen, she promised herself she would help the many children she saw around her who could not advocate for their own rights. Kundoeun was particularly interested in law and so she obtained a degree in Law at Norton University in Phnom Penh to help her reach this goal.

Kundoeun wants to see opportunities increase for Cambodian children and she believes it is essential to involve children in society as active citizens. She began her career at the Children's Committee where she advocated for children's rights to education. She then joined TLC in 2013 as Local Governance Officer in the This Life Beyond Bars Program, advocating for children in conflict with the law.

Not long ago, Kundoeun moved to work with the Lower Secondary School Development Program (LSSDP), where she works on engaging and building the capacity of School Support Committees to increase education opportunities for children in rural public schools. Kundoeun brought a fresh perspective to the LSSDP, and she's an energetic and passionate team member. This year she will be working on engaging students more in school decision-making.

Every weekend Kundoeun goes back to her parents in Phnom Penh to attend university, pursuing a Masters in Development and Management. She is grateful for and inspired by her father, who along with the rest of her family, encourages her in her endeavours and allows her the freedom she needs to follow her dreams. She says, "my father may not have given me many expensive things, but he did give me the most important thing of all: education".





THIS LIFE BEYOND BARS



អង្គការ ជីវិតនៅកម្ពុជា
THIS LIFE
CAMBODIA

THIS LIFE BEYOND BARS

The goal of the TLBB Program is for children, families and communities affected by the legal justice system in Cambodia, to have their rights promoted and addressed. With a strong rights and advocacy approach our ultimate aims are to:

- Increase the skills, knowledge and family connection of children in prison to aid integration into their families upon release.
- Increase the resilience and connectedness of families with a parent in prison.
- Build the capacity of communities to address their own human rights issues through community development.

Focusing on two prisons and multiple Communes across three provinces, our work is carried out through three main project areas;

- Vocational Training
- Family Support
- Community Development

Now in its fourth year, the This Life Beyond Bars Program is continuing to achieve successful outcomes for children, families and communities who are affected by the justice system in Cambodia. This past year has once again been an extremely busy one, albeit providing a number of trials and tribulations, we have still accomplished considerable amounts and have gained strong momentum going forward.

*The only positive thing
[in prison] was that I was
able to come out [of the
cell] to see TLC staff and
do the TLBB training*

*Vocational Training
Student*

This year has witnessed a great strengthening of the program's supporting systems, structures and mechanisms, with the revision of each projects' monitoring and evaluation framework (in collaboration with the Community Research and Consultancy Team) and the drafting of a whole new streamlined, dual language (Khmer and English) case management system. This further provided opportunity to revise elements of our service delivery, resulting in the addition of new Family Support interventions including; basic need/emergency support packages for families identified at risk or in great need; and health allowances in cases where insurance is not an appropriate form of support for the family. In addition, to enhance the sustainability of the Vocational Training Project, and to increase and diversify learning opportunities for the students, the project has implemented a new strategy whereby goods, that can be repaired/renovated, are bought, and then sold, once they have been returned to working order. The program has already seen a marginal turnover of profit from this initiative and the students are exhilarated to be working on more contemporary equipment and machinery.

The beginning of the financial year brought widespread publicity for the Program by way of, South East Asia Globe. 2014 commenced with a windfall of one-off funding from AusAID's Direct Aid Program (DAP), the majority of which was directed towards replenishing and stockpiling resources for project activities, although a significant proportion was also concentrated on enhancing outcomes for our beneficiaries by way of direct asset provision. April, again in conjunction with the CRCP Team, yielded the production of an in-depth research project, "Boys Behind Bars", which documents the experiences of nine boys who participated in the TLBB Program and consequently released from prison. The study mirrored findings of research carried out by LICADHO, supporting the fact that

I have found training very helpful because I can use my new skills with the students and their family's, especially to reconnect the family when they don't have a good relationship - for me, this is very rewarding

Vocational Training Project Officer

Cambodia's justice system lacks the capacity and resources to respond in accordance with international standards that ensure the best interests of the child are protected. In July we commenced the process of establishing a Memorandum of Understanding between TLBB and each of the two prisons we work with, under the honour of Cambodia's General Department of Prisons and with a view to having these documents officiated in October this year. August saw the completion of the internal 3-year program evaluation, which reinforced our great achievements throughout the initial years of the program, and highlighted areas for growth and development in the future. Lastly, the year has been scattered with multiple learning opportunities by way of training sessions and workshops, all of which have gone a long way to growing and developing the skills and abilities of the TLBB team as a whole.





ACTIVITIES

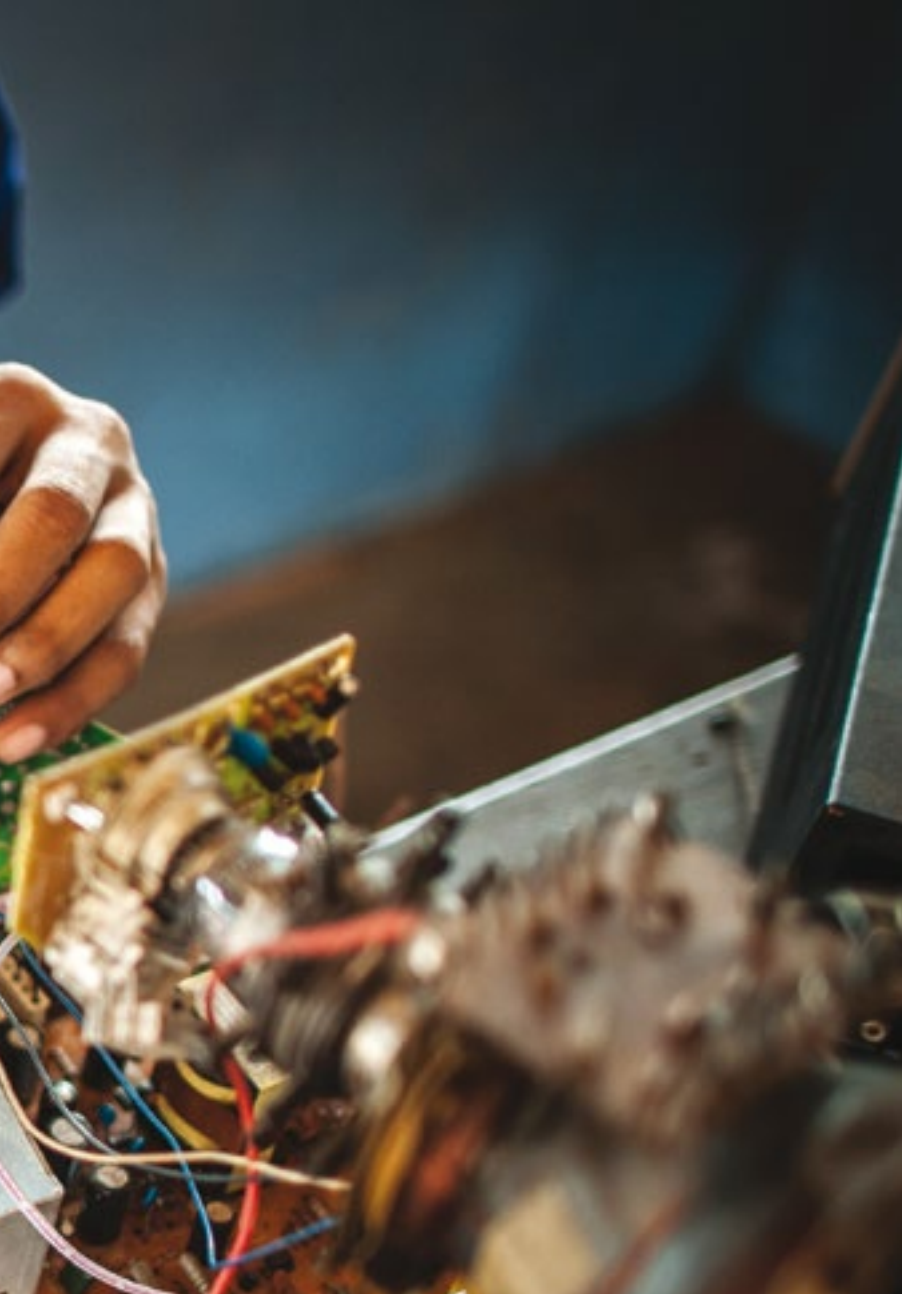
SIEM REAP & ODDAR MEANCHEY

With the third and final year of AusAID funding ceasing in April 2014, by the start of June the Program had already secured a new large-scale funder for the year ahead as well as the potential for consecutive years of support via the same donor. The cessation of the AusAID funding also heralded a change to the program structure, with the Community Development and Local Governance components being merged into a new TLC program focusing on Violence Against Woman.

Within the Vocational Training Project, August 2014 saw 8 newcomers, which, combined with the existing 14, brings the current figure to 22 students – 14 studying moto-mechanics and 8 electronic repair. A total of 11 young people

were released from prison during the September 2013 – August 2014 period, with the majority of those returning to live with their families and commencing employment in a variety of roles including as a government soldier, a security guard and a car cleaner. One particular student, who proved exceptional in their newly acquired electronic repair skills, gained employment in our very own Vocational Trainer's repair shop and is attesting themselves to be a highly reliable and valuable employee. For a further post release student, who had built a small shed from which to run a small motor repair business, we provided the initial items to stock their new workshop, for which they were extremely grateful to finally be able to provide a comprehensive service to their clients.

August 2014 signalled the intake and orientation of 3 new families to the Family Support Project, which joined an existing case-load of 6. This



brings the combined total of Educational Scholarships provided to 20, with the study materials, uniforms, bags, bikes etc. already stockpiled for the start of the new academic year in November.

Through the aforementioned DAP funding we were also able to exponentially enhance the ability of six families to generate a sustainable income, examples of which include; the provision of a bicycle for a mother and her children to be able to collect recyclables; the provision of a sewing machine for a mother to start up a new tailoring business; and a second-hand motorbike for an extremely poor and remote family who have the skills to catch fish, however could not access a market to sell them.

In the latter mentioned case, the father of this family had been released from prison and although his wife has sustained a small grocery shop (provided by our program) to

support herself and her two children throughout his incarceration, upon release, the father's opportunities to contribute to the family income were extremely limited without a mode of transport. He therefore migrated to a distant province in search of work to earn enough money to buy a motorbike, which was extremely unsettling for the family given he had only just returned home after 7.5 years in prison (for theft of a motorbike!). During our post-release follow-up, it became apparent that providing the family with a mode of transport would prove invaluable to their long-term sustainability and they described it as the happiest day of their lives when we were able to assist them in achieving their dream.

Finally, the newly implemented case management system signified the ability of the Project Officer to close out of cases they felt had achieved a state of sustainability and/or no longer required support. This motioned the first sweep of case closures across both the Vocational Training and Family Support Projects in the period between May - July, resulting in 19 and 5 closures respectively.

BANTEAY MEANCHEY

Entering into its concluding year of AusAID funding in May 2014, the Banteay Meanchey Project has a lot to celebrate in terms of achievements to date. Early on in the financial year however was fraught with challenges, as October 2013 brought vast swathes of flooding across Cambodia, with reports stating that over 1.5 million Cambodians had been affected - causing the deaths of approximately 104 people. Unfortunately, our projects were not left unscathed. The flooding devastated homes, schools, businesses and crops and ultimately destroyed the livelihoods of the poorest and most vulnerable people with whom we work.

The collapse of an arterial wall at Banteay Meanchey Prison also had devastating affects, resulting in the mass evacuation of 840 prisoners to the adjacent provincial prisons of Siem Reap

Previously I couldn't go to visit my husband [in prison]. If I went, I would go on my old bicycle with my two little children and we would go only on special occasions like Khmer New Year or Pchum Ben Day. With support from TLBB I can visit my husband every month"

Mother in the Family Support Project

and Battambang - where overcrowding was already an issue. It is understood that inmates, including the children with whom we work, remained inundated in their cells for a number of hours before being evacuated. It thus goes without saying that all vocational training resources and materials were irrevocably damaged or destroyed throughout. With TLBB's budgets having already been allocated for the year - there was no back up funding to assist with the rebuild of project activities, but the team rallied and a 'Flood Appeal' brought in just shy of \$4000 to get things back on track.

June 2014 witnessed the inauguration of 13 new students to the Vocational Training Project, turning the existing 2 into 15 current participants. The financial year saw 6 students released, with, once again, many seeking employment, largely along the Thailand/Cambodian border as cart-pullers or farmers. Coinciding with the Siem Reap Project, this year brought the closure of 15 post-release cases.

The one-off DAP funding also enabled us to purchase a variety of books, both fictional and educational, to stock a small prison library for the students to access. This served a dual purpose of being both pedagogic as well as a form of entertainment for the students within their cells. Similarly, the Family Support Project invested in a suite of easily accessible, Khmer language resources to loan to our beneficiaries, which will prove invaluable in providing our families with additional knowledge and insight into developing and running a small business.

Continuing with the Family Support Project, closing out of 7 cases this year has allowed us to

direct much needed resources to the remaining 7 families. It has further enabled us to strengthen our post-release support to parents, ensuring they also have the opportunities and ability to contribute to the family's income upon returning home. We continue to provide support for 17 children to access their education and a further accomplishment of this period was the building of a modest home for an elderly grandmother caring for her 4 young grandchildren. Previously living in an extremely dilapidated dwelling, this grandmother is now sound in the knowledge that, at the very least, her family has a roof over their heads.

As previously mentioned, the Local Governance component of the program has been absorbed into a new TLC program, however, within Banteay Meanchey Province, the Community Development Project is currently seeing out it's remaining year of funding. This funding year, its aim is to provide 3 workshops in each of the 4 Communes within which we work and, to date, we're on target to meet that objective. The project continues to prove far reaching in its endeavour to augment the knowledge and understanding of community members in accessing their human and legal rights, with frequent high rates of attendance amongst villagers. With this, their ability to hold Local Authorities accountable to their actions has also been significantly increased. In addition, as links, networks and partnerships have grown and evolved throughout the duration of the project, the Project Officer has been called upon to deal with individual cases and issues arising from within the communities themselves - offering much needed guidance and technical assistance to Local Authorities.



MAJOR ACHIEVEMENTS

- Widespread program publicity throughout the South East Asian region.
- Bouncing back from the October 2013 floods that decimated both our vocational training and family support project activities.
- Exponential increase in sustainable outcomes for families through small assistance projects and the bolstering of income generation activities.
- Continued maintenance of high-level Vocational Training with proven outcomes for post-release students.
- The revising and rejuvenation of our program structures, systems and frameworks.
- Production of the 3-Year Program Evaluation and Boys Behind Bars Research.
- A founding and developing relationship between the program and the General Department of Prisons.
- Obtaining a considerable one-off grant from the Australian Direct Aid Program.
- Securing ongoing funding for the Siem Reap arm of the Program.

THIS LIFE BEYOND BARS

FAST FACTS

NUMBER OF STUDENTS WHO HAVE PARTICIPATED IN VOCATIONAL TRAINING TO DATE

94

80%

RATE OF ATTENDANCE OF STUDENTS IN THE VOCATIONAL TRAINING PROJECT

57

STUDENTS WHO HAVE BEEN RELEASED FROM PRISON

76%

TOTAL NUMBER OF FAMILIES WITH A PARENT IN PRISON WHO HAVE BEEN ENGAGED IN THE FAMILY SUPPORT PROJECT

29

PERCENTAGE OF STUDENTS WHO HAVE SOURCED EMPLOYMENT OR STUDY UPON RELEASE FROM PRISON

54

CHILDREN WHO HAVE BEEN SUPPORTED THROUGH AN EDUCATIONAL SCHOLARSHIP

1143

NUMBER OF FAMILIES WITH A PARENT IN PRISON WHO HAVE BEEN SUPPORTED IN SUSTAINABLE INCOME GENERATION

25

COMMUNITY MEMBERS & LOCAL AUTHORITY PARTICIPANTS IN TRAININGS & WORKSHOPS THIS YEAR



CASE STUDY

Sokey* was charged with a misdemeanor crime of theft when he was 18 years old. He received a 3-year prison sentence, of which he's currently served 18 months. Being from a poor family, Sokey's father is an alcoholic and even before his incarceration they did not have a good relationship. When Sokey was sent to prison his father rejected him. He did not visit him in prison, neither did he 'want to talk about his child and never mentioned the one in prison'. His mother visited rarely because the family is very poor and she did not feel comfortable being in the prison on her own. Evidently, Sokey was extremely saddened by the situation and felt helpless and abandoned.

Upon induction into the TLBB Vocational Training Project, Sokey's family became eligible for monthly visitation support, which assisted them to manage the associated costs of traveling to and from their home to prison each month. It further provided facilitation of the visitation by the Vocational Training Project Officer (VTPO), accompanying the family members and advocating for them not to be charged fees or bribes throughout. With this, the VTPO tried talking to the father to encourage him to visit his son in prison, but as each month came and went, the father steadfastly maintained that the mother should go instead. He did not want to talk to his son.

Armed with newly acquired social work skills, the VTPO used his abilities to talk to Sokey about his relationship with his father and, in turn, repeated the same steps with his father about his son. Initially, the father said he would never accept his son, not even when he returned home because he had dishonoured the family. The VTPO however communicated with the father through the use of 'problem cards' to prioritise the issues and painting activities to give the father something else to focus on while they were talking - as the father did not feel comfortable talking freely. Eventually, after 5 one-on-one sessions, father and son have been reunited. The father visited the son in prison and it was an extremely emotional reunion for both, having not had a relationship for at least 2 years. The father has since visited the son numerous times and they feel very happy to be reunited, which will go along way to support Sokey's reintegration back to his family and community upon release.

*name has been changed to protect his identity



LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM



LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM

It has been another big year for the LSSDP: The 2013-2014 school year saw the program kick off in two new schools, both in Chi Kraeng District (Siem Reap) after the wrap up of the successful pilot phase towards the end of 2013. A flexible, community-led program, the LSSDP focuses on building the capacity of a School Support Committee (SSC) of parents, teachers, principals and influential community members to engage their wider community in education and lead school development.

The first year of the program is often the most challenging. In Khvav Commune (Hun Sen Preah Theat Lower Secondary School), long distances between villages and generally low human resources present huge challenges for community organising. In Chi Kraeng Commune (Chi Kraeng Songkhem Lower Secondary School), SSCs are established and working well at many of the local primary schools, but the community has been looking for support as they take on the additional challenges that come with mobilising around lower secondary education (Grades 7-9).

In this first year of the program, the LSSDP team has been hard at work mobilising SSCs as a team and establishing the strong relationships that are central to the longer-term success of the program. SSC members have completed the first

of three action-learning cycles to learn the skills they will need to continue promoting and improving education after the program phases out.

This Life Cambodia has been consistently impressed by the energy shown by SSC members in both schools, their dedication to school development, and their vision for stronger human resources in their communes in the future.

I can see a change especially in my relationship with the Commune Chief. We now have a close relationship and regularly share our ideas about school development with each other. This happened after the Communications training workshop that we both participated in.

*School Principal,
Chi Kraeng Songkhem
Lower Secondary*

ACTIVITIES

The two new LSSDP partner schools were identified via the comprehensive School Selection Process, which began in August 2013 by consulting Provincial and District Offices of Education for their recommendations. At community meetings, the team consulted Commune Councils, school Principals and key community representatives to identify schools with a high dropout rate, low enrolment rate, little or no support from other NGOs, and importantly, evidence of strong community motivation to raise the value of education in their commune.

The next step was the community consultation process, where the SSCs and LSSDP team conducted focus groups in each village of both communes, using participatory tools to understand each community's vision for education, challenges and current priorities for action.

With SSCs formed and ready to go, the LSSDP began the first of three annual action-learning cycles of training and other activities to put learning into practice. The 5 core training sessions delivered over the course of the year followed the process of developing and implementing a School Development Plan: the School Development Plan Workshop, Communications, Fundraising, Monitoring and Evaluation, and Community Consultations. These were supplemented with training sessions in Human Rights, Team Building, and training for teachers.

Capacity building is more than just training, so the LSSDP includes several learning events to help SSCs reinforce their skills. The School exchange visit brought SSC members from both schools to visit the first LSSDP school in Krabei Riel to hear first hand from SSC members there about their challenges, successes and experience with the program. Later in the year, Education Awareness campaigns saw parents visit school to celebrate and show their commitment to their child's education, some of them for the very first time.





បង្កើនសេវាសង្គម
សេវាសង្គមសម័យ ៤២
បង្កើនសេវាសង្គមសម័យ ៤២
សេវាសង្គមសម័យសាមគ្គី



- * បញ្ហាប្រឈម
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The SSC annual meeting at the end of the year was a chance to sit back and reflect on all the hard work done during the past year. One of the main challenges raised by SSC members was time: they all have other important responsibilities as community leaders, parents and grandparents and as participants in other NGO projects. Despite this, the LSSDP program also provides technical and financial support to the School Development Plan projects that SSCs undertake each year. Some highlights from this year include:

PREAH THEAT LOWER SECONDARY

- Construction of a new toilet block, built with contributions from the community and a major donation from a student group at the University of Queensland. The school has never had a toilet block and this was consistently raised as a priority issue by teachers, students, parents and SSC members. The new infrastructure will have a major impact for teachers and students, particularly women and girls.

CHI KRAENG SONGKHEM LOWER SECONDARY

- Construction of two temporary classrooms to provide extra study space for students. With enrolment increasing each year and concerns that cramped classrooms contribute to student drop out, the SSC collected contributions from their community to build two thatched classrooms. TLC is now seeking partners for the SSC's proposal to build an additional building with 5 permanent classrooms.

- A more child friendly school environment with new trees, a volleyball area, partial land-filling to prevent flooding, a small garbage incinerator and a school fence to keep animals away. In an amazing fundraising effort within their community, the SSC raised \$5,995 to improve the school grounds for students. They will continue their work next year to make the school a safer, cleaner, and more child friendly place.
- During a school assembly at the end of the school year the SSC presented certificates of appreciation to all those who had donated to school development projects, particularly to the school fence. Awards and certificates of achievement were also presented to students.

TLC is looking forward to supporting both of these school communities for two more program years to develop creative and community-led solutions to the challenges of education in their communes.

I feel motivated to be an SSC member because I really want to see children have a better education here in my community. Then in the future we won't need to depend on human resources from outside our community.

SSC Member, Preah Theat Lower Secondary

MAJOR ACHIEVEMENTS

PROGRAM ACHIEVEMENTS

- Two new program schools were selected to partner with the LSSDP until August 2016.
- 30 School Support Committee (SSC) members were mobilised in two schools, Preah Theat (PT) and Chi Kraeng (CK) Lower Secondary Schools.
- Strong relationships with both SSCs have been built, which are central to success and sustainability of outcomes.
- Training was conducted in 5 core topics for School Support Committees (School Development Plan Workshop, Communication, Fundraising, Monitoring & Evaluation, and Community consultation training). Attendance averaged 70% at each training session.
- Both SSCs were supported to write their own construction proposals (for additional classrooms in Chi Kraeng and toilet block construction in Preah Theat).
- Teaching and learning materials were provided, including library materials, first aid kit and sports equipment.
- 20 SSC members from PT and CK Schools attended the School Exchange Visit to Krabei Riel Lower Secondary School on 26 November 2013, to learn first hand from an SSC that has completed the LSSDP program.
- About 200 students and 70 adults (SSC members, parents, teachers and local authorities) participated in the education awareness campaign in Chi Kraeng School.
- About 250 students and 100 adults (SSC members, parents, teachers, monks and local authorities) participated in the education awareness campaign in Preah Theat School.

SCHOOL COMMUNITY ACHIEVEMENTS

- SSCs in both schools have come together as a team and strengthened relationships between key people in the community who can help support school development now and in the future.
- SSCs have taken the lead on successful school events, including education awareness campaigns and a school assembly in Chi Kraeng.
- Both SSCs have raised funds from within their communities through creative fundraising strategies.





CASE STUDY

MRS. KY SORN – CHI KRAENG COMMUNE

Ky Sorn is 62 years old and is the village chief of Chi Kraeng village. She is leading big changes in her community: her goals are to create changes that are beneficial for the young generation and for families in her village to not struggle so much. Her passion for education and development makes her an excellent School Support Committee (SSC) member. She loves educating young people, and her wish is that young people will exceed their community's expectations and gain a good education for their futures.

Mrs. Sorn is an excellent community organiser and she is involved in almost every community initiative in the commune. She is also a member of the local primary school, but is committed to seeing better education for students beyond grade 6. She also works very hard to support individual families as much as she can; by giving them food, teaching them about the value of education, and encouraging students to attend school. She believes creating positive change in her community requires good communication and that educating people will provide peace and prosperity.

Mrs. Sorn loves to learn new ways to help her community and says she is very happy that she now knows the steps to write a proposal, and how to consult with people to provide advice. She has a strong vision for more infrastructure within the school; a school gate, flag pole, a well, cement benches, first aid, and play equipment.

The SSC has begun acting on this shared vision, and Mrs. Sorn can already see the benefits: "Before, many of the students dropped out of school because they were bored. Now the students don't want to be absent from their class and parents are encouraging their students to attend school."

She also sees parents in her community starting to value education more. "When we started working as an SSC [at the Lower Secondary School in 2013], the children's parents did not value education. Now, with the parents encouragement, more children go to school and love getting their education." She says students are always welcome to study at her house as well because she loves sharing her knowledge and never gets bored educating people. Mrs. Sorn says when families are rich and students are working hard, her job will be done.

LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM FAST FACTS

PREAH THEAT LOWER SECONDARY SCHOOL

STUDENT ENROLMENT
[2013-14 SCHOOL YEAR]

250

**FUNDS RAISED BY THE SCHOOL
SUPPORT COMMITTEE** FROM
WITHIN THEIR COMMUNITY

\$400

**PREAH THEAT LOWER SECONDARY -
SCHOOL SUPPORT COMMITTEE
MEMBERSHIP (SSC)**



Preah Theat Lower Secondary School - 14 Members (2 women)

Commune Chief, School Principal, Vice Principal, 3 Teachers
(1 woman), 7 Village Chiefs, Vice Village Chief (woman)

141

**COMMUNITY MEMBERS
CONSULTED** ABOUT THEIR
EDUCATION CHALLENGES
AND PRIORITIES

CHI KRAENG SONGKHEM LOWER SECONDARY SCHOOL

STUDENT ENROLMENT
[2013-14 SCHOOL YEAR]

226

**FUNDS RAISED BY THE SCHOOL
SUPPORT COMMITTEE** FROM
WITHIN THEIR COMMUNITY

\$5,995

**CHI KRAENG SONGKHEM LOWER
SECONDARY SCHOOL - SCHOOL SUPPORT
COMMITTEE MEMBERSHIP (SSC)**



Chi Kraeng Songkhem - 16 Members (4 women)

Commune Chief (woman), Head Monk, 2 Pagoda Committee members,
School Principal, Vice Principal, 8 Village Chiefs (2 women),
2 Parent Representatives (1 woman)

89

**COMMUNITY MEMBERS
CONSULTED** ABOUT THEIR
EDUCATION CHALLENGES
AND PRIORITIES



CASE STUDY

MR. SOY SOK – KHVAV COMMUNE

Mr. Soy Sok is a farmer and the Village Chief of Preah Theat Village in Khvav Commune. He is 64 years old and volunteers as an SSC member. He has been concerned for some time about the lack of human resources in his community, and the difficulty this poses for community organising in the long term. He has been actively looking for support for this, and so when TLC approached him in 2013 he promised himself that he would “hold their hands to keep them in the community to support the younger generation”. He says there are a lot of illiterate people in his community, but that through collaboration with TLC he has already seen the understanding of the value of education grow.

There are many challenges facing Mr. Sok and his fellow SSC members in Khvav: poor living conditions, their houses being a long way from the school, and parents preventing children from attending school, to name a few. But Mr. Sok believes that a united force of SSC members, teachers and the commune chief can tackle these issues, particularly by visiting the families of individual students to explain the value of education, discuss the challenges, and provide support and advice.

Village Chief is a busy job. Mr. Sok also farms his land by himself, now that his children have started families of their own. In order to join meetings and training sessions or to talk with families in his community, Mr. Sok often has to drive his motorbike very long distances. “There are some of the challenges I face, but I have to face them because I want my community to be better developed for the younger generation.” He strives to help his fellow SSC members understand the importance of the school in their community, and to appreciate that everyone is affected by the same challenges with the school and in their commune: teachers and students also have to travel a long way, struggle with livelihoods, and don’t have any accommodation options in the area.

Mr. Sok considers the new toilet block to be a huge success, and is proud of his community and of his own participation in developing the proposal. He hopes for more achievements over the next few years; there are plans for developments of a teacher’s home, ground levelling, and a school fence.

Mr. Sok is driven by the belief that children who are educated today will help their community in the future. “I pity the younger people. I don’t want them to become like us. I want to see that our school will be well managed into the future.” He hopes that the future in Khvav will see a beautiful lower secondary school, intellectual students and skilled people working for their own community.



STUDENT ASSISTANCE PROGRAM



STUDENT ASSISTANCE PROGRAM

Less than 40% of children in Cambodia complete lower secondary school; even less (23%) make it all the way through public education to complete grade 12¹. TLC believes that every child has the right to free, high-quality education. Without an education or training, a child is immediately disadvantaged and far less likely to be able to improve their quality of life in the future.

The goal of the Student Assistance Program is to increase educational opportunities for disadvantaged students so that they can develop skills and knowledge to make positive changes in their lives and break free from poverty. Each of the three projects provides strategic support to help students access their right to a full public education.

The aims of the Student Assistance Program are to:

- Provide scholarship support to disadvantaged students to increase their access to education.
- Provide bicycles for disadvantaged students living far from school, to increase their attendance at school.
- Provide 2-year internships, including a university scholarship and on-the-job training at TLC, for disadvantaged high-school graduates.

ACTIVITIES

Overwhelmingly, poverty in Cambodia forces children to forgo lower and upper secondary schooling to support their families: TLC's scholarship students are students who had either dropped out already or would not have been able to continue to the next grade due to the associated costs. We work closely with schools, villages and commune leaders to select students who are most in need of support. Strict criteria, guidelines, and monitoring ensure that scholarships are being effectively used and that students are supported well throughout their schooling. TLC has a policy that a minimum of 50 per cent of our scholars must be female to bridge the gender gap in access to education.

It has been an exciting and challenging year for students and for the Student Assistance Program team. This year, TLC supported 31 scholarship students. 20 of these students are living in Krabei Riel commune, one is living in Kandek Commune, and 10 are living in DomDek commune.

Over the school year, the TLC team meets regularly with parents, teachers, and students to follow up on their progress and guide them through their challenges, helping them to stay committed to their education and cope with pressures they face to leave school.

We are very proud to announce that 22 of our scholarship students have completed grade 12. Unfortunately, along with the majority of grade 12 students in Cambodia, 14 scholarship students did not pass their final national exams. This was partly a result of government changes to exam procedures and to the scores required to

¹ Ministry of Education, Youth and Sport, Education Statistics and Indicators, 2013-14.



pass the exam. The impact was felt across the country, with the overall pass rate of less than 26%. The changes aim to make the education system in Cambodia more effective in the future, but presented a huge challenge to Cambodia's students this year. Some of the scholarship students who completed grade 12 have now found employment, and others are preparing to re-sit their exams or repeat grade 12 with ongoing support from TLC.

PEDALLING OUT OF POVERTY

For some children the difference between getting an education or not may be as simple as a second-hand bicycle. Transport is a major factor influencing the high dropout rate at lower secondary school level across Cambodia. Without access to basic transport, many students in rural Cambodia are simply not able to get to school.

When TLC's Lower Secondary School Development Program began working in Khvav commune this year, community leaders identified transport for students as a priority

issue. Some students in Khvav need to travel up to 10km each way to the secondary school. The Pedalling out of Poverty Project responded to this need by providing second-hand bicycles and locks to 50 students. Student selection was done in collaboration with the School Support Committee, teachers and local authorities. All selected students are students who would otherwise be unable to continue their study to secondary school because their home is far from school and because their families cannot afford to buy bicycles for their child. These bicycles will have a real impact on attendance and access to education for these students.

INTERN PROJECT

Together, TLC staff members have a strong and diverse knowledge base. One of the ways that this experience can be shared is through accepting interns in our office. A TLC Internship is a two-year opportunity for two recent high school graduates from underprivileged backgrounds, to receive higher education through on the job

training and university education. Interns receive training in language skills, computer skills and community development while participating in TLC work.

In the past year TLC's two interns completed their second year of studies at university and were very excited to start the new semester as third year students. They have also completed three levels of English class and computer courses such in MS Word, Excel, Power Point, and internet skills.

TLC provides interns with the opportunity to work at TLC in an area that fits with their major at university, and helps them develop practical skills. Interns have been involved in a variety of projects at TLC and they focus mostly on supporting TLC scholarship students.

Savat is studying General Management and hopes to continue his career in the community development sector. He says: "I am very happy to have the opportunity to work as an intern with TLC, and to work to support other poor students. This is my dream to continue my education and finish university. Without this opportunity I would not be able to get a good job and continue my education".

Chenda is studying Economics of Rural Development. She says: "I am very happy to have a university scholarship from TLC to me to continue my education. My family is very poor and I never expected that I would be able to continue to university before finding a job to earn money to support my family and myself. I commit to study hard and to improving my English skills."

Chenda and Savat have become a valuable part of the TLC team and will be greatly missed when their internships finish in December and they move on to other opportunities.

*This is my dream to
continue my education
and finish university.
Without this opportunity
I would not be able to get
a good job and continue
my education.*

TLC Intern





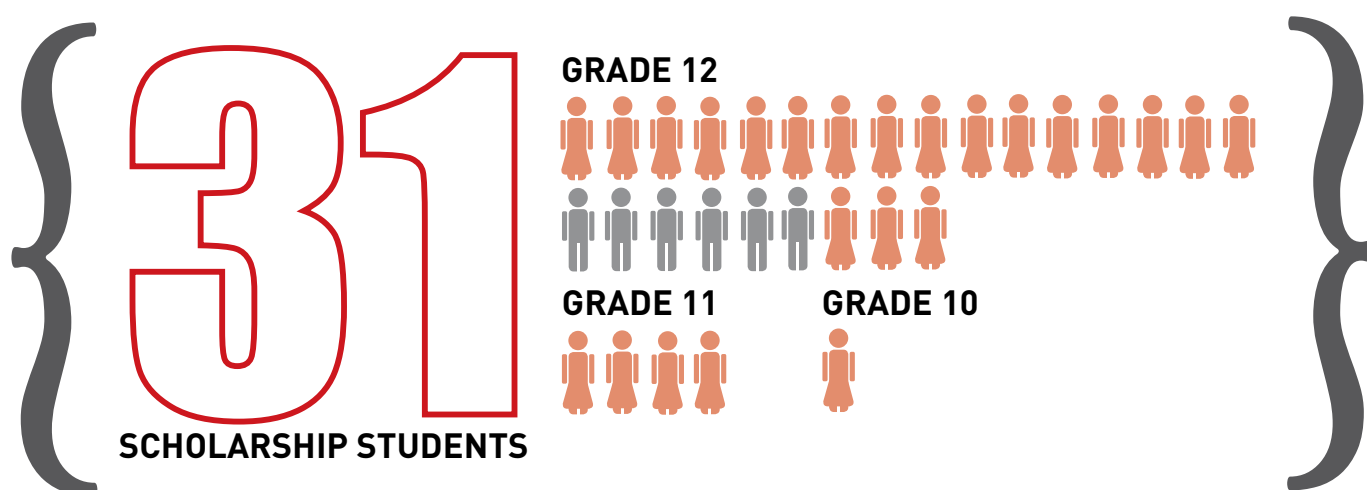
MAJOR ACHIEVEMENTS

- 49 of POP's 50 students have strong attendance and 48 have been promoted to a higher grade
- 31 Scholars in Lower Secondary School and Upper Secondary School were sponsored through the Scholarship Project
- 3 scholarship recipients in Krabei Riel have been promoted to grade 12
- 22 students in Krabei Riel and Dom Dek commune have completed the school year
- 4 scholarship students received scholarship from universities to pursue undergraduate degrees
- Two students found employment with SAP partner employers after they graduated grade 12
- 4 scholarship students will sit the national exam to become secondary school teachers in November
- Two interns completed computer skills training (MS Word, Excel, Power Point and Internet skills) and completed three courses of English classes
- Two interns are approaching the end of their internship and will continue their third year of university independently next year. They are both seeking new employment opportunities.

STUDENT ASSISTANCE PROGRAM FAST FACTS



ONE INTERN **SECURED ONGOING EMPLOYMENT** AFTER THEIR PLACEMENT AT TLC



PEDALLING OUT OF POVERTY STUDENTS WERE **PROMOTED TO A HIGHER GRADE**

48

SCHOLARSHIP STUDENTS **OBTAINED ALTERNATIVE SCHOLARSHIPS** TO ATTEND UNIVERSITY



4

84%

OF SCHOLARSHIP STUDENTS WOULD BE **UNABLE TO GO TO SCHOOL WITHOUT THE SUPPORT THE SAP SCHOLARSHIP PROVIDES** - THE OTHERS WOULD TRY, WITH DIFFICULTY

PEDALLING OUT OF POVERTY STUDENTS REPORTED **INCREASED SCHOOL ATTENDANCE** AFTER RECEIVING THEIR BICYCLE

100%



CASE STUDY

Sreytouch first applied for a scholarship from TLC when she was in grade 7. She has had a very challenging life but continues to make education her priority, and is now studying in grade 12.

After her father passed away, Sreytouch lived with her mother and stepfather. Her mother could not afford the uniforms, fees and study materials for Sreytouch's education, so Sreytouch applied for a scholarship from TLC to attend grade 7. One year later, Sreytouch's mother sadly passed away. When her step father abandoned her and moved to live in another district, she went to live with her aunt. Sreytouch's aunt tried her best to support her education, but the family was poor and this caused tension between them. Sreytouch found it impossible to focus on her studies.

After a year, Sreytouch decided to move to live with her sister's family in another village, in hopes that this would be a better environment for her. Unfortunately, her sister's house was far from her school and so after a few months she moved to live with her friend from school. After a few months, because she didn't want to put financial stress on her friend's family, she moved back to her aunt's house. She eventually settled at her sister's house and began making a committed effort to getting up early to have enough time to get to school on time.

Sreytouch was very concerned about the financial pressure she was putting on her sister's family, and they struggled to have enough food to eat. Sreytouch decided to drop out to find a job.

When Sreytouch told the TLC team that she had decided to drop out, she said "I don't want to quit school, but I cannot watch my sister's family living in such a hard situation because of me". The team met regularly with Sreytouch and her sister to help them through this difficult situation. Seeing that the family valued education highly, TLC was able to provide 25kg of rice over 8 months to ease the financial pressure they faced and allow Sreytouch to continue with her scholarship.

The Student Assistance Program team are proud to have been able to provide this essential support for Sreytouch, acting as mentors and helping her make some tough decisions. Sreytouch is now enjoying being back at school and is very thankful for the support. She is looking forward to the new school year and to finishing grade 12 in the very near future.



COMMUNITY RESEARCH & CONSULTANCY PROGRAM

ក្រសួងមហាផ្ទៃ
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COMMUNITY RESEARCH & CONSULTANCY PROGRAM

The Community Research and Consultancy Program (CRCP) is an essential part of TLC's approach to community-led development. The team's work ensures that TLC programs are evidence-based and meeting the priority needs of the communities we work with. The CRCP team conduct monitoring and evaluation of all TLC programs, undertake research relevant to our programs, and provide consultancy services to other organisations and academic researchers.

Over the last fiscal year (2013-2014), the CRCP team has been working collaboratively with members of each program team to be sure the process of monitoring and evaluation is relevant and guided by the aims and objectives of each program, and that the program outcomes are responding to community needs. In addition, the CRCP aims to translate community voices into new knowledge that can then be used to advocate for positive change. This year, in addition to providing consultancy services to international academics, the program team produced three diverse pieces of research related to TLC programs, including research on community views of violence against women, the experiences of boys in conflict with the law, and corporate philanthropic support to education NGOs in Cambodia.

ACTIVITIES

There have been a number of big achievements for the CRCP over the last fiscal year (2013-2014), including monitoring and evaluation of TLC programs, research and consultancy work.

MONITORING & EVALUATION

The CRCP team monitors and evaluates TLC programs in order to:

- Ensure TLC is being transparent and accountable to donor organizations and individuals, and to the communities we work with
- Determine whether programs have achieved their intended goals and objectives
- Assess the effectiveness of TLC programs in local communities
- Determine the cost effectiveness of TLC's programs
- Identify opportunities for improvement in the work TLC do
- To identify unexpected and unintended outcomes of TLC programs
- To explain why a program or initiative may have failed
- To build an evidence base for future programs and initiatives



This year the CRCP team completed comprehensive annual program evaluations for three TLC programs. They also provided support to program teams to reinforce monitoring practices and data collection.

For the Student Assistance Program, the team conducted surveys and interviews with scholarship students, students who received bicycles through the Pedalling out of Poverty project, interns in the Internship Project, parents of beneficiary students and program staff. The internship project has been particularly successful. Interns received glowing feedback from TLC staff and as they approach the end of their internship in the TLC office, interns feel they have better knowledge and experience to reach their future goals.

To ensure the Lower Secondary School Development program (LSSDP) was on track to meet its objectives after the first year, the CRCP conducted focus groups with School Support Committees, teachers and students. Individual interviews were also conducted with students, parents, commune chiefs, school principals, and program staff. The data shows that School Support Committees in both LSSDP schools have a better understanding of their roles in school development and are taking positive action towards school development.

For the This Life Beyond Bars Program, the CRCP completed a comprehensive three-year

evaluation report. Interviews were conducted with current students, post-release students, program officers, families, and trainers. The evaluation has shown great success across TLBB projects, including vocational training, family support, and community development. Particularly positive outcomes include the strong family connections maintained by support for visitation, the small businesses begun by post release students, and the continued 0% recidivism rate among post-release students.

RESEARCH

The CRCP team completed three research projects this year using in-depth qualitative methodologies. Research on community views on violence against women in Chi Kraeng Commune was conducted with financial support from Investing Children and their Society (ICS) as a scoping study for a new commune-level program. The research highlighted that violence against women is indeed one of the highest priority issues in the community. Results were then presented back to the community in a series of participatory planning workshops at the commune level, through the new Community Responses to Violence Against Women Program (CRVAW).

In partnership with the This Life Beyond Bars (TLBB) program team, the CRCP team has also produced a set of case studies on the experience



of boys after their release from prison and graduation from the TLBB program. In-depth interviews were conducted with 9 post-release students, discussing their childhood, experiences in police custody, life in prison and their plans for their futures. The research captured key evidence that will inform future TLBB programming.

In partnership with NGO Education Partnership (NEP) and with funding from the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the CRCP team also undertook a study on corporate philanthropy directed to education NGOs in Cambodia. Both English and Khmer reports have been produced, titled Harnessing CSR towards Education for All: A Cambodia case study. The research provides a snapshot of the motivations and attitudes towards donations and other support from the corporate sector to education NGOs in Cambodia and discusses the implications in the context of the right to education.

CONSULTANCY

During this fiscal year, the CRCP team provided consultancy services to several international academics conducting research on education and social issues in Cambodia. As consultants, the CRCP team guides researchers in obtaining appropriate permissions and recruiting participants, ensures survey and interview tools are culturally and contextually appropriate to Cambodia, and provides data collection, transcription and translation services.

For a project by researchers at the University of Hong Kong examining education policy by surveying students and interviewing teachers in 6 schools in Siem Reap, the CRCP team provided data collection, data entry and transcription and translation services. This project will continue into next year.

The CRCP team have also assisted two PhD candidates in conducting their research this year. Data was collected and transcribed for a thesis on issues around education capitalism. For another PhD thesis on children and forced migration, the CRCP team have completed the first phase, which consists of gaining the official approval to conduct the research, as well as translating and contextualising consent forms and data collection tools.



MAJOR ACHIEVEMENTS

- Data has been collected, entered and transcribed for a project by Hong Kong University researchers on education policies in Cambodia.
- Consultancy services were provided to two PhD researchers from international universities.
- Technical support was provided to all TLC program teams to refine monitoring tools.
- Local research was published on community views on violence against women in Chi Kraeng commune, and presented back to the community as the first step in the participatory planning process for a new TLC program.
- The LSSDP Annual Evaluation is complete, showing strong engagement and motivation among School Support Committee members.
- Support was provided to the LSSDP team for the annual community consultation process.
- The SAP Annual Evaluation is complete, showing great outcomes for students.
- An in depth qualitative study, Boys Behind Bars, will inform TLBB programming decisions.
- The three-year TLBB Evaluation report is complete, showing strong outcomes across TLBB's family support, vocational training and community development projects.

RESEARCH PRODUCED

- Community Views on Violence Against Women in Chi Kraeng Commune
- Boys Behind Bars
- Harnessing CSR Towards Education for All: A Cambodia Case Study



COMMUNITY RESEARCH & CONSULTANCY PROGRAM

FAST FACTS

47 COMMUNITY MEMBERS IN CHI KRAENG COMMUNE **CONSULTED ON THEIR VIEWS ON VIOLENCE AGAINST WOMEN** IN THEIR COMMUNITY

3 **COMPREHENSIVE EVALUATIONS CONDUCTED** ON TLC PROGRAMS (LSSDP, TLBB & SAP)

RESEARCH **PROJECTS CONDUCTED** ON ISSUES RELATED TO TLC PROGRAMS

3

CONSULTANCY SERVICES PROVIDED ON ACADEMIC RESEARCH PROJECTS

3

BOYS INTERVIEWED ABOUT THEIR **LIVES BEFORE, BEHIND AND BEYOND BARS**, TO INFORM TLBB PROGRAMMING

9

CRCP PUBLISHED REPORTS ARE AVAILABLE FOR DOWNLOAD AT
WWW.THISLIFECAMBODIA.ORG/LEARN

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

១. ក្នុងករណីនេះ គេបាន
ដាក់ចេញនូវកិច្ចសន្យាដែលបាន
រៀបចំឡើងហើយ គេបាន
រៀបចំឡើង

កិច្ចសន្យា
១. ក្នុងករណីនេះ គេបាន
ដាក់ចេញនូវកិច្ចសន្យាដែលបាន
រៀបចំឡើងហើយ គេបាន
រៀបចំឡើង





COMMUNITY RESPONSES TO VIOLENCE AGAINST WOMEN



COMMUNITY RESPONSES TO VIOLENCE AGAINST WOMEN

This Life Cambodia believes that Cambodians are experts in their own development and we are committed to delivering participatory programming that responds to needs identified from within communities. This year we launched a new program, responding to a high priority issue in many rural Cambodian communities: violence against women.

Violence against women and issues of domestic violence were repeatedly highlighted in Chi Kraeng Commune through community consultations and needs assessments conducted for the This Life Beyond Bars and Lower Secondary School Development Program. Through focus groups on community priorities, residents in Chi Kraeng voiced clear concern about the occurrence of violence and its impacts on women, students, families and their wider community. Local Authority members in particular felt they lacked the skills to adequately deal with instances of violence and to prevent it.

Meanwhile, a comprehensive UN Partners for Prevention study was released with alarming results for Cambodia and 3 other countries in the region. The study found that 33% of ever-partnered men in Cambodia had perpetrated physical and/or sexual violence against a woman.

ACTIVITIES

There is widespread recognition on a national level that violence against women is a critical issue in Cambodia. TLC is now designing and planning for a community-led model that focuses efforts on the individual commune level. The program builds on the successful community-led approach of other TLC programs:

- A participatory program, with key leaders in the community engaged in setting priorities, planning action, implementing activities and reflecting on their successes and challenges.
- A capacity building approach where key committee and local government members gain the skills and knowledge that they have identified as necessary to better enact their role in preventing and responding to violence

The first step is comprehensive groundwork: In February, TLC released an in-depth qualitative study exploring community views on violence against women specifically in Chi Kraeng Commune. The study included a systems mapping exercise to determine what mechanisms and committees are working in the commune and what weaknesses or gaps exist.

The study uncovered a number of local issues and potential entry points for program interventions across 5 sectors – including school, local authority, community, health and family –



for TLC to support the community of Chi Kraeng commune to address this complex issue through both primary prevention and response.

A participatory planning workshop was held in August to present these research findings back to the research participants and to begin a discussion about priority actions. High priority needs identified by workshop participants include:

- developing better support services for survivors
- public workshops for both men and women on human rights, women's rights and domestic violence prevention laws
- training in reconciliation, resolution and mediation, for village chiefs and members of the Commune Committee for Women and Children
- training, particularly for village chiefs in the relevant laws on domestic violence in Cambodia, to build their confidence in responding to these issues
- training in how to collect information, monitor, refer and follow-up on cases of domestic violence in the commune

With a dual focus also on primary prevention, the team will also be supporting community-wide campaigns and activities in the lower secondary school, to foster balanced views on gender and to encourage important public conversations about the impacts of violence.

International approaches to ending violence against women highlight the need for interventions that are tailored to individual

community contexts and that work across sectors. TLC will be undertaking this program in partnership with Investing in Children and their Societies (ICS), whose program will promote safe and peaceful environments within individual families, and Transcultural Psychosocial Organisation (TPO), who will contribute their expertise in mental health support and services.

The TLC team has also been working to build our networks in this new programming area and to ensure that activities align well with national strategies and priorities including the National Action Plan to Prevent Violence Against Women (NAPVAW 2013-2017) and the work being done by other organisations such as CCJAP to strengthen justice system mechanisms on the sub-national level.

We look forward to sharing the achievements of this challenging but exciting new program in next year's annual report.

Generally people are shy and afraid to talk about [domestic violence]. In Cambodia the traditional culture means that women should not talk about these kinds of things to other people. Women should have pride.
Health Centre Worker



MAJOR ACHIEVEMENTS

- The Community Views on Violence Against Women in Chi Kraeng Commune study was published in February 2014. The study situates local, commune-level findings within the national and international context, and makes initial recommendations for programming.
- Based on the research findings TLC has begun developing a commune-level program model that builds on the successful participatory, community-led approach of TLC's other programs. The program officially began in July 2014.
- A series of Participatory Planning Workshops were held in August 2014 to present research findings back to the community and to list priorities for action together. These priorities will guide program planning and design.
- This Life Cambodia has formed a partnership with Investing with Children and their Societies (ICS) and Transcultural Psychosocial Organisation (TPO) to take coordinated action on violence against women and its impact in Chi Kraeng Commune across 5 sectors.

Many NGOs and organizations come here and run workshops and training but most participants are women - I think men should be involved too. Right now, women know more about human rights than men because women are the ones who attend the workshops.

*Chi Kraeng
Commune Chief*

COMMUNITY RESPONSES TO VIOLENCE AGAINST WOMEN

FAST FACTS

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COMMUNITY MEMBERS PARTICIPATED IN FOCUS GROUPS OR INDIVIDUAL INTERVIEWS TO SHARE THEIR VIEWS ON VIOLENCE AGAINST WOMEN IN CHI KRAENG COMMUNE

THE NEW CRVAW PROGRAM TEAM, COMING TOGETHER IN NOVEMBER 2014



PROGRAM COORDINATOR (FEMALE)
AVID TECHNICAL VOLUNTEER (FEMALE)
LOCAL AUTHORITY PROJECT OFFICER (MALE)
SCHOOL PROJECT OFFICER (FEMALE)
COMMUNITY PROJECT OFFICER (MALE)

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MEMBERS OF **KEY STAKEHOLDER GROUPS** IN CHI KRAENG COMMUNE **CONTRIBUTED THEIR IDEAS** TO THE FIRST PARTICIPATORY PLANNING WORKSHOP IN AUGUST

KEY STAKEHOLDER GROUPS ENGAGED IN THE FIRST PARTICIPATORY PLANNING WORKSHOP TO IDENTIFY IDEAS FOR ACTION



VILLAGE CHIEFS



COMMUNE COMMITTEE FOR WOMEN & CHILDREN



COMMUNE CHIEF



VOLUNTEER HEALTH SUPPORT GROUPS



COMMUNE POLICE

FINANCIAL STATEMENTS

ORGANISATION INFO

MAIN DONORS

AusAID
Direct Aid Program
The Department Of Foreign Affairs and Trade
World Childhood Foundation
Stichting ICS
To Holding AS
Project Happy Feet
Harnessing Opportunities through
Play and Education

REGISTRATION DATE

20 August 2009

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New South Wales, Australia, 2040

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AUSTRALIAN BOARD OF DIRECTORS

Claire Coxon I Chair
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CAMBODIAN MANAGEMENT TEAM

Billy Gorter I Executive Director
Sen Se I Deputy Director

PRINCIPAL BANKER

ANZ Royal Bank

SOLICITORS

None

AUDITORS

APV (Cambodia) Co., Ltd
Certified Public Accountants

Notes to Financial Statements

To increase the financial transparency, TLC has changed the policy on when grant income is recognised. In the previous period grant income was recognised on receipt and reported as such. From this period onwards the grant income will be reported when the activity is delivered in accordance with the revenue recognition principle.

To facilitate year on year comparison, in this report, financial statement for the period of July 2012 – August 2013 is restated in accordance with the new policy and as such differs from the statement published in the previous annual report.

STATEMENT OF ACTIVITIES FOR THE PERIOD SEPTEMBER 2013 TO AUGUST 2014	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
A. SUPPORT AND REVENUES		
Grant Income	84,631	146,205
General Donations	123,922	148,955
Other Incomes	34,424	10,101
Total Receipts	242,977	305,261
B. EXPENSES		
Central Office Costs	9,305	21,180
This Life Beyond Bars Program	156,687	161,568
Student Assistance Program	25,083	29,499
Lower Secondary School Development Program	42,676	70,477
Community Research and Consultancy Program	27,563	33,132
Community Response to Violence Against Women	3,417	-
Total Expenses	264,731	315,856
C. CHANGE IN NET ASSETS (A-B)	(21,754)	(10,595)
D. NET ASSETS, BEGINNING OF YEAR	79,750	90,335
E. PRIOR PERIOD ADJUSTMENT	(250)	10
F. NET ASSETS, END OF YEAR (C + D + E)	57,746	79,750

STATEMENT OF FINANCIAL POSITION AS OF 31 AUGUST 2014	31 AUGUST 2014 USD	31 AUGUST 2013 USD
CURRENT ASSETS		
Cash and Cash Equivalents	134,743	128,225
Other Receivables	2,585	3,380
Total Current Assets	137,328	131,605
NON-CURRENT ASSETS		
Property, Plant and Equipment	3,725	5,556
Total Non-Current Assets	3,725	5,556
TOTAL ASSETS	141,053	137,161
CURRENT LIABILITIES		
Tax Payable	304	313
Deferred Grant	73,686	47,844
Total Current Liabilities	73,990	48,157
NON-CURRENT LIABILITIES		
Staff Saving Scheme	9,317	9,254
Total Non-Current Liabilities	9,317	9,254
TOTAL LIABILITIES	83,307	57,411
NET ASSETS		
Net Assets	57,746	79,750
Total Net Assets	57,746	79,750
TOTAL LIABILITIES AND NET ASSETS	141,053	137,161

STATEMENT OF CASH FLOWS FOR THE PERIOD FROM 1 JULY 2013 TO 31 AUGUST 2014	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
CASH FLOW FROM OPERATING ACTIVITIES		
Change in net assets	(21,754)	(10,595)
Adjustments to Reconcile Change in Net Assets		
Depreciation During the Year	1,831	2,353
Adjust Beginning Balance	(250)	10
Increase (decrease) in Current Liabilities	25,896	(32,526)
Increase (decrease) in Current Assets	795	3,199
Net Cash Provided by Operating Activities	6,518	(37,559)
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of Property and Equipment	0	(615)
Net Cash Used in Investing Activities	0	(615)
CASH FLOW FROM FINANCING ACTIVITIES		
Principle Payment on Contract Payable	0	0
Net Cash Used in Investing Activities	0	0
Net Increase (decrease) in cash	6,518	(38,174)
Fund, brought forward from last year	128,225	166,399
CASH, END OF YEAR	134,743	128,225

CENTRAL OFFICE COSTS	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff costs	0	9,637
Travel costs	1,025	2,099
Communication expenses	0	33
Office expense	46	2,472
Repairs and maintenance	7	463
Insurance	970	264
Membership fees	3	4
Recruitment	445	33
Bank charges	1,233	226
Advertising	356	5
Depreciation	1,831	2,353
Unrealized loss on foreign exchange	0	2,080
Realized loss on foreign exchange	810	0
Other expenditure	981	336
Consultant Stipend	1,559	0
Staff capacity building	0	1,146
Audit fee	39	29
	9,305	21,180

THIS LIFE BEYOND BARS PROGRAM	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff Costs - Direct	46,377	53,094
Staff Costs - Indirect	33,094	26,279
Vocational Training Program	15,125	12,795
Capacity Building Upon Release	0	2,476
Children of Prisoners	10,989	13,471
Community Development Project	10,576	9,900
Family Support	10,294	7,453
Travel for Minors	793	7,868
Other Program Costs	1,071	370
Travel Costs	3,121	1,608
Fixed Assets and Equipment	0	435
Repairs and Maintenance	3,349	2,668
Staff Capacity Building	1,215	2,062
Audit Fees	3,944	3,660
Central Office Costs	11,357	12,164
Project Evaluation	5,382	5,265
	156,687	161,568

STUDENT ASSISTANCE PROGRAM	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff Costs - Direct	9,282	9,054
Staff Costs - Indirect	4,486	5,145
Bicycles	1,060	1,097
Repairs and Maintenance	336	772
Private Tutoring	5,337	6,323
School Supplies	1,639	1,973
Travel Costs	412	1,893
Central Office Costs	1,446	1,812
Other Costs	1,085	1,430
	25,083	29,499

LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff Costs - Direct	13,394	14,169
Staff Costs - Indirect	5,989	5,086
School Development/Construction	7,486	36,596
Event Hosting	359	190
Transport and Travel	2,884	4,523
Per Diem and Accommodation	2,639	427
Program Materials	1,423	1,741
Staff Capacity Building	399	265
Teaching/Learning Materials	4,294	3,374
Central Office Costs	2,640	2,288
Other Expenditure	1,169	1,818
	42,676	70,477

COMMUNITY RESEARCH AND CONSULTANCY PROGRAM	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff Costs - Direct	11,673	16,579
Staff Costs - Indirect	6,575	7,506
Travel Costs	1,111	2,304
Other Program Costs	4,484	2,628
Recruitment Expenses	0	129
Fixed Assets and Equipment	0	473
Repairs and Maintenance	162	187
Central Office Costs	3,140	2,919
Staff Capacity Building	68	0
Material costs	104	0
Independent Audit	246	407
	27,563	33,132

COMMUNITY RESPONSES TO VIOLENCE AGAINST WOMEN	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Staff Costs - Direct	1,355	0
Staff Costs - Indirect	1,450	0
Travel Costs	142	0
VAW research finding pres	46	0
Central office costs	424	0
	3,417	0

CASH AND CASH EQUIVALENTS	SEPTEMBER 2013 TO AUGUST 2014 USD	JULY 2012 TO AUGUST 2013 USD
Cash in Bank	133,427	127,874
Cash on Hand	1,316	351
	134,743	128,225



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