

ANNUAL REPORT 2013

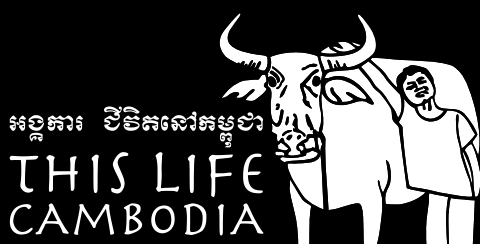


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*The mission of
This Life Cambodia
is to listen to,
engage with and
advocate alongside
communities as they
define and act on their
own solutions*

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CHAIR MESSAGE



This Life Cambodia (TLC) has had another great year due the tireless work by our staff, Executive Director Billy Gorter, volunteers and board members.

We have recently refined our mission, vision and values to ensure that first and foremost, we listen to individuals and communities, supporting them to define their own needs and solutions. Across all our programs TLC works hard not only to provide much needed services for the communities we work with but also fights to create longer term social change. We do this to try and meet the needs of communities we work with but also work to address broader structural issues such as poverty, access to education, juvenile justice and gender inequality.

In a period of diminished resources for so many non profit organisations alongside unmet need, put simply we need more money. The current funding climate is changing and this coming financial year we will face some significant fundraising challenges. This will affect all of our programs but in particular our This Life Beyond Bars program. The TLBB program works with children and communities affected by the legal justice system, to have their rights promoted and addressed. The program has been a huge success and two and a half years into the program, the number of children reoffending post release still remains at zero.

In spite of funding challenges TLC will continue to forge strong links, networks and working relationships with key stakeholders around the world and local NGO's within our Provincial regions to provide support to the communities we work in

Being apart of This Life Cambodia's vision is an absolute honour and privilege and on behalf of the board and staff we look forward to working with you all in the coming year through building on existing and forging new relationships.

Here's to a successful year ahead!

A handwritten signature in black ink that reads "Claire Coxon".

Claire Coxon
Board Chair



ABOUT TLC

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



MAJOR CITIES

PHNOM PENH
(Capital)

1953 YEAR OF
INDEPENDENCE

FACTS ABOUT CAMBODIA

TOTAL AREA

181,035 SQUARE
KMS

LAND: 176,515 SQ KM - WATER: 4,520 SQ KM


POPULATION

14,860,000
(2012)

AT A GLANCE

CAMBODIA AND TLC
PROGRAM STATS

% OF **SCHOLARSHIP STUDENTS** WHO PASSED THEIR END OF YEAR EXAMS AND ADVANCED TO THE NEXT GRADE LEVEL



91%

35%

NET ENROLMENT RATE IN LOWER SECONDARY SCHOOL (GRADES 7 TO 9) IN CAMBODIA

Source: Moeys Education Statistics and Indicators 2011



NUMBER OF **FIRST EVER GRADE 12 GRADUATES** SUPPORTED BY THIS LIFE CAMBODIA'S STUDENT SCHOLARSHIP PROGRAM

CAMBODIA DOES NOT HAVE A JUVENILE JUSTICE SYSTEM

Students as young as **14** are tried and imprisoned as adults

94%

THE **RATE OF ATTENDANCE** OF STUDENTS IN THE VOCATIONAL TRAINING PROJECT

0%

of students have **reoffended post release**

65%

OF STUDENTS HAVE SOURCED EMPLOYMENT OR STUDY UPON RELEASE FROM PRISON

ONLY **22%**
OF CAMBODIANS
OVER THE AGE OF 25
HAVE COMPLETED
PRIMARY SCHOOL

Source: Cambodia Socio-Economic Survey, 2012

**“CHILD MUST
CONTRIBUTE TO
FAMILY INCOME”**

THE TOP REASON FOR CHILDREN
NOT ATTENDING SCHOOL CITED
BY FAMILIES: (29.1%)

Source: Cambodia Socio-economic Survey - Education, 2012

LOWER SECONDARY SCHOOL DEVELOPMENT

Number of students
in the **first ever**
grade 9 class of
Chub Ta Trav Lower
Secondary School to
sit their final exams

20

18 FIRST EVER **GRADE 9**
GRADUATES IN CTT
LOWER SECONDARY
SCHOOL

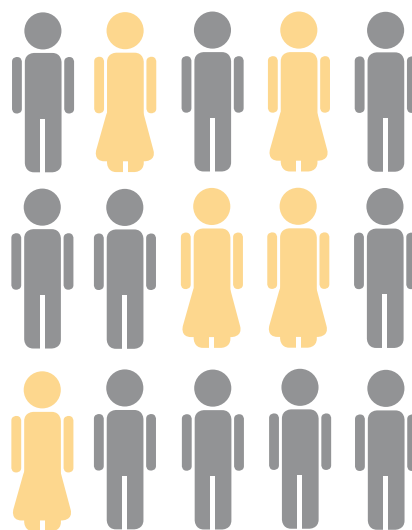
% of Grade
9 graduates
from CTT
who are **now enrolled in Grade 10**

100%

FUNDS RAISED BY
THE **KRABEI RIEL** SCHOOL
SUPPORT COMMITTEE IN A
SINGLE FUNDRAISING EVENT

\$3000

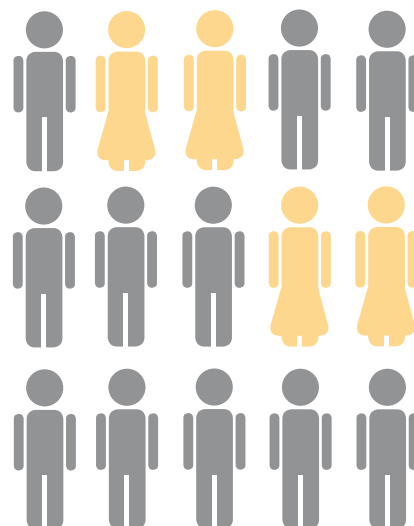
SCHOOL SUPPORT COMMITTEE MEMBERSHIP (SSC)



**CTT School
Support
Committee
Membership 2013**
15 members -
5 women,
Commune Chief,
2 x Teachers,
LSS Principal,
Primary School
Principal,
6 x Parents,
4 x Village Chiefs

KR School Support Committee Membership 2013

15 members -
4 women,
Commune Chief,
2 x Commune
Council members,
LSS Principal,
LSS Assistant
Principal,
3 x Pagoda
members,
3 x Parents,
4 x Village Chiefs



SOME OF THE FACES AT TLC

Local communities are the experts when it comes to identifying practical ways to achieve improvements in their daily lives and many hold an abundance of ideas for a better Cambodia.

Working side by side with such communities, listening to their insights and acting on their input, we have developed the This Life Cambodia approach to sustainable development, and it's working!

Billy Gorter
Founder/Director



SE

DEPUTY DIRECTOR

Se was the very first person to join the This Life Cambodia team and he has been an integral part of the organisation for more than five years. Se brought with him a wealth of enthusiasm and knowledge from his previous role as Assistant Director in a local community development organisation. Se earned a Bachelor of Arts in English in 2009 and completed a Master's of Public Administration at the Royal University of Law and Economics in 2012. He now has an ambition to pursue a PhD. Se feels he is very lucky to have been born into a family who values education and he shares these values through his work as Deputy Director at TLC. Se is keen to see a better Cambodia and believes that education can enable Cambodian citizens to achieve the lives they aspire to.



KIMCHHEAN & SAM

THIS LIFE BEYOND BARS TEAM

Sam and Kimchhean have been with This Life Cambodia for two and one and half years respectively. Both bring a wealth of social work experience to their roles as Vocational Training Officers within the This Life Beyond Bars Program.

Achieving a Bachelor degree of Accounting from Cambodia University for Specialties (CUS), Kimchhean has worked in child protection within the NGO sector for the last 6 years conducting family assessments, case management and support work. Also a graduate specialising in Finance and Banking at the University of Management and Economics, Sam has previously worked as an Outreach Officer with a Community Based Treatment Project for drug users.

Both work tirelessly within their roles to ensure that our vocational training students, who face great adversity in prison, are adequately supported. With a particular focus on case management, post release support, advocacy and the provision of personal development training, their levels of commitment and enthusiasm are unfaltering. Both are well respected by peers and student alike and act as great mentors and role models to the children in prison.



SORACHANA

SENIOR PROGRAM OFFICER

Sorachana finished her degree 6 years ago and began working with a local NGO in Kratie and Stung Treng province. She then worked as a project officer on a livelihood program supporting natural resource conservation along the Mekong River and the Lao border. Sorachana brought all of this experience in community organising with her when she joined TLC in 2011 as Senior Program Officer on the Lower Secondary School Development Program. She works very closely with School Support Committees, principals, teachers and their school communities, training and supporting them to plan, write proposals, conduct campaigns and organise their community for school development. Sorachana is committed to sustainable community-led development and generous with her technical skills, advice and friendship.



CHENDA

INTERN

Chenda was born and raised by her mother in Krabei Riel Commune, Siem Reap district. She is the third of four siblings, with two older brothers and a younger sister.

Chenda's mother greatly valued education and although she often struggled to feed the family, ensuring her children remained at school was always her priority. With a dream of attending University, but having no financial backing, Chenda taught English to children in her Commune throughout her final year of school in an attempt to save money. Upon completing high school in July 2012 she sought employment in a factory - still hoping to one day make her dream a reality.

Chenda will soon commence her second year as an Intern with TLC and her dream of studying Rural Community Development at University has become a reality. She will graduate in 2016, wherein she hopes to seek employment in an organisation just like TLC. Chenda is a wonderfully happy, friendly, hardworking and conscientious member of the TLC family.



MONO AND SHELLEY

CRCP TEAM

Mono studied at Battambang Regional Teacher Training Centre for 2 years after graduating from high school, moving on to teach at a school in Siem Reap for 7 years. Whilst teaching, Mono studied hard in his spare time, graduating with a Bachelor Degree in Translation and Interpretation in 2009. Mono then entered the NGO sector, wanting to be involved in creating education equality in Cambodia. Mono has been with TLC for 3 years, having started as a part-time translator, and working across a number of program teams. He has recently been promoted to CRCP Coordinator. Mono has continued studying, and has recently graduated with a Masters Degree in General Management. Mono hopes the work of CRCP can help raise awareness about disadvantaged children in Cambodia who do not have access to quality education. Through research and evaluation, Mono hopes to create new knowledge that can be translated into actions and policies for bringing about this change.



Shelley is from Melbourne, and has been living in Siem Reap with her partner and two boys for the past year. She is an AusAID volunteer with Austraining, who has been working with the CRCP team in a capacity building role. Shelley comes to This Life Cambodia with 20 years experience in the community and health sectors in Australia, having worked predominantly in youth health, project development and research. She holds a Bachelor Degree in Community Development and a Masters Degree in Primary Care Research. Shelley feels proud and privileged to be working with such an amazing, passionate and dedicated bunch of people that make up TLC. She is passionate about the need for those who are marginalised, to have their voices heard, and making sure development programs respect the rights of communities to determine their own futures, and is grateful to be working with the CRCP team, who are working to ensure this happens.

GLOSSARY OF LOCAL GOVERNANCE STRUCTURES IN CAMBODIA

Each of Cambodia's 25 provinces is divided into districts, then communes, and then further into villages. The Cambodian government is actively working towards democratic decentralization and local governance structures exist at each level. Below is a glossary of the key local governance structures that TLC engages with in our programs.

COMMUNE COUNCIL

The Commune Council is the local government mechanism, composed of members who are elected through a proportional system of nationally registered political parties. Commune councils have two types of roles, one in local commune affairs, and the second as an agent of the central government. Commune Councils also play an important role in local level conflict resolution.

COMMUNE AND VILLAGE CHIEFS

The Commune Chief is the presiding commune councilor. Village Chiefs are representatives who act as intermediaries between villagers and the Commune Council. TLC works to engage these men and women in our programs as local government leaders and important agents of change.

COMMUNE COMMITTEE FOR WOMEN & CHILDREN (CCWC)

The Commune Committee for Women and Children (CCWC) is an advisory sub-committee to the Commune Council, helping to implement Government policy related to women's and children's issues. Their primary role is to recommend, advocate, coordinate, monitor and report, so as to ensure women and children receive appropriate, inclusive and quality services.

SCHOOL SUPPORT COMMITTEE (SSC)

School Support Committees are mandated in both primary and lower secondary schools as a local level mechanism for School-Based management. This group of parents and community leaders act as co-managing stakeholders in the local government-run school. TLC works to empower SSCs to lead school development and build an active community around their school.



THIS LIFE BEYOND BARS

We want to engage communities and local authorities in discussions around issues facing children and families who come into contact with the law, so we can promote awareness and advocate for their rights

So Kundeoun, TLBB Local Governance Officer

The last financial period proved to be another big year for the This Life Beyond Bars Program. In Siem Reap and Oddar Meanchey Provinces the program is now in its third year of operation and is going from strength to strength. After the expansion of the program to Banteay Meanchay Province, commencing February 2012, we are now nearing the end of our second year of project activities in the region and continuing to build on the successes of the previous year.

The goal of the TLBB Program is for children 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 the integration of community development and local governance.

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

- Vocational Training
- Family Support
- Community Development & Local Governance

ACTIVITIES

SIEM REAP & ODDAR MEANCHEY

TLBB has continued to make significant in-roads in the lives of children, families and communities affected by the legal justice system in Siem Reap and Oddar Meanchey Provinces.

Our third intake of vocational training students commenced activities at the end of February 2013, with 14 new additions. The July 2012 to August 2013 period saw 10 students released. Example successes from the motor mechanic course include one student being supported to set up a small business and another is pursuing additional training in the field. Other post release students secured employment in occupations such as stone carving, security and tourism.

Our primary interventions within the Family Support Project focus on education, income generation activities, health and visitation. The project continues to work with 11 families wherein 19 children are supported by Educational Scholarships. Through working with the families to identify their existing strengths and knowledge base, 8 of the families have been able to devise an activity from which they are able to generate a sustainable income. Through the additional provision of a micro loan and technical advice and guidance, we aim to support their initiative to become a financially viable livelihood.

Along with the immediate benefits of emotional and material support, regular visitation of prisoners by their loved ones maintains their sense of connectedness to their families and friends and aids their reintegration back into their communities upon release. For children and parents alike, simply knowing where each other are, and that each other is safe and being cared for, goes some way to alleviating the emotional and psychological impacts of separation. Supporting families with visitation assists them to manage the associated costs of travelling from their homes, often situated in rural and remote locations, to the prisons. It further builds and maintains good relationships with prison authorities to enable advocacy and promotion of the Prison Procedure Act, which forbids collection of goods or money from visitors by prison officials. All families across both the Vocational Training and Family Support Projects

continue to accept our support for monthly visitation.

Within our Community Development & Local Governance Project, trainings and workshops continue to be held across our 3 target communes. During this period one training session has been held in each of our 3 target communes with the number of participants recorded at 107, 21 of those being female. Topics covered include understanding of roles and responsibilities of judicial police (legal procedure of penal code), marriage and gambling law, child protection and Alternative Dispute Resolution. Workshops with community members were scheduled to take place from September through to October 2013. Post workshops, we know from experience that community members feel empowered to approach their Commune Chiefs, Commune Committees for Women & Children or Commune Police for help when human's rights issues arise, especially in the areas of domestic violence and divorce.

In addition, regular meetings with targeted Commune Councils and key stakeholders have played an important part in following up all concerns and issues raised within the communities. Based on discussions had during the meetings, appropriate solutions were proposed and oriented to Commune Councils and commune members. For instance, project officers opted to share the best solutions to address cases relating to rape, domestic violence, child trafficking, child exploitation and those in conflict with the law. The project has also played a central role in connecting Commune Councils to other NGOs and supports.

BANTEAY MEANCHEY

Upon successful attainment of an additional AusAID Community Development Grant in February 2012, The Challenges of Juvenile Justice Program launched into its second year of project activities in March 2013.

Within our Vocational Training Project, the building to house training activities in Banteay Meanchay Prison was completed by early August 2012. Its inaugural intake of 18 students commenced mid-September 2012. By February 2013, 8 of the original 18 had been released from prison

calling for a second round of intake in March 2013, whereby 8 new students came on board. By the close of August 2013, a total of 13 students had completed the program, with 13 remaining. Through our post release support, one student returned to his community to set up a much-requested electronic repair shop, which has been highly successful. The remainder sought meaningful employment across the farming, construction or service industries. Our students continue to highly rate the Personal Development feature of the project, with supportive staff members acting as great mentors and role models to the boys.

Building upon the initial selection of 3 families in August 2012, 9 additional families have become beneficiaries of our Family Support Project. Of these 12 families, 9 have been supported to implement income generation activities such as fruit, egg, food or grocery selling, phone accessory selling, silk weaving and poultry or pig raising. Through the provision of Educational Scholarships, 23 children from within the families are being supported to remain in school. Relieving the financial burden of education for caregivers ensures that children's educational rights are upheld and they have hope and opportunity for their futures. With TLBB's assistance, all of the families visit their loved ones in prison each month.

Upon completion of Participatory Rural Appraisals in June 2012, 4 communes with high concentrations of people in prison were identified for our Integrated Community Development and Local Governance Project. These 4 target communes were the location of one training session each on topics addressing human rights, domestic violence and civil and criminal procedures. In total, 94 people (32 women) attended these sessions, including police officers and local authority members. Through raising the knowledge and awareness of human rights and justice-based issues within communities and government structures, we endeavour to empower them to affect positive change within their communities, effectively and sustainably.



MAJOR ACHIEVEMENTS

- Vocational training in Siem Reap is now on its third intake of students and Banteay Meanchey on its second.
- Three post release vocational training students have been assisted to set up small businesses in either Motor Mechanic or Electronic Repair, all of which are running as successful enterprises.
- Many vocational training students have sought meaningful training or employment upon release.
- Two and a half years in, the number of children reoffending post release still remains at zero.
- Visitation of a child or parent in prison continues to be a strong element of the TLBB program producing great qualitative outcomes.
- Many families are becoming increasingly self-sustaining through the projects income generation support and activities.
- Scholarships continue to prove successful in maintaining children's rightful access to schooling and education.
- Community workshops and trainings engage a wide variety of commune and village members, including pertinent representatives from local authorities, and all speak positively about the effects the sessions are having on their communities.
- TLBB continues to forge strong links, networks and working relationships with key stakeholders and local NGO's within our Provincial regions.

Before doing the course I was worried I would have nothing to do when I came out of prison if I didn't have a specific skill. Now I have many skills and I feel very pleased with myself, it has helped me a lot.

Vocational Training Student





FAST FACTS

67 STUDENTS PARTICIPATED IN VOCATIONAL TRAINING

Rate of attendance of students in the Vocational Training Project **94%**

23 STUDENTS HAVE BEEN RELEASED FROM PRISON

STUDENTS WHO HAVE REOFFENDED POST RELEASE **0%**

65% of students have sourced employment or study upon release from prison

FAMILIES WITH A PARENT IN PRISON ENGAGED IN THE FAMILY SUPPORT PROJECT **23**

17 FAMILIES WITH A PARENT IN PRISON SUPPORTED IN SUSTAINABLE INCOME GENERATION

Children with a parent in prison given an educational scholarship **42**

201 (53 WOMEN) COMMUNITY MEMBERS & LOCAL AUTHORITY PARTICIPANTS IN TRAININGS AND WORKSHOPS



CASE STUDY

“THE SOEUN FAMILY”

Approximately 75 kilometers away from Siem Reap town, the ancient city of the Khmer Empire, you'll reach a district named Chi Kreng. Located within this district is Snoulech Village and it is here you will find the Soeun Family. Mother, Hena, was born in Snoulech and she and her husband also bore and raised their own two children in the village. In June 2006, Hena's husband was arrested and imprisoned for 7 years and 6 months for Robbery. Hena became the sole breadwinner, leaving home early in morning and returning late at night in a quest to keep the family afloat.

Devoid of money she faced several problems relating to the generation of income, the maintenance of her children's schooling, paying for health care when they were sick and ensuring herself and the children remained connected to her husband in prison. In addition, she felt she did not belong in her community, “unwanted and facing prejudice”, because people were aware that her husband was guilty of robbery. She spoke of being “stressed, disconnected, and dispirited”. Her circumstances looked bleak and “tears often dropped” whenever she thought about her family's future.

Fortunately for the Soeun family, they were assessed and selected to become beneficiaries of TLBB's Family Support

Project. Hena's son and daughter, currently in grade 3 and 6 respectively, are now supported through Educational Scholarships, providing them with a bicycle each, school uniforms, the cost of tutoring fees and course resources and materials. This has enabled them to attend school “regularly and happily”. To enhance Hena's ability to generate an income, she was also provided with a bicycle to enable her to transport fish and groceries from a distant market 7km away. Furthermore, she was granted US \$125 as start-up capital for a small grocery shop, from which she is able to earn, on average, 25000 Reil (roughly US\$6.5) per day. The project also provides assistance for her and her children to visit their father in prison once a month and knowing any health and medical costs are covered through the provision of an insurance policy is reassuring for Hena.

Overtime, as a result of TLBB's support, Hena has felt “relief from being depressed, warmly connected amongst family members, and valuably recognized” within her community. She is extremely happy and proud of her children graduating through each of their educational milestones and her business has grown to become strong and sustainable.

Hena's husband is due for release in the coming months. She is hopeful for the future of her family.

LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM

We are the facilitators of school development, and it is our role to find ways to help develop the school by connecting the community to the school, and the school to the community.

School Support
Committee Member

2013 was a huge year for the Lower Secondary School Development Program (LSSDP). We are proud to say that we have concluded the program in the two pilot schools with fantastic outcomes. The School Support Committees (SSCs) in Chub Ta Trav and Krabei Riel lower secondary schools have demonstrated great passion for school development and are feeling confident about the future.

The goal of the LSSDP is for communities to be involved in school development so that access to and quality of education in Cambodia is increased. The idea is to help community members build skills to identify resources within their community and to engage with existing government policies and other sources of support so that they can advocate for their own education needs into the future.

Three aims work towards this goal over three years in each school:

- To build the capacity of SSCs to work with their school community to design & implement an annual school development plan.
- To provide support and resources that respond to school community priorities.
- To promote the good practice of the LSSDP and seek opportunities for growth of the program.

The LSSDP team has been working to refine the program model, incorporating the successes and lessons learned over the past 4 years of the pilot phase. The result is a well-defined program that empowers communities to take ownership of their public school by leading grassroots school development initiatives that have real outcomes for students.

August 2013 also saw the LSSDP team undertake the consultative school selection process for two new program schools to begin the LSSDP in the 2013/2014 school year. Two schools were selected; Chi Kraeng Lower Secondary and Preah Theat Lower Secondary school, both in Chi Kraeng District, Siem Reap Province. Both of these schools struggle with very low resources and high drop out rates, but they also have community members who recognise the importance of improving local education opportunities. We look forward to reporting on the achievements of these two new SSCs in next year's annual report.



ACTIVITIES

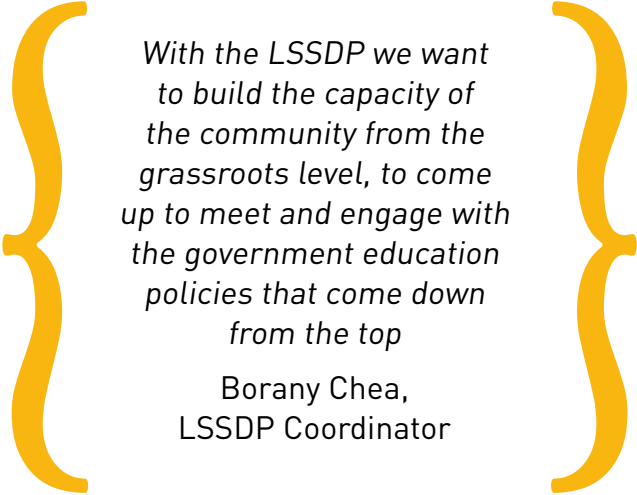
One of the key education policies in Cambodia is the Child Friendly Schools policy, a framework with 6 dimensions. TLC believes that local communities are experts in their own development and so the LSSDP aligns particularly well with Dimension 5, “the participation of children, families and communities in the running of their local school”.

The rural communities that the LSSDP supports are passionate about taking initiative and responsibility for running their schools, but they need training, resources and encouragement. The LSSDP builds SSC capacities in five key areas: community needs assessment (participatory rural appraisals), School Development Plan design, basics of communication, fundraising, and monitoring and evaluation. From year to year each capacity area is supported in different ways to make sure that the SSC feels comfortable to continue independently when the program phases out.

Every public school is required to submit a School Development Plan to the Provincial Office of Education at the beginning of each school year, but in many schools, representatives from the community are not engaged in creating these plans, so they may not reflect the priorities of students and their families. Through the LSSDP, SSCs learn how to consult their wider community and to prioritise and address their shared needs through the School Development Plan. This year, training was provided in each of the 5 key areas by the LSSDP team and guest trainers. The LSSDP also conducted a problem-solving workshop with SSC members and teachers in both schools, as well as a Train the Trainer course for teachers.

The LSSDP facilitates annual school exchange visits and education awareness campaigns as additional learning experiences and community-building opportunities for the SSC. This year, both SSCs stepped up to lead impressive campaigns and acted quickly to put the inspiration gained from the school exchange visit into action in their own schools.

TLC provided technical support and funding for select School Development Plan activities in response to proposals submitted by SSCs, which included planning on how the



With the LSSDP we want to build the capacity of the community from the grassroots level, to come up to meet and engage with the government education policies that come down from the top

**Borany Chea,
LSSDP Coordinator**

community would be involved and how the project would be monitored. Some highlights include:

KRABEI RIEL LOWER SECONDARY

- School building repairs (including windows)
- Working with students on landscaping and gardening in the school yard
- Toilet block repairs
- New teaching and learning resources

CHUB TA TRAV LOWER SECONDARY

- A brand new 4 bedroom dormitory, to accommodate up to 16 teachers or students who live far away from school
- Beds, bookcases and wardrobes installed in the dormitory
- A new fishpond for fish raising as part of life skills classes
- Landfilling to prevent flooding completed
- New teaching and learning resources

MAJOR ACHIEVEMENTS

PROGRAM ACHIEVEMENTS

- A major evaluation of the 4-year pilot phase documented positive outcomes for students, SSC members and whole communities. SSCs report feeling empowered to continue their school support work well into the future.
- The evidence-based LSSDP model is ready to roll out to more communities across Cambodia, with new operations materials.
- Funding was secured to roll out the LSSDP in two newly selected schools in the 2013-2014 school year.

SCHOOL COMMUNITY ACHIEVEMENTS

- The dropout rate fell from 40% in the 2010-2011 school year to just 11% in the 2011-2012 school year in Chub Ta Trav Lower Secondary School.
- Chub Ta Trav Lower Secondary School hosted an education awareness day attended by over 300 people. Parents spoke about their pride in sending their children to school (there were even a few tears with big smiles!) and students expressed their feelings about the pressures they face.
- Krabei Riel SSC teamed up with students to work on landscaping of the schoolyard and a new school garden.
- Krabei Riel SSC raised over \$3000 dollars for their school during a Bon Phka fundraising ceremony.

FAST FACTS

STUDENT
BENEFICIARIES
IN 2 SCHOOLS

440

30

SSC members in
two schools

Teachers in two schools


16

132

COMMUNITY
MEMBERS CONSULTED
ABOUT SCHOOL
DEVELOPMENT PLANS IN TWO
COMMUNITIES THROUGH PRA
FOCUS GROUPS

New schools selected for
the LSSDP beginning in
the 2013-2014 school year

2



"I have to work hard for school development because I need to help to improve education in my commune more and more. I will work until I cannot work any more"

CASE STUDIES

CHUB TA TRAV

Mrs Cheng Yard is 67 and lives in Chub Ta Trav commune. She has been a member of the SSC in Chub Ta Trav Lower Secondary School for two years and also has many other roles in this community. She lives in Tro Peang Tok village, which is 6km from the commune office, and her volunteer work takes her up to 10km away from home, travelling by bicycle. She is an excellent SSC member because of her passion and her knowledge of families across the commune.

As an SSC member, Mrs Yard has been a part of leading big changes in the school: the schoolyard is landscaped and no longer floods, there is a nice garden, teachers have good connections with the community, and the SSC has built connections with other NGO partners. She is especially proud of the library and grateful for the support that the SSC has received for it through the LSSDP. She loves to see students taking the opportunity to read there, and she often joins them.

For Mrs Yard, being an SSC member is not just about material improvements to the school. She wants to see all the children as well as the wider community understand the importance of education. "I want to get my community involved in education, because I know it is very important for them and for their children in the future". After the School Exchange Visit she worked with her team to launch student groups in their school. She says "after the school exchange visit I learned how to motivate students to study more by encouraging them to share ideas with each other". Students now share their ideas, challenges, and good advice for each other at monthly group meetings.

Mrs Yard struggles with age-related health issues, but she knows what she wants to see for the future of her community and never misses the chance to be involved: "I have to work hard for school development because I need to help to improve education in my commune more and more. I will work until I cannot work any more".



CASE STUDIES

KRABEI RIEL

Mrs Chanty is 35 years old and lives in Krabei Riel commune. She is the mother of four children and has been an active member of the SSC in Krabei Riel Lower Secondary School for 4 years. She is a very busy woman with many volunteer roles in her community. She is a community representative working with several different NGOs on agriculture and handicraft making. She is also a Commune Council member.

But Mrs Chanty still spends her time to work for school development, which she considers the absolute priority. She says, "I would ignore all other tasks if they are at the same time as my SSC responsibilities. I see education for children as the most important thing".

In the little spare time she has, Mrs Chanty can be seen in the school garden, taking care of the plants and teaching children how to do the same. She also has a lot of advice to

share. She was instrumental in raising over \$3000 during a traditional Bon Pkha ceremony, where SSC members and students walked through the commune to collect donations pinned to banana stalks. When the village chief was too busy to participate that day, she took the lead and was the first to pin her family's donation and start the ceremony in her village.

She is happy to see changes in this school; the SSC has improved the infrastructure and school grounds and has experienced success in encouraging children and families to value education. She feels proud of her whole SSC team for working together for this change. She is thankful for the encouragement and support during the LSSDP, and is confident that the SSC can continue their work. She says she definitely wants to be a member next school year.





STUDENT ASSISTANCE PROGRAM

I am very happy that TLC gives me an opportunity to be an intern who works with poor students in my community. This is very lucky for me to work with TLC and continue my education at university. I am motivated to study hard and major in Rural Development because I would like to help all communities in rural Cambodia

SAP Intern

This Life Cambodia's first ever program, the Student Assistance Program, continues to directly benefit the lives of children, youth and their communities in rural areas of Siem Reap Province. With a particular focus on lower secondary schooling, the goal of TLC's Student Assistance Program is to increase educational opportunities for disadvantaged students, so they can develop the skills and knowledge to make positive changes in their lives and break free from poverty.

Through four key project areas namely, Student Scholarship, Light Up Life with Solar, Pedalling Out of Poverty and the Internship Project, the Student Assistance Program aims 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 school attendance.
- Provide 2-year Internships, including a University Scholarship & on-the-job training at TLC, for disadvantaged high-school graduates

All of these projects are designed to alleviate the financial burden associated with schooling, thereby improving access to education for students from poor families.

STUDENT SCHOLARSHIPS

In Cambodia, participation in every level of education is low. This is particularly true when students reach secondary school; only 29 per cent of boys and 26 per cent of girls are enrolled. Overwhelmingly, poverty forces children to forgo schooling to support their families. Currently, TLC provides scholarships to lower and upper secondary school students who have either dropped out already or would not have continued to the next grade due to the associated costs of schooling. TLC works with local schools, communities and village and commune leaders to ensure the most worthy children are chosen. TLC has implemented strict criteria, guidelines, monitoring and support programs to ensure scholarships are being effectively used and students are supported throughout their schooling. TLC has a policy that a minimum of 50 per cent of our scholars must be female.

TLC sponsored a total of 34 students for the 2013-2014 Cambodian school year who attended 6 schools and came from 4 communes, Krabei Riel, Dan Run, Kandek, and Siem Reap. TLC conducted interviews with all students and their parents in order to find out the impact and progress of the Student Scholarship Project and got great results and feedback. TLC is so proud of its scholarship students, because 91% of them passed their exams and progressed to a new school level. We are also particularly proud of the first 6 TLC scholarship students to graduate from Grade 12.

Students' parents are very grateful for TLC's Scholarship Project because it helps them send their children to school by reducing the family's expenditure. TLC supports their child's education by providing notebooks, pens, pencil, bag, uniforms, private tutoring class fee and, sometimes most importantly, a bike for them to be able to get to school easily and regularly. All scholarship students mentioned that without support from TLC's Student Scholarship Project, they could not get a higher education. They are determined to study hard to finish grade 12.

PEDALLING OUT OF POVERTY

For some children in developing countries like Cambodia, the difference between getting an education or not may be as simple as a second-hand bicycle. A major factor

influencing the high dropout rate between primary and secondary school is transport. Some of our bicycle recipients need to travel up to 10 km each way to the closest secondary school. Without access to basic transport, students are simply not able to get to school.

Seeing the difficulty of many students in rural areas such as Krabei Riel, Chub Ta Trav, Dam Run, Run Ta Ek communes, 56 bicycles were provided to students by TLC. All of those selected were students who were unable to continue onto secondary schooling because their homes were far from school and their families could not afford to buy bicycles for their children. The provision of these bicycles can help students access school easily and attend class regularly.

The Pedalling out of Poverty Project provides a second-hand bicycle and lock to each selected student at a cost of USD\$50 per student. Students and their families are responsible for the repair and maintenance of the bicycles.

LIGHT UP A LIFE

The Light up a Life with Solar Project aims to sustainably increase the capacity of study time for students during evening hours. This project is open to families in rural areas who fit within TLC's sponsorship criteria. Currently, as most children have household responsibilities such as tending to livestock during the day, the only time available to study or do homework is in the evening. Most families rely on battery-generated power, poor kerosene or candle lighting, all of which are most often used for domestic activities.

The project provides scholarship students and their families, as well as any local disadvantaged children (and their families) within Siem Reap, with solar lamps or lamp kits, which extend light hours in the evening and increase daily productivity in terms of schoolwork for the child and household activities for the family.

TLC provided 17 desktop solar lights to our scholars in Dan Run and Krabei Riel communes. These lamps are useful for students to study and do homework for at least one hour at night. The family can also use the light to weave baskets and to have dinner at night. For each student, a solar lamp helps to improve their studies as well as their family's living conditions by increasing their learning and working time at night.

INTERNSHIP PROJECT

TLC staff members have a strong and diverse knowledge base. TLC shares the skills and knowledge of the current TLC team by accepting and training interns in the internship program. 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.

TLC's two interns completed their first year of studies at university and are very excited to begin their second year. They have also completed two levels of English classes and computer courses in MS Word, Excel, Power Point, and Internet skills, and are enjoying applying the knowledge they have learnt in their work with TLC.

TLC provides the interns with an opportunity to work at TLC in an area that fits with their major at university, and helps them develop practical skills. One intern said, "I am very happy to work with TLC because there are not too many opportunities for a student who has finished grade 12 in rural Cambodia to continue to university and get a job like me. TLC covers university fees, English class fees, and computer class fees, and gives me an opportunity to work as an intern, which can help me to gain a lot of knowledge an experience from both local staff and foreign staff. I will try my best to work and commit to study hard and improve my English skills. I believe that I will able to apply for another job to support my education after I finish my contract with TLC."

MAJOR ACHIEVEMENTS

- 91% of Scholarship students passed their exams and continued on to the next grade.
- 6 scholars in Siem Reap town graduated from Grade 12 after being sponsored through the Scholarship Project.
- Personal Development Workshops were conducted with all scholarship students, focussing on communication and problem solving skills
- TLC's two interns have settled in to their roles as part of the TLC team and are applying their new skills.

FAST FACTS

56 BICYCLES PROVIDED TO STUDENTS IN CHUB TA TRAV, AND RUN TA EK COMMUNES THROUGH THE PEDALLING OUT OF POVERTY PROJECT

Scholars in Lower Secondary School and Upper Secondary School sponsored through the Scholarship Project **34**

17 STUDENTS PROVIDED WITH DESKTOP SOLAR LAMPS IN KRABEI RIEL AND DAN RUN COMMUNES THROUGH LIGHT UP A LIFE WITH SOLAR.

Interns completed their first year of university, as well as courses in computer skills (MS Word, Excel, Power Point, Internet) and two courses of English classes each. **2**

Without SAP support my educational opportunities would be limited so I study hard so I can go to university to become a doctor to help all poor people. My parents died from disease when I was two years old, that is why I would like to become a good doctor

SAP Scholarship Student



STUDENT SCHOLARSHIP CASE STUDY

Ney lives in a small house in Dan Run commune with her parents. After she finished primary school, Ney wanted to continue to Lower Secondary School, but her family didn't have enough money to support her education. Ney has been supported by TLC's Student Scholarship Project since 2009.

Now Ney has made it to grade 12 in Dom Dek Upper Secondary School for the 2013-14 school year. TLC is very proud of her because her study results are very good. She is an outstanding student in the class. Ney says, "Without TLC's support, my family's poverty would limit my opportunity to get a higher education. I have been on the verge of dropping out of school since I was in grade 2 because my parents could not earn enough money to support my family."

Ney was very excited to finish Grade 11 with good results and to start Grade 12 this year. Ney is very thankful that TLC

has given her the chance to attend school regularly. "TLC's student scholarship project provides me with all of my school materials such as notebooks, pens, bag, uniforms and especially a bike for me to go to school on time. Moreover TLC provides me with private tutoring class fees and bicycle maintenance, which most of the families in my village cannot afford to provide for their children," Ney said.

Ney's father is also proud to see his daughter pursue her education with support from TLC until she completes grade 12, because none of his other children have been able to go as far in their education as Ney.

Ney says that she is very happy and that she will try to study hard to show TLC how grateful she is for the support. "I want to work with an NGO in the future so that I can be a part of helping many poor students in rural Cambodia to access education like I did, and I want to be a good citizen".

COMMUNITY RESEARCH & CONSULTANCY PROGRAM

The work of the Community Research and Consultancy Program (CRCP) provides a mechanism for the voices of marginalised communities to be heard. In line with TLC's mission to listen to, engage with and advocate alongside communities, CRCP translates voices into new knowledge, which can then be used as a tool to advocate for positive change. The goal of CRCP is to conduct evaluation that will ensure program responses to development issues meet the needs of communities, and to create new knowledge that can be translated into actions and policies that will bring about change. The current objectives of CRCP are:

1. To conduct research on development issues in Cambodia, with a particular focus on education and human rights.
2. To monitor and evaluate TLC programs to ensure outcomes match strategic directions of TLC.
3. To provide contractual research and evaluation services related to development issues, for third-party individuals, organisations and academic institutions.

The work of CRCP is guided by a number of principles that underpin the manner in which program initiatives are undertaken. All research and evaluation conducted by CRCP, is based on a number of guiding principles that place the rights and respect of individuals and communities at the forefront of our work.

- The conduct of research and evaluation should always be respectful of the community's right to determine their own future. It should be relevant and meaningful to their needs.
- The benefits of research and evaluation should always outweigh potential risks to participants and communities.
- Research and evaluation should always take account of the cultural context and literacy levels of participants.



H
Li Be
Na Mg
K Ca Sc Ti V Cr Mn Fe Co Ni Cu
Rb Sr Y Zr Nb Mo Tc Ru Rh Pd Ag Cd In Sn Sb Te I Xe
Cs Ba La Ce Pr Nd Pm Sm Eu Gd Hf Ta W Re Os Ir Pt Au Hg Tl Pb Bi Po At Rn
Fr Ra Ac Th Pa U Np Pu Am Cm Bk Cf Es Fm Md No Lr



សេចក្តីសង្ខេបនៃក្រុមប្រឹក្សា



សៀវភៅ

- The process of research and evaluation should always be transparent, and findings wherever possible should be presented back to the community where the research or evaluation was conducted.
- Research and evaluation findings should always be translated into actions for positive change.
- Care should always be taken to avoid over-researching communities and over-evaluating programs.

THE FOCUS OF CRCP

In collaboration with TLC staff in each program area, the Community Research and Consultancy Program of TLC, firstly, conducts and oversees the monitoring and evaluation of all TLC programs. Secondly, the CRCP team conducts research about emerging development issues, relating in particular to education, juvenile justice and human rights. Finally, the CRCP team undertakes consultancy work, which can involve coordinating and setting up research projects for PhD students, conducting surveys for universities and managing research or evaluation projects for national and international NGOs and institutions.

1. MONITORING & EVALUATION

The CRCP team is responsible for the monitoring and evaluation of all TLC programs, including This Life Beyond Bars (TLBB), the Lower Secondary School Development Program (LSSDP) and the Student Assistance Program (SAP). CRCP works collaboratively with members of each team to ensure the process of monitoring and evaluation is relevant and guided by the goals and objectives of each program.

For TLC evaluation is a process that assists program planning and development, rather than hindering it; and it is always about translating results into new knowledge that will inform decisions to affect change. We monitor and evaluate TLC programs to:

- Determine whether programs have achieved their intended goals and objectives
- Assess the effectiveness of our programs on local communities
- Determine the cost effectiveness of our programs

- Identify opportunities for improvement in the work we do
- Ensure we are being transparent and accountable to donor organizations and individuals, and the communities we are working with
- Identify unexpected and unintended outcomes of our programs
- Understand why a program or initiative may have failed and how to address this
- Fulfil the requirements of funding bodies and donor organisations
- Build an evidence base for future programs and initiatives

2. RESEARCH

Much of the social research conducted in Cambodia has been designed and carried out by Universities and Institutes, which can be more oriented toward producing policy advice for governments or explaining Cambodia to the world, rather than through developing knowledge that will inform on-the-ground work that seeks to address issues for marginalised communities. Furthermore, much of the social research conducted in Cambodia has been designed and carried out by individuals or organisations residing outside Cambodia, with little knowledge or experience of the Cambodian cultural context. The Community Research and Consultancy Program of TLC aims to address this gap in locally initiated research, by designing and conducting research on topics that emerge from TLC program areas. The research work of CRCP is driven by our aim to create new knowledge that can be translated into actions and policies that will bring about change.

3. CONSULTANCY

The CRCP team undertakes research and evaluation consultancy initiatives for International and local NGO's, Universities and PhD students. Consultancy activities undertaken by CRCP require that research and evaluation initiatives are tailored to meet the particular needs of the NGO, University or PhD student.

ACTIVITIES

There have been a number of big achievements for CRCP over the last fiscal year (2012-2013), including monitoring and evaluation of TLC programs, and consultancy and research work.

CRCP has worked very hard this year to develop a new collaborative monitoring and evaluation (M&E) system for TLC, which is being implemented across all the TLC program areas. The process has involved working in partnership with program teams to create an annual M&E framework that will help TLC be more accountable, both to our program donors and our beneficiaries. The process has also involved working together with TLC program teams to redefine program goals, aims and activities, to ensure the work we are doing matches the current vision and direction of TLC. CRCP continues to conduct regular program evaluations for SAP, LSSDP and TLBB, and has recently completed a large final evaluation of the very successful LSSDP model that was implemented in Krabei Riel and Chub Ta Trav.

CRCP has had a very successful and busy year in terms of consultancy work. An evaluation was conducted for a local NGO, Lotus Kids Club (Senhoa Foundation), in Siem Reap, working with children from street working families. The evaluation has provided valuable recommendations for helping the organisation move forward into the future. CRCP also successfully completed a consultancy study undertaken in India and Cambodia for the TS Foundation, exploring social factors that influence the use of arsenic removal systems in Cambodia and India. CRCP is also currently working on the analysis of data from a study undertaken with nine TLBB students who have been released from prison.

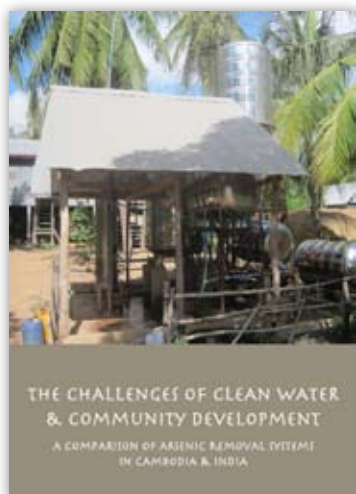
Another important outcome for CRCP has been the development of a partnership with James Cook University (JCU) in Queensland, Australia. CRCP is currently discussing ideas for a research proposal that may involve research about diversionary programs for children who are in conflict with the law. CRCP was also contracted by Hong Kong University to help design a culturally sensitive research tool for a large research project.

CRCP presented at a number of national and international conferences in the past year. The findings of an important study about private tutoring were presented in Nepal at a conference about Globalization, Regionalization, and Privatization of Education in Asia, as well as to a number of important Cambodian key stakeholders, including government officials and education NGOs, at a local launching of the research. Furthermore, the research methodology used for the Childhood Behind Bars research, was presented at the 1st National Seminar on Research Methodology, organized by the Royal University of Phnom Penh (RUPP).

MAJOR ACHIEVEMENTS

- New collaborative monitoring and evaluation (M&E) systems have been developed for TLC programs
- The final evaluation of the LSSDP pilot phase is complete, strengthening the evidence-based model.
- An evaluation consultancy was undertaken for local NGO, Lotus Kids Club, Senhoa Foundation
- TS Foundation research about arsenic removal systems in Cambodia and India is now complete
- A new partnership was begun with James Cook University (JCU) in Queensland, Australia
- A culturally sensitive research tool was designed for a University of Hong Kong project
- TLC's research on private tutoring was presented in Nepal and Cambodia.
- The CRCP team presented at the 1st National Methodology Seminar, Royal University of Phnom Penh

SOME OF THE REPORTS PRODUCED BY THE TEAM



**The Challenges
of Clean Water
and Community
Development -**
A Comparison of
Arsenic Removal
Systems in Cambodia
and India

**Lower Secondary
School Development
Program - Pilot
Phase Evaluation**



**Lotus Kids
Club Program -**
Evaluation Report

FAST FACTS

73 KEY GOVERNMENT
AND NGO
STAKEHOLDERS
ATTENDED THE
PRIVATE TUTORING
RESEARCH REPORT
LAUNCH

4 NGO/University
consultancies undertaken

TLC PROGRAM EVALUATION
REPORTS PRODUCED **14**

5 PRESENTATIONS AT
CONFERENCES

University partnerships
established **2**

2 RESEARCH EVALUATION
CONSULTANCY REPORTS
PRODUCED



FINANCIAL STATEMENTS

ORGANISATION INFO

MAIN DONORS

AusAID

Harnessing Opportunities through Play and Education

Saga Charitable Trust

TO HOLDING AS

Project Happy Feet

REGISTRATION DATE

20 August 2009

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Sen Se I Deputy Director

PRINCIPAL BANKER

ANZ Royal Bank

SOLICITORS

None

AUDITORS

APV (Cambodia) Co., Ltd

Certified Public Accountants

STATEMENT OF ACTIVITIES FOR THE PERIOD FROM 1 JULY 2012 TO 31 AUGUST 2013	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
A. SUPPORT AND REVENUES		
Grant Receipts	171,576	144,944
General Donations	89,049	71,561
Other Income	4,836	27,204
Total Receipts	265,461	243,709
B. EXPENSES		
Central Office Costs	21,180	20,058
This Life Beyond Bars Program	156,303	80,254
Student Assistance Program	29,499	25,228
Lower Secondary School Development Program	70,477	36,015
Community Research and Consultancy Program	33,132	30,670
Total Expenses	310,591	192,225
C. CHANGE IN NET ASSETS (A-B)	(45,130)	51,484
D. NET ASSETS, BEGINNING OF YEAR	172,714	121,230
E. PRIOR PERIOD ADJUSTMENT OF NET ASSETS	10	0
F. NET ASSETS, END OF YEAR (C + D + E)	127,594	172,714

STATEMENT OF FINANCIAL POSITION AS OF 31 AUGUST 2013	31 AUGUST 2013 USD	30 JUNE 2012 USD
CURRENT ASSETS		
Cash and Cash Equivalents	128,225	166,399
Staff Advances	1,629	4,947
Rental Deposit	1,350	1,350
Repayments	401	282
Total Current Assets	131,605	172,978
NON-CURRENT ASSETS		
Property, Plant and Equipment	5,556	7,294
Total Non-Current Assets	5,556	7,294
TOTAL ASSETS	137,161	180,272
CURRENT LIABILITIES		
Accounts Payable	0	1,653
Tax Payable	313	0
Total Current Liabilities	313	1,653
NON-CURRENT LIABILITIES		
Tax on Staff Saving Scheme	0	1,327
Staff Saving Scheme	9,254	4,578
Total Non-Current Liabilities	9,254	5,905
TOTAL LIABILITIES	9,567	7,558
NET ASSETS		
Net Assets	127,584	172,714
Prior Period Adjustment of Net Assets	10	0
Total Net Assets	127,594	172,714
TOTAL LIABILITIES AND NET ASSETS	137,161	180,272

STATEMENT OF CASH FLOWS FOR THE PERIOD FROM 1 JULY 2012 TO 31 AUGUST 2013	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
CASH FLOW FROM OPERATING ACTIVITIES		
Change in net assets	(45,103)	51,484
Adjustments to Reconcile Change in Net Assets		
Depreciation During the Year	2,353	991
Adjust Beginning Balance	10	0
Increase (decrease) in Current Liabilities	2,009	3,166
Increase (decrease) in Current Assets	3,199	(3,343)
Net Cash Provided by Operating Activities	(37,559)	52,298
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of Property and Equipment	(615)	(6,119)
Net Cash Used in Investing Activities	(615)	(6,119)
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	(38,174)	48,179
Fund, brought forward from last year	166,399	120,220
CASH, END OF YEAR	128,225	166,399

CENTRAL OFFICE COSTS	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Staff Costs	9,637	1,730
Travel Costs	2,099	7,781
Communication Expenses	33	235
Office Equipment	1,817	818
Office Rental	113	99
Office Supplies	494	461
Office Utilities	48	92
Repairs and Maintenance	463	493
Insurance	263	169
Professional Fees	0	1,007
Membership Fees	4	122
Recruitment	33	217
Donations	0	550
Bank Charges	226	302
Advertising	5	219
Staff Capacity Building	1,147	0
Audit Fees	29	0
Depreciation	2,353	991
Unrealised Loss on Foreign Exchange	2,080	2,841
Other Expenditure	336	1,931
	21,180	20,058

THIS LIFE BEYOND BARS PROGRAM	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Staff Costs - Direct	53,094	27,624
Staff Costs - Indirect	26,279	19,411
Vocational Training Program	12,795	6,384
Capacity Building Upon Release	2,476	2,364
Children of Prisoners	13,471	3,012
Community Development Project	9,900	2,558
Family Support	7,453	1,556
Travel for Minors	7,868	2,479
Other Program Costs	370	1,455
Travel Costs	1,608	3,781
Fixed Assets and Equipment	435	555
Repairs and Maintenance	2,668	551
Staff Capacity Building	2,062	240
Audit Fees	3,660	1,512
Central Office Costs	12,164	6,772
	156,303	80,254

STUDENT ASSISTANCE PROGRAM	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Staff Costs - Direct	9,054	3,589
Staff Costs - Indirect	5,145	3,719
Bicycles	1,097	5,782
Repairs and Maintenance	772	738
Private Tutoring	6,323	3,857
School Supplies	1,973	5,059
Travel Costs	1,893	1,176
Central Office Costs	1,812	1,122
Other Costs	1,430	186
	29,499	25,228

LOWER SECONDARY SCHOOL DEVELOPMENT PROGRAM	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Staff Costs - Direct	14,169	7,700
Staff Costs - Indirect	5,086	3,052
School Development/Construction	36,596	14,759
Professional Fees	0	1,526
Event Hosting	190	1,003
Transport and Travel	4,523	2,081
Per Diem and Accommodation	427	2,588
Program Stationary	1,741	392
Staff Capacity Building	265	331
Teaching/Learning Materials	3,374	1,369
Private Tutoring	0	30
Central Office Costs	2,288	1,184
Other Expenditure	1,818	0
	70,477	36,015

COMMUNITY RESEARCH AND CONSULTANCY PROGRAM	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Staff Costs - Direct	16,579	18,332
Staff Costs - Indirect	7,506	4,273
Travel Costs	2,304	4,073
Other Program Costs	2,628	547
Recruitment Expenses	129	224
Fixed Assets and Equipment	473	850
Repairs and Maintenance	187	227
Central Office Costs	2919	2,145
Independent Audit	407	0
	33,132	30,670

CASH AND CASH EQUIVALENTS	JULY 2012 TO AUGUST 2013 USD	JULY 2011 TO JUNE 2012 USD
Cash in Bank	127,874	165,710
Cash on Hand	351	689
	128,225	166,399

"Empowerment is not giving people power, people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out"

Blanchard, K.

អង្គការ ជីវិតនៅកម្ពុជា

THIS LIFE
CAMBODIA

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