



Transform Aid
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Annual Project Progress Report

[For ANCP and Private Funding (non-CYCC) Projects]

Submitted By: Mr. Sun Chanthou, Project Manager

A. Basic information

Name of implementing partner organisation	PNKS
Country where the project is implemented	Borei Osvay Sen Chey District, Stung Treng Province, Kingdom of Cambodia
Name of the project	Together Build Community Dignity (TBCD)
Reporting period	July 1st, 2022 – June 30th, 2023
Technical areas or theme(s) addressed	<ol style="list-style-type: none"> 1. Livelihood Development 2. Community Mobilization 3. Capacity Building to co-implementers (Project staff and Co-researchers)
Project start date	July 1st, 2022
Project end date	June 30th, 2025
Project phase and year	July 1st, 2022 – June 30th, 2023
Name and role of person submitting the report	Mr. Sun Chanthou, PNKS Manager in charge of Stung Treng Regional, Stung Treng Province
Name and role of person approving the report	Mr. Leak Chowan, Program Development Manager, PNKS
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Date of submission of report	Aug 7, 2023

B. Snapshot for last 12 months (Maximum one page)

<p>Goal/impact (high level) and how project contributed towards goal/impact of TBCD:</p> <p>To collaboratively work with community members to strengthen their local capacity and ownership so that they could address their own priority needs and develop their own income generating activities and they have resilient life, especially the poor and most vulnerable people.</p>	<p>The effort of implementing PAR during the fiscal year of 2022–2023 indicated that the issues found within the target communities have gradually been handled through the friendly intervention and collaboration with all pertinent local partners, particularly the endeavour of community co-researchers and project team, according to the findings from the most recent TBCD annual reflection with partners and co-researchers, which was conducted in 2023.</p> <p>The target participants grasped what was mainstreamed by TBCD on their prioritised and actual needs in terms of livelihood throughout the first year of TBCD implementation, according to comments and monthly reports from project personnel, and they started to learn how to live with climate changes. Typically, they continued to learn and get ready for the climate changes that will probably impair agricultural productivity in their villages in the future.</p>
<p>Major achievement/change (the most significant changes) in this reporting period due to the project</p>	<p>Thirty of the 75 individuals who benefited from the inputs of raising chickens and producing vegetables were claimed to be aware of and employ agricultural practises. They transitioned from regressive, habitual raising and growing to raising chickens and growing vegetables with what they learned from the project, hoping that the 30 successful participants would set a positive example for other people living in the same communities in the following years.</p> <p>On the other hand, during the fiscal year 2022–2023, there were numerous issues that were discovered and identified during the implementation of PAR. To address these issues, community mobilization approaches have been continuously used and facilitated by the project staff in collaboration with co-researchers and the village development committee. Some of the findings were led and handled by the villagers themselves, with the assistance of the project team and co-researchers, in terms of bridge restoration, school water tank repair, school toilet repairs, establishing garbage incinerator, providing materials, reading books and storybooks to target schools' libraries, and supporting other village environmental cleanse events. All of this was accomplished through the efforts and endeavors of the communities, co-researchers, local authorities, and the project team, indicating that the concerned people in the target areas gained continual understanding upward – following the involvement of TBCD.</p> <p>Additionally, the majority of the co-researchers had been chosen from the most vulnerable populations in the TBCD target areas, many of whom were less literate and infrequently invited to participate in various social events. Cases like these emerged during the PAR implementation, and overnight stays helped the project team become familiar with the corresponding problems. After one year of involvement with project activities starting from design up to implementation stage, both project staff and co-researchers became familiar with concepts of community led development, tools of</p>



	<p>mobilization, and leading community to do simplified analysis of findings. TBCD provided many ways for project staff and co-researchers, particularly PAR, to build their capacity. As a result, the four current CLDM of TBCD have been able to independently work in their assigned areas, and four of the 16 currently existing co-researchers were discovered to be capable of inspiring and motivating their villagers to participate in tasks of contribution and community events for the benefit of their respective communities. These were gleaned from the project team and co-researchers' reports during the report time, and their proof with modifications is somewhat enlightening to support the project's objective.</p> <p>In conclusion, the TBCD team has planned annual project budgets and annual activities of project implementation for both the new 5 expansion villages and the 4 existing villages to perform in the fiscal year 2023–2024, and with the expectation that the outcomes of implementation will be more fruitful than this year. PAR implementation has also been planned for the new 5 expansion targets.</p>																																																																																				
<p>Total number of participants (beneficiaries) for this reporting period</p>	<table border="1" data-bbox="517 900 1364 1227"> <thead> <tr> <th>Participant</th> <th>M</th> <th>W</th> <th>MD</th> <th>WD</th> <th>B</th> <th>G</th> <th>BD</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>6</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CR</td> <td>10</td> <td>13</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LA</td> <td>17</td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Villager</td> <td>637</td> <td>808</td> <td>21</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Youth</td> <td>238</td> <td>303</td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Child</td> <td>9</td> <td>28</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ID-Poor</td> <td>144</td> <td>278</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>1061</td> <td>1439</td> <td>27</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Taking note that the numbers listed above have entirely been extrapolated from Report Against Annual Workplan (RAAW), and the data within RAAW was seriously recorded and documented from the reports of CLDM by each activity implementation and the added values mentioned by co-researchers throughout FY'2023-2024.</p>				Participant	M	W	MD	WD	B	G	BD	GD	Staff	6	4							CR	10	13	1						LA	17	5							Villager	637	808	21	10					Youth	238	303	5						Child	9	28							ID-Poor	144	278							Total	1061	1439	27	10				
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<p>Total number of local structures worked with for this reporting period</p>	<p>There were:</p> <ul style="list-style-type: none"> ▪ 1 District Administration ▪ 2 Commune Administrations ▪ 4 Village Authorities ▪ 2 Village Development Committees; and ▪ 5 School Management Committees ▪ 1 RAMSAR 																																																																																				
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¹ Reason for variance will be explained in the finance report

C. Context update (Maximum half page)

During FY'2022-2023, the provincial administration of Stung Treng province worked with the Cambodian Red Cross to provide quick assistance to those whose homes and agricultural output were damaged by the rainy flood that occurred in the second quarter. These villages were within the target of TBCD, and a total of 200 families were affected throughout the Borei Osvay Sen Chey district consisting of 23 families from one of the four target villages—Na Oung village—while the other three were not significantly impacted. The responsive intervention included 25 kilograms of rice, one case of Chinese noodles, one batch of canned fish, one batch of fish sauce, one batch of soy sauce, and one batch of drinking water for one family that was affected.

The local disaster management committee that the government established and recognised is still in place, but it is not performing very well. This structure always corresponded and communicated with the Cambodian Red Cross, but other NGOs were never asked to get involved. An unnamed official from the Provincial Department of Environment (PDE) in the province of Stung Treng claimed that although PDE increased its annual budget each year to mainstream and spread awareness of climate change and its repercussions to the general public, the annual plan remained simply on paper with no further action; and one unnamed member of the Preah Romkel commune council expressed his concern that the annual budget of the commune approved and provided by the Ministry of Economic and Finance was very limited, and that almost 90% of the budget was recommended and allocated to support the physical infrastructures rather than awareness propaganda and soft-skilful promotion to the communities, and that the remaining 10% of the budget was reserved and spent for administrative expenses, salary of clerical staff, and other costs. As a result, the quality of their work did not appear to be very good, and the communal clerk interfered with some important tasks that affected the entire commune. Additionally, the clerk frequently forcibly collected additional funds under the table in addition to the administrative fee, and those who used the commune's public services always complained to the head of the commune council and the clerk but no further action was taken.

In the meantime, the Kingdom of Cambodia has been working towards fulfilling its mandate to hold the national election to select the prime minister and establish the new national parliamentary and senate, which is scheduled for July 23rd, 2023. The ruling party, known as the Cambodian People Party, lobbied the Council of National Constitution, the Ministry of Interior, and the National Election to withdraw and omit the main opposition party in Cambodia, namely the Candle Light Party owned by His Excellency Sam Rainsy, from the sovereign right of national election's nominee. The political situation appeared and sounded with divisive and destructive criticisms throughout the country. The political situation in Cambodia has become unstable and tense as a result of this controversy. As a result, our project's implementation in the target areas is being affected. The sub-national administration, including the commune administration, has been strictly instructed to take special attention and has requested that civil societies and NGOs postpone their activities during the election propaganda campaign, which is expected to last a month; But in reality, the local authority of competencies has been taking measures for three months, both before and after the election, to prevent civil societies from carrying out their activities in some areas, with the exception of NGOs, who have an inherently tight and trusted connection with local governments.

D. Progress of the project (Maximum two pages)

Please describe the major changes in this reporting period that happened because of the project. You can also include unexpected changes and negative changes that happened because of the project.

If COVID-19 response activities are being included, please provide information about the following.

According to the Ministry of Health's most current version of the country's report, there were 3,056 fatalities and 138,936 confirmed cases of COVID-19 in Cambodia between January 3rd, 2020 and July 19th, 2023. A total of 47,380,134 vaccine doses have been given as of July 6, 2023. The four new instances of COVID-19 have been confirmed, but as the new cases of COVID-19 were confirmed to be foreign tourists visiting Cambodia, they have no bearing on the target population for the implementation of TBCD. The quoted report of local health centers within the assigned areas demonstrated that there were no cases of COVID-19 tested and confirmed during the last three months of 2023; however, the medical team of the health center continued to work with Village Health Support Group (VHSG) to sensitize and mainstream the effects of COVID-19 to the people by villages for each quarter using the government's budget package against COVID-19; and the whole population of Borei Osvay Sen Chey district has conquered their dread of COVID-19 and returned to their normal lives. The COVID-19 outbreak is no longer a problem for the government and the citizens of the target communes.

Please describe any significant challenges you faced in implementing the project in the last 12 months and how you overcome them.

Owing to the context of TBCD's target areas situated along the cross border of Cambodia and Lao, and some of the villages locates in the islands surrounded by the upper Mekong River, so the significant challenges were inevitably existing such as:

- Two of the project's participants, including co-researchers, experienced and faced arrests from police during the year 2023 due to the suspicion of illegal human and drug trafficking that the project staff carried out in the designated villages. This activity was suspiciously risky to track down and investigate from the police. The project team also created a coping mechanism with additional input from the leadership team so that all activities and events carried out in the designated villages along the Cambodia-Laos border must be reported to and coordinated with the local authorities of competence, including the police and gendarmerie in addition to the commune and village authorities. Every informed communication is made as a written document, and to be recognized and identified, each member of the project team must always wear their PNKS ID card, list their full name, and have a current photo taken.
- Illegal migration of youths and residents of the project's target areas, where the majority of the youths migrate seasonally to either neighboring countries or other provinces or towns in Cambodia, displacing them from the project's participants and resulting in a variable number of beneficial individuals. By the way, illegal migrants to Laos and Thailand were subject to severe punishment from the governments of Thailand and Laos. Meanwhile, the results of PAR implementation demonstrated that those who leave the villages for jobs do so because they have nothing to generate incomes within the villages other than farming, cultivating rice paddy, and fishing, which produced lower incomes than working in the provincial town or neighboring countries. However, the project also intended to provide youths with opportunities for vocational capacity building; however, a quick assessment conducted by TBCD revealed that such an activity already existed and was being implemented by the Provincial Department of Employment and Vocational Training (PDEVT) and the Provincial Department of Women Affairs (PDWA), Therefore, TBCD only continued to communicate and coordinate with PDEVT and PDWA to maintain and create jobs within the target district and province in order to reduce the number of illegal migrants, and PDEVT and PDWA have been developing the programs of short-term

courses and vocational training to open opportunities to youths in the hope of developing their capacities and enabling them to make money within the country.

- It was unavoidable for the project team to carry out the planned activities within the initial budget in order to fulfil the annual plan of actions. The target island villages were situated along the upper Mekong River, and getting there by waterway required higher operation costs, greater risk, and less effective results than doing so in non-island villages. To reduce risks on the waterway, the project team and the relevant project implementers have been forced to wear life jackets, use boats equipped with safe-facility, and hire professional boat drivers to provide services and work in the target island villages. To increase the greater effectiveness of tasks carried out within the island villages, TBCD planned to teach and sensitize the project team and co-researchers with the courses such as value of money, stewardship of expense, and Do-No Harm principle so that each of them is capable of insightfully considering and making sense of effective and efficient manners prior to doing any expenses — they look before they leap.
- During the twelve months of FY'2022-2023, the contentious ideas regarding the implementation of PAR persisted due to the external and internal influences of the PNKS team's various concepts and familiarity, particularly the leadership and management team. Some of them attempted to scale up their prior experiences into project implementation in opposition to PAR approaches and tools, which caused the project to advance slowly. The original expertise advisor of PAR from ADIC was once more called to preach and clarify the methods and process of PAR implementation to all pertinent members of the PNKS team in order to dispel the polarizing beliefs among the PNKS team's perceptions of PAR implementation, and the current project staff, who actively participated in PAR training and whose knowledge of PAR was consciously developed, has been tasked with leading and facilitating PAR reflection for each quarter of the fiscal years.

Were there any significant challenges from previous reporting periods that you overcame in the last 12 months? If yes, please describe.

During the preceding reporting period, two of the key difficulties had previously been dealt with in the following two instances:

1. Staff turnover – TBCD's CLDM and Project Manager were properly recruited and are presently being onboarded; their knowledge, capability, and behaviors are suitable for functioning as a team with the organization's current team.
2. In the project's current context, the strategy of overnight stays was not necessary to include movie night since the PAR implementation result learnt and demonstrated that the activity of movie night could only attract the children and not the youths, middle-aged group, or the elderly. When the movie night was played and demonstrated in the villages, the majority of the kids would steal their parents to watch these movies while they were walking far away at night from their homes to the movie night location. Some of those kids would cry when their parents wouldn't let them watch the movie, and some of them would stay up late at night watching the night movies that the TBCD team had presented until they were unable to go to school the next morning. Mr. So Cheat, the village chief of Na Oung, admitted that this activity was intended to increase people's awareness of education; it was a good activity; however, this regime is being on the digital front, and 95% of the villagers had smartphones and were familiar with playing and watching movies via YouTube and other digital applications, so the residents in his village were not interested in such a movie night activity, and it felt unnecessary. However, the activity of overnight stays is still advised to go on remaining and studying with the villages to explore the real needs and problems of the communities as previously but eliminated the movie night. The activity of overnight stays is one of the most crucial PAR implementations

approaches because it allows the project team and co-researchers to deeply examine and learn about everything that occurred in the villages. It is also simple to establish relationships with the villagers and form them so that they can collectively generate the handling mechanism by which the decision is made by and from the communities themselves, and the project team only brainstorms for further research and action.

Have there been any changes to the project design within the last 12 months? Y/N is yes, please described.

No, there was nothing changed during the last twelve months of project implementation.

Please provide an update on your work with other stakeholders (e.g. local government, CBOs, NGOs, community members).

Name of stakeholder	How are they involved in the project? And how are they supporting or hindering the progress of the project?
Administration of Borei Osvay Sen Chey district	TBCD is connected to communes, villages, and communities in particular by coordinating and expediting the district's hierarchical flow of development activity.
Administration of Osvay and Preah Romkel commune	Supporting and ensuring that TBCD and the commune council work together and partner in order to monitor and push project implementation forwards in the direction of the initial goals planned by escalating the project activities into the commune investment programme (CIP) and commune development plan (CDP).
RAMSAR, the administrative and regulatory division of the Provincial Department of Environment in the province of Stung Treng, is in charge of the territories around the upper Mekong River.	The administration of the Borei Osvay Sen Chey district has encouraged TBCD to work with RAMSAR in order to share some of the burdens associated with the tasks involved in environment and climate changes resulting in disasters within the target areas located along the upper Mekong River.
Village authorities	They worked as a direct partner of TBCD to advance developmental activities. Members of village authorities played a significant role in directly leading and mobilising the community members and their resources to get involved with the project's activities at the target villages.
Village Development Committees (VCD)	Through village meetings and other relevant activities held in the villages, VCD represents and brings up the concerns of communities to absorb the engagement of village officials, TBCD, or other NGOs to search for the handling mechanisms within their villages.
School Management Committees (SMC)	During the PAR implementation, problems and the true need for rural primary schools were discovered. SMC invited TBCD staff to participate in jointly examining the solution to address the problems discovered. TBCD contributed its resources to help handle and address the true

	need of such schools aimed at enhancing the students' access to further learning. The primary way in which project employees and SMC interacted and cooperated was to further the common interests of communities.
NGOs Alliance in Stung Treng Province	In order to connect TBCD to other NGOs and vice versa for the purpose of cooperation and partnership whose working areas were as similar as TBCD's targets, the rotated shift-chairperson of NGOs Alliance in Stung Treng province regularly invited representatives of the project's management team to join every coordination meeting. The NGOs Alliance's rotated shift-chairperson always brought up to the district and provincial level the issues and challenges that TBCD and other NGOs encountered and faced during the project implementation at the respective communes and villages as a result of the ignorance and annoyance of some local authorities so that the further actions were intervened in an appropriate manner.
District Inspectorate of Police	Some of the project's beneficial participants were previously suspiciously investigated and detained by police for criminal offence questions because some of the target villages were located along the cross-border of Cambodia and Lao, making it very risky at any suspicions regarding illegal drug smuggling and human trafficking. As a result, the collaborative endorsement between police and project team remained absolutely crucial to ensure the security and personal safeguarding of TBCD's staff.
Co-researchers	The project team and co-researchers are required to collaborate on every activity carried out in the target communities with the goal of enhancing the ownership and sustainability. Co-researchers were chosen from the grassroots and individuals who were willing to serve the communities. They are expected to act as the development agents for their owned villages in partnership with the TBCD team.

E. Project summary (maximum three pages)

Please provide a summary of the progress (both quantitative and qualitative) made in the last 12 months of the project towards achieving the expected results.

Results hierarchy	Progress in last 12 months
<p>Goal or impact:</p> <p>To collaboratively work with community members to strengthen their local capacity and ownership so that they could address their own priority needs and develop their own income generating activities and they have resilient life,</p>	<p>According to the results of the most recent TBCD annual reflection with partners and co-researchers, which was conducted in 2023, the effort of implementing PAR during the fiscal year of 2022–2023 indicated that the problems found within the target communities have gradually been handled through the friendly intervention and collaboration with all relevant local partners, particularly the endeavour of community co-researchers and project team.</p> <p>According to comments and monthly reports from project staff, throughout the first year of TBCD implementation the target participants understood what was mainstreamed on their prioritised and actual needs in terms of livelihood and they began to learn how to survive with climatic changes. Normally, they</p>

<p>especially the poor and most vulnerable people.</p>	<p>continued to educate themselves and prepare for the climate changes that will likely reduce agricultural productivity in their villages in the future.</p>
<p>Outcome 1: Community, especially the poor, youths, and most vulnerable groups have improved their resilience in order to challenge the changing condition of the environment through improving climate-smart farming techniques and income generating.</p>	<p>It was claimed that 30 out of the 75 people who profited from the inputs of growing vegetables and rearing poultry are aware of and use agricultural practises. In the hope that the 30 successful participants would set a good example for other people living in the same neighbourhoods in the ensuing years, they changed from regressive, habitual rearing and growing to raising chickens and growing vegetables with what they learnt from the initiative.</p>
<p>Output 1.1: Target communities are engaged and equipped with appropriate agriculture skills and techniques to respond to the changing environment.</p>	<p>1.1.1: The CLDM of TBCD announced publicly that chickens would be produced in accordance with the PAR strategy and that veggies would be planted. The project, however, underspent because it only paid for local cakes made by the target villagers for refreshments, which were less expensive than expected. The majority of people were more interested in applying for jobs raising chickens than growing vegetables because the villagers believed that vegetables had a smaller market than chickens and that many types of imported vegetables were less expensive than those grown locally.</p> <p>1.1.2: The conference was organized by the different villages as planned, and because the cake producer was willing to contribute to the meeting, which results in underspending, the actual spending on refreshments provided by the local community is at a lower cost. As a result of the farmers in the target areas comprehending the project criteria, there was a decrease in jealousy across the communities.</p> <p>1.1.3: Following the release of the PAR implementation results, the project collaborated with the technical trainers of PDAFF in the province of Stung Treng to identify the target farmers for raising chickens and growing vegetables. These farmers were then invited to participate in the technical training on these topics. Actually, the majority of the participants in the training were female, and the technical instruction in keeping chickens and cultivating vegetables introduced the participants to fresh, comprehensive ideas.</p> <p>The PDAFF's technical trainers and TBCD worked together to train and encourage the farmers who would be most helpful. Obviously, the imported vegetables and chickens from the neighboring countries remain a barrier because the price is still significantly lower than the domestic production, which is what motivates those farmers to grow vegetables and raise chickens not for trade but only for consumption. These are fresh lessons discovered by the respective beneficiaries living close to the Laos-Cambodia border.</p> <p>1.1.4: The farmers had already undergone training and given their approval for the production of chicken and vegetables, which were</p>

	<p>provided by TBCD prior to providing the recipients with capital start-up support. The project team organized their work in accordance to the beneficiaries' actual needs, and those farmers were motivated and eager to begin using agricultural methods to raise chickens and grow vegetables.</p> <p>Most vegetable farmers reported feeling discouraged about growing vegetables for domestic trade but constantly making for eating in an effort to lower the daily costs of their meal; they added that they could grow vegetables and harvest for two times per years because the water source was dried up between the month of March and mid-June for the last few years.</p> <p>1.1.5: In order to facilitate cross-learning exchanges, the chicken and vegetable farmers who were active in implementing good practices within the four existing villages were invited to conduct exposure visits and reflection at the NTFP Organization's target areas. This allowed the farmers to bring the lessons learned back to their communities and put them into practice. The end result was that the farmers discussed their experiences with the team who shared an exposure visit, and each of them stated that they had learned agricultural techniques similar to what they had learned with TBCD from PDAFF's technical staffs. They also added that the results of NTFP's farmers did not appear to be significantly different from those of TBCD's farmers, and that what TBCD's farmers had done appeared to have produced more fruitful results than NTFP's.</p>
<p>Output 1.2: Community people understood the changing environment that negatively affects their livelihoods.</p>	<p>1.2.1: The PDM of PNKS provided project staff with technical training on climate changes, including assistance with developing the training curriculum. As a result, the project staff and MELO continuously informed and trained the target beneficiaries at their respective locations in the four villages about the course of climate change and its effects. In addition to project workers and officials who were asked to make an opening and closing statement, 100 participants were the goal number for the training session, which lasted two full days. According to Mr. Kis Sai, one of the co-researchers who lives in Koh Lngo village, and Miss. Vorn Amphorn, a young person living in Na Oung village, after the climate change training offered by TBCD, the participants understood about the causes of climate change and its effects that they had never learned this lesson previously. They used to hear about the hot or cold weather and see flood and draught, but they were not familiar with the causes and negative impacts from the climate changes.</p>
<p>Output 1.3: Community members are trained on financial management (financial literacy) knowledge so that they could effectively manage and invest their incomes.</p>	<p>1.3.1: The first target number was intended for 100 beneficiaries for the 4 current villages, or 25 beneficiaries per village, and a two-day training on financial literacy was given to co-researchers and community youth, including some of the villagers. Due to the majority of the target youngsters migrating out of their communities for short periods of time throughout the activity, the actual number of participants was lower than anticipated at 84. Seven of the participants from the respective target villages expressed their enthusiastic at taking a financial literacy course they had never taken before. This course gave them and the other</p>

	<p>participants the opportunity to become familiar with daily cost-spending and household economic management. The majority of the participants are using daily recording and listing of their expenditures, as evidenced by the CLDM report and co-researchers' observations, but it appears difficult for the illiterate villagers to do so.</p>
<p>Outcome 2: Community Mobilization: Community, women, youths, marginalized groups and people living with disabilities are engaged and strengthened/empowered to mobilize resources and address their own priorities issues so that they could improve their resilience.</p>	<p>On the other hand, various problems that were found and highlighted during the implementation of PAR in the fiscal year 2022–2023. The project staff, in conjunction with co-researchers and the village development committee, has consistently utilised and facilitated community mobilisation tactics to solve these concerns. In terms of bridge restoration, school water tank repair, school toilet repair, establishing garbage incinerator, providing materials, reading books and storybooks to target schools' libraries, and supporting other village environmental cleanse events, some of the findings were led and handled by the villagers themselves with the help of the project team and co-researchers. All of this was made possible by the efforts and endeavours of the communities, co-researchers, local government officials, and the project team, demonstrating that the concerned people in the target areas received continuous understanding rising after the involvement of TBCD.</p>
<p>Output 2.1: Youths are supported to join network and trained on life skills so that they are more competent in supporting their community development</p>	<p>2.1.1: The project assisted co-researchers and youths in travelling with project personnel to conduct cross-learning exchanges with the youths of the Samleng Prey Lang project of the PNKS organization and the Youth for Cambodia project of the CYCC organization. In addition to establishing connections between the projects and organizations, the youth of the TBCD project also built networks and conducted experience exchanges with the targeted youths within the designated communities. This allowed each of them to enhance their abilities and learn about new contexts from other villages in the interest of the community. In the speech that was cited, Ms. Lin Tae, one of the youths from Na Oung village, and Mrs. Mech Rithy, one of the co-researchers, said that it was crucial for them and other youths who were invited to participate in this activity because it allowed them to learn and see beyond what they had previously learned and seen in the context of their communities so that they could enhance skills and capacities to support their families and the greater sake of the communities. They discovered a lot. They recommended that TBCD keep funding these initiatives moving forth in the coming years.</p>
<p>Output 2.2: Community including vulnerable groups understood community development and their roles to improve their resilience.</p>	<p>2.2.1: The Issues, Impacts, Interest/Initiative and Resource Mobilization (3-III and 1-R) lesson, one of the PAR's tools, and the course on writing requests were taught and couched not only at community sites but also to co-researchers, youth, and project staff through mainstreaming and scaling up at the activities of various workshop, meeting, and training. The co-researchers, young people, and new project employees found this tool to be complicated because it used new ways that they had never encountered before, which differed from those they were accustomed to with other NGOs. Since most of the target</p>

communities were illiterate and unable to write or read the learning materials provided by the project, the results of the tool of 3-III & 1R utilizing into PAR implementation were not very productive and effective. Additionally, the youth seasonal migration was a challenge and did not sustain some of the youths and co-researchers who had already received training and capacity building from TBCD. According to CLDM's observation report, this was the case.

2.2.2: The project also carried out a similar activity in which the notion of community initiative was mainstreamed to co-researchers and project personnel through CI refresher training so that all staff and co-researchers could effectively work on community initiative. After the training, co-researchers and TBCD staff were tasked with holding meetings and leading reflections on CI with communities and local authorities; as a result, just the costs for refreshments were incurred, which was less than the budget plan had anticipated. More villagers and co-researchers attended meetings with the village development committee and village authorities this year than in years past to voice their concerns and discuss issues that had arisen in the communities. According to the project staff's observation report, which was based on their knowledge of the villagers' perceptions after conducting spot checks and field visits to the target villages, this was the case of change.

2.2.3: In order to discuss and examine the concerns inside the individual villages, CLDM worked diligently at the field to establish close relationships with the VDC, the locals, and the authorities. The TBCD team made an effort to mobilise and develop a responsive solution to the challenges that surfaced and intervene to the just demands of the communities using the tool of 3-III and 1 R (PAR Tool). Every community effort has to secure the support of local residents, government officials, or other partners in the target locations. Due to the concerns being identified and feasibly led by the issue's owners and VDC, the Koh Pnov community experienced more community initiatives than the other three target villages. As a result, this was in accordance with the project's criteria and the PAR strategy, and the project had in fact responded to and dealt with those difficulties. Due to diverse circumstances, including the Khmer-Laos population's lethargy and ignorance, rather than the project staff's ineptitude or lack of dedication, the other three villagers were less engaged than Koh Pnov's locals.

2.2.4: A total of 101 people attended the community-led development training, including project staff, co-researchers, local authority representatives, villagers, youths, people with disabilities, and the poor. Initially, 100 participants were scheduled, but three uninvited guests also wished to participate. The course was included to build the capacity of partners and project staff so that they could work to accomplish the project's goals. The training syllabus was prepared and driven to the developmental approaches to comply with the context of target villages and areas through emerging issues found from PAR

	<p>implementation in which it was demonstrated about the gap of developmental concepts as well. According to CLDM and co-researchers' observation report, some of the participants understood the lessons. After the training, those who could speak up about what they had learned to share and reflect the concepts of community development at other meetings or workshops held in their villages.</p> <p>2.2.5: This activity was crucially carried out in each of the four target villages, and it was one of PAR's methods for learning about and investigating the hidden problems in the localities. The overnight stay in the field required staff to commit to one or two weeks of liaison and connection with the locals in order to establish trust and find every unresolved issue in the communities. The project used to have movie nights along with nighttime activities, and the majority of the audiences were children under the age of 14.</p> <p>According to the quoted observations of Ms. Den Saveoun, a co-researcher from Koh Pnov village, and Mr. Choub Cheat, a co-researcher from Krala Peas village, most villagers spent the majority of their energy working in the field and on the farm during the day, so they were exhausted and needed to rest at night to replenish their energy so they could regularly continue working in the field and on the farm during the day. The midnight public events were quite upsetting, and the kids were particularly unsafe because they undoubtedly walked alone from their shelters to the movie night location and vice versa. However, our project staff claimed that if the movie night or show at night was not conducted but rather by developing close relationships and learning about the unresolved and concealed issues of the respective household rather than in front of the public, then the overnight stay was going smoothly without disturbing the people's sleeping and there was no high risk at children walking at night alone to watch the show displayed by TBCD.</p>
<p>Output 2.3: Community and youths are sensitized to human rights and anti-fraud.</p>	<p>2.3.1: The activity was successfully carried out and sensitized the participants to a deeper understanding of what fraud and corruption were, as well as the notions of the law against the crime and the punishment of those responsible for committing such crimes. The trainers also discussed and mainstreamed the signs of fraud and corruption in the context of Cambodia as well as strategies for reducing these crimes in the context of their own villages. During the two days of training, all of the participants admitted that they had personally exchanged money and valuable items for illegal services from local authorities and influential members of the community, sometimes knowing it was against the law but taking no action to advance their goals while others continued to do so as usual.</p> <p>2.3.2: This took place in each of the four villages and was open to the general public. Representatives of the respective commune councils were also formally invited. Each village-specific presentation lasted only a half-day. It was intended to spread awareness of the fraud syndromes and anti-fraud concepts. This</p>

	<p>activity did not please some local authorities and influential individuals because their initial thought was affecting their personal interests; and it greatly sensitized the public to be familiar with syndromes of fraud and corruption that are occurring in communities; said the anonymous co-researchers of Na Oung and Krala Peas village.</p> <p>2.3.3: This event was organized and carried out by TBCD in association with the provincial department of women affairs, supported by UNFPA, and the board of district governors for Borei O'svay Sen Chey district. The collaboration and empowerment of the duty-bearing state institution at the subnational level were extremely fruitful, and the poor and people with disabilities were especially encouraged to participate. This enabled the project's approaches to the components of the GEDSI, and the number of participants exceeded expectations. Other previous NGOs operating in the Borei O'Svay Sen Chey district were never permitted to such activities, and any events or campaigns relating to advocacy and human rights were perceived and regarded by the local authorities as the most sensitive and opposed activities. However, after the mutual trust building, TBCD has conducted the event of human rights across the two communes without any bother. The CLDM report demonstrated that, in contrast to earlier, the chiefs of the four target villages did not hesitate to take part in project implementation activities.</p>
<p>Outcome 3: Staff and Co-researchers capacity building – TBCD staff and Co-researchers capacity increased to respond to the new emerging need of the most vulnerable group so they could be more resilient to the current changing environment and context.</p>	<p>Many of the co-researchers were less literate and infrequently invited to take part in various social events because they were drawn from the most vulnerable communities in the TBCD target areas. These types of situations occurred during the PAR implementation, and overnight visits helped the project team familiarize itself with the corresponding issues. Following a year of involvement in project activities, from the planning stage through to execution, both project staff and co-researchers gained an understanding of community led development principles, methods of mobilization, and guiding community to undertake simplified analysis of findings. For project employees and fellow researchers, notably PAR, TBCD offered a variety of opportunities to expand their capacities. As a result, the four current CLDM of TBCD have been able to work independently in their designated areas, and four of the 16 current co-researchers have been found to be capable of inspiring and motivating their villagers to take part in tasks of contribution and community events for the benefit of their respective communities. These were taken from the project team and co-researchers' reports throughout the report period, and their proof with alterations is fairly illuminating to support the project's purpose.</p>
<p>Output 3.1: Co-researchers and TBCD staff are equipped with human rights, community-led development knowledge</p>	<p>3.1.1: The training of the universal declaration of human rights included 24 participants, including staff, co-researchers, and youths. The training had a well-prepared syllabus and code of instruction, as well as supporting documents, and it lasted five days, including travel time from the communities to the training location and back. The observation cited and recorded by CLDM states that after the training, the participants were able to</p>

<p>and climate change that can potentially impact community livelihoods.</p>	<p>respond to the tough question posed by the trainer and that the majority of them were able to educate their friends and communities about the 30 articles of the Universal Declaration of Human Rights as well as the ideas of human rights.</p> <p>3.1.2: Mr. Leak Chowan, the program development manager of PNKS, and Mr. Long Deoun, the project manager of the Samleng Prey Lang Project, both experts in climate change, assisted in conducting and imparting the training to the project team and co-researchers. The training included a thorough three-day course on climate change and ecological concepts, learning materials, and an exposure field trip to climate change-resistant vegetable farms in Hang Savath village, Sam Khuoy commune, Sesan district, Stung Treng province. This training was organized and hosted by PDAFF and TBCD. Although the lesson was not new, the exposure field trip to learn about climate change-resistant farms was. The trainees learned a lot from those vegetable farms, and the capacity knowledge was very different from anything they had previously learned. One of the co-researchers, Miss. Mei Channeang, shared her experiences, saying that while she had taken part in various climate change and environmental health trainings sponsored by the provincial department of the environment and the Regional Community Forestry Training Centre for Asia and the Pacific (RECOFTC), she had never gone on a real exposure field trip to learn about the practices of climate change-resistant vegetable farms as part of the training method used by TBCD.</p> <p>3.1.3: With the exception of the new hires, this activity was properly carried out, and the teachings about financial literacy were not difficult to understand for the current staff members. This training served mainly to refresh what the workers had already learned. The process of remembering such a course to personnel, including new staff, however, permitted and helped project team to have expanded notions of NEED and WANT analysis, and be able to identify and manage the cost, particularly the personal family's financial expenditure management. Beyond their own personal interests, the entire project team, including the new hires, understood and put what they had learned into practice. They were also able to apply what they had learned to their friends and neighbors' communities; according to the actual observation and report of the trainer.</p> <p>3.1.4: The data collection from the fields was completed, and the project team's active youth participants and co-researchers were chosen and hired as the data collectors. The collected data was categorized and grouped by household surveys, key informant interviews, and focus group discussions and was then taken to the corresponding villages. The facts and information are currently being worked on to be carefully evaluated and finalized before being endorsed and reported for further action at the leadership level. TBCD team and co-researchers, as well as the youths, were familiar with the process of data collection, which the majority of them had never used before. During the data collection training at the office, they felt hesitant and less</p>
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confident going and gathering the data in the communities, but they were thrilled once they could do the data collection over the expectation.

3.1.5: This PAR refresher training was already performed in the province of Ratanakiri, and only the co-researchers and project staff were asked to take part. It was co-facilitated by TBCD and ADIC. The additional value of the refresher training was mainstreamed on how to identify and pin the poor, vulnerable, and marginalized families, including those with disabilities, within the respective target villages so that the project staff and co-researchers were eager to work with and monitor the correct families as originally planned. According to the training report and minute of the PAR refresher training, the newcomers—co-researchers and staff—were hesitant to apply PAR approaches, and they required further development of PAR and facilitation to implement PAR with communities towards the common interest of communities.

3.1.6: 22 people were invited to participate in the refresher training on community initiatives, which was led by a project manager and a MELO and had the goal of orienting and mainstreaming the trainees to ensure that the process of implementing a community initiative with the designated villages made sense and followed the PNKS pattern. According to Mrs. Sunthorn Keo, a CLDM, not only the staff but also the co-researchers were unsure of how to mobilize the community initiatives, but individual initiatives were much easier than the community initiative. On the other hand, Mr. Saly Hongthong, one of the co-researchers, claimed that he assumed the TBCD team made all decisions regarding the community initiative, not the co-researchers or community members, so that he and other co-researchers within Na Oung village did not dare to such a job either; both staff and co-researchers understand the community initiative commitment and method following the refresher training session on community initiative.

3.1.7: After GEDSI stimulus grant was approved, and the MELO, Mr. Choup Pisey, and Project Manager, Mr. Sun Chanthou, co-facilitated a three-day GEDSI refresher course in Siem Reap province, and the local management team of TBCD decided to invite all of the current co-researchers and project personnel to attend. Additionally, the course included lessons on influential, powerful ideas and the challenges of working with the underprivileged, marginalized, and people with disabilities. Prior to the training, the training syllabus was also put together to take into account the context and level of knowledge of the staff and co-researchers as well as the translation and interpretation of Khmer into Lao and vice versa because some of the trainees were invited from the context of Lao communities. The opportunity to see Siem Reap and the ancient temple at Angkor Wat made the trainees very happy. In addition, the participants showed greater understanding than in the previous GEDSI training despite the addition of lessons on power, influence, and the difficulties of working with the most vulnerable people. Each participant

	<p>appeared to be actively participating in every session of the three-day course, though. One of the CLDM, Ms. Sous Saneth, expressed her impression that she felt extremely satisfied to learn and become familiar with the GEDSI once more, particularly the additional lessons on power, influence, and the barriers to communicating with the poor, the socially isolated, the marginalized, and the people with disabilities. Miss. Lin Keo, a young woman from the Laotian community, said with a smile that it was her first time learning and understanding the lessons of GEDSI. Previously, she had not heard of this course and had no idea how to encourage and mobilize people to participate in the development activities necessary to meet GEDSI criteria. However, she claimed that she now understood and applied the lessons in all meetings and activities in her village.</p>
<p>Output 3.2: Co-researchers and TBCD staff are linked to relevant networks to support local movement and livelihoods.</p>	<p>3.2.1 and 3.2.2 are similar, and thus, the result was that before making a final decision about who would be chosen and sent to join such a network, co-researchers and active youths from the beneficial areas were chosen and sent to take part in any network events at the provincial and national levels, including the local liaison and network. The selection process and criteria were based on the recommendation of CLDM, MELO and approved by PM. In reality, the TBCD team organized and coordinated the local liaison and network among co-researchers and youths within the target district, as well as sent co-researchers, youths, and project staff to participate in the youth network with the Samleng Prey Lang Project of the PNKS Organization, the CYCC Project of the ICC Organization, and the NTFP Organization. One of the youngsters from the island village of Koh Pnov, Miss. Muy Keo, stated that she had gained a lot of knowledge and that it had been her first experience to see past the context differences and the shared cross-knowledges among the youth network or meeting. One of the co-researchers, Mr. Choub Cheat, claimed that he also shared common lessons learned from the context of his village, including the difficulties he had in taking in further assistance from the network and having ideas for solutions on the school's clean environment. He claimed to have gotten a lot of ideas from such network meetings. In fact, he put what he had learned into practice, and a waste incinerator was erected to address the issue of the current poor school environment.</p>
<p>Output 3.3: Co-researchers and TBCD staff are working closely with local government / local authorities and communities for advocacy to support the livelihoods of the most vulnerable and marginalized groups.</p>	<p>3.3.1: This activity was efficiently completed, and the vice-chairperson of the district board of governors presided over the presentation, encouraging all attendees to participate actively in TBCD project activities. The workshop was approved to invite the village, commune, and district leadership teams, as well as the concerned partners within the target district; and co-researchers and some of the beneficial farmers were also invited to hear and understand about the strategy and plan of action towards the achieved goal of TBCD. According to Mr. Dy Chan Sorphea, the deputy-district governor, the local authorities, which included the village, commune, and district authorities as well as the interested partners who were invited and participated in such a workshop of project introduction, were familiar with TBCD's plan</p>

	<p>of action and PNKS's strategy. As a result, each of the partners felt more confident in correlating and collaborating with TBCD's project staff than they had in the past.</p> <p>3.3.2: It was finished as planned, and the invited guests were displayed at the gathering area to acknowledge VMGV of TBCD/PNKS. The project introduction meeting (vision, mission, vision, and goal of the project) was held in each of the target villages, and not only the village authorities but also the grassroots, including the vulnerable people, had participated in such a meeting. Mr. Yen Mei, a member of the school management committee in Koh Pnov village, stated unequivocally that it was essential to include community members' contributions and participation unless those people had a thorough understanding of the project; otherwise, they would not be willing to actively participate in its implementation, similar to other NGOs that rarely focused on the communities but the local authorities.</p> <p>3.3.3: Although this task was completed, it was expected with other operations, which resulted in underspending on the budget. In reality, the project team and co-researchers, including MELO, collaborated to reflect on and track the risks of project implementation for each quarter. Through this activity, the project team and co-researchers were able to learn a lot about do no harm consideration, risks of project activities implementation, risks of socialization, and risks of political sensitivity in order to lessen the barrier and challenge and to achieve the three project outcomes. It was stated that, in contrast to previous years, the field personnel for the project and the co-researchers generally support any decisions made jointly by the project and co-researchers, including those that occasionally include the local authorities prior to implementing every activity at the target villages.</p> <p>3.3.4: 30 target participants, including co-researchers, youths, and local government representatives, as well as the project team, were invited to jointly reflect during one year of project implementation. The topics had also been prepared and were organized according to each of the project's anticipated outcomes by year. The project achievement, challenges and barriers, and plan of actions had been completed together, and everyone in the workshop was encouraged to actively participate. All of the participants were democratically allowed to voice and express their constructive feedback aimed at improving the project implementation for the following year. One of the commune representatives noted that after listening and personally participating in the workshop in a democratic manner, he felt owned and empowered to take part in the project implementation.</p>
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** Please note: this is a summary of data/information (both quantitative and qualitative) from the project's M&E plan or system. This information will be supplemented by detailed progress*

reporting in the Participants and Indicators spreadsheet - attached separately with this annual report.

F. Project participants (beneficiaries), households and local structures (Maximum one page)

Please complete the following table on total project participants, households, and local structures for this reporting period.

Particular	Direct	Indirect	Total
Participants (Beneficiaries)	2537	250	2787
Households	463	63	526
Local Structures	9		9

**Please note: details and disaggregated data on beneficiaries, households and local structures should be captured in the indicator and beneficiary's spreadsheet*

Please describe any significant changes in your participants (beneficiaries) numbers, the most marginalised and vulnerable groups, and household numbers if any in the last 12 months.

It was claimed that 30 out of the 75 people who profited from the inputs of growing vegetables and rearing poultry are aware of and use agricultural practises. In the hope that the 30 successful participants would set a good example for other people living in the same neighbourhoods in the ensuing years, they changed from regressive, habitual rearing and growing to raising chickens and growing vegetables with what they learnt from the initiative. TBCD reactivated each of the five model farmers through training, coaching, and the provision of start-up materials as other project beneficiaries. Of the 30 participants, 25 were from low-income households, and the remaining 5 were from moderate-income households. These five model farmers had prior experience with other NGOs in terms of attending various training courses and having existing but underused home gardens and chicken coops. In actuality, those five farmers could serve as role models as the top farmers in their respective villages, and the other 25 farmers had also learnt from and transformed as a result of the inputs of TBCD and the example of those five farmers.

Please describe in summary any significant changes in the number of local structures, and how you strengthened their capacity in the last 12 months.

The observation and openly quoted remarks of the local authorities, which included the administration of Borei Osvay Sen Chey district, showed that a significant portion of TBCD staff overlooked and placed less value on the district's administration. Some of them also used spoiler words and phrases to describe the provocative and inciting actions of state officials. However, "up to now, I had never seen such prior staff, and I saw newcomers instead, they looked friendly and closed rather than the previous staff I used to see," he added with a smile. Mr. Ly Mina stated that he felt untrustworthy towards TBCD and that he assumed TBCD was inclined to be in opposition to the current government of Cambodia. The district governor always attended as chairperson to honorably open remarks and monitor the project's progress in a cooperative manner. However, the closed communication and correspondence between the TBCD and the district administration and the target communes went without a hitch. Since

that time, and still today, both the district and commune administrations as well as the provincial level have been working to further involve either the TBCD or the PNKS in the numerous relevant meetings and workshops.

G. Project Approach and Methodology (maximum one page)

The mission of TBCD is not to work on projects that use a relief strategy, but rather to strengthen the ability of the community and provide it the freedom to manage its own business. Because this is the foundation of any successful effort, TBCD could play a positive role in fostering greater community cohesiveness and solidarity. It is obvious from a year of interaction with the four villages that they are not by any means in a crisis. The project team needs to acknowledge the various respectful ways in which they have lived their lives. In that case, it's crucial to consider how they can work together in the long run, and any sympathies or expressions of concern for any marginalized members of the community should begin with the community itself. TBCD could then serve as a springboard for helping them build a fulfilling life.

When the sense of community is bolstered at the local level and elevated to the district or provincial levels, TBCD might link them to the current platform to express their concerns to the higher policy duty bearers. This coordination framework is already in place for community discussions or advocacy efforts with others at various levels. Examples include CEPA, Wathnakpheap, Prum Vihearhor, and Sovannphum organisations, which cover the target areas of three communes in the Borei Osvay Sen Chey district. The group of five NGOs, whose operations are similar to TBCD's, may collaborate on future projects implementation in new fiscal years.

What is the project development approaches or methodologies for interventions that have contributed to bringing the changes explained in earlier sections?

The adherent coalition working plan of co-researchers and project staff, community and individual initiatives, mobilization, empowerment and delegating with constant coaching, training, exposure, and cross-learning exchanges, as well as spending one week of overnight stays in the target villages were compulsorily inserted in PAR implementation. These activities allowed TBCD to achieve many different accomplishments during the fiscal year 2022-2023, and they were very supportive to the process of project implementation on livelihood development. The close interaction with local structures, particularly the administration of the district and commune down to the village authorities, as well as the village development committees and active youths, is also a crucial factor in encouraging the existing powerful and resourceful individuals within the state institutions to bear their role of responsibilities towards the needs of the communities.

Among those approaches or methodologies, what approaches are working well to bring changes/impact?

During 18 years of PAR research and one year of actual PAR implementation, it became clear that PAR could not stand alone, and that the various tools and approaches mentioned above were required as added values so that PAR could be implemented and complied with the contexts of the respective communities, typically the issues that emerged and were discovered in the villages. The most essential techniques to PAR implementation, such as mobilisation, co-researcher functioning, empowerment and delegation to co-researchers with continual coaching, capacity building for co-researchers, and overnight stays in allocated communities.

H. Monitoring, evaluation and learning/research (maximum two pages)

Briefly describe how you have been monitoring your project? *E.g. how do you collect data and how do you work in an ethical way with children, youth, marginalised groups, and communities?*

The working arrangement between staff and co-researchers is taken into account for the shared plan because, over the past 12 months, it has been challenging for co-researchers and staff to interact on a village level. In the meantime, geographically, two project staff were assigned to share role of responsibilities by each target village and were therefore forced to work and travel to targets together. On the other side, co-researchers infrequently understood the plan of field staff members whose duty it was to work or remain in their village, and occasionally some co-researchers were not at homes or in the villages, resulting in the project staff not having paired with co-researchers and missing the collaboration.

TBCD streamlined its numerous approaches based on the context of each target community when working with less literate and nonliterate people as follows:

- For project employees, formal writing is necessary, with the exception of co-researchers. Telegram channels and groups have been streamlined and created to facilitate mutual contact by both writing and voicing modes of communication.
- Reporting by case or activity was encouraged, and project personnel is also obliged to compose and integrate such data and information into monthly reports, to ensure that information and data are acknowledged promptly.
- Prior to creating the quarterly report, it was necessary to conduct for a half-day field-level reflection with randomised community members, co-researchers, and representatives of village authorities in order to gather the quarterly data or feedback. This activity was led by the respective target village holders and MELO.
- At the community level, members of village development committees, village officials, co-researchers, and active youths, as well as the project staff, are compelled to gather and jointly demonstrate the six-months' worth of achievements, challenges, and plans for the ensuing implementation. This activity was led by MELO and CLDM; occasionally PM.
- To enable each participant to express their understanding of the past year's accomplishments, challenges and lessons learned, solutions, and next plan, a 3-day annual reflection workshop, attended by all co-researchers and members of the project team, including representatives of village authorities and commune council, was held at the provincial level or outside the target province. All data and information from this workshop were compiled and produced into annual report, which was led by PM and MELO.
- The most developed and changed family or individual, whose contributions were supplied and supported by the project among the beneficial participants of the villages, was chosen and asked to be written a story of change in order to prove the major change with witnesses and actual happenings, and this was facilitated by CLDM and MELO.
- Project personnel and MELO also participated in home visits, village visits, and overnight stays as part of an observational process and shared actualisation that allowed for in-person monitoring and feedback that was documented for later analysis and learning.

Please describe how project participants including the most vulnerable, children and/or youth have been involved in the monitoring or evaluation of this project.

The truth is that TBCD did not specifically target children, but rather, the adults who cared for the children were invited to participate in a variety of project activities. A few of the children occasionally went in the project implementation while their parents drove them to the location of the meeting or went where their parents went and participated in the TBCD events. Regarding the adolescents living in the designated locations, all of the non-migrant youths were chosen as co-researchers, and they received various trainings and were actively participated in the project's implementation. Their ages ranged from 15 to 35 years old throughout the fiscal year of 2022-2023; and the youths from marginalised and at-risk homes were the focus of the prioritised selection. Additionally, 17 energetic youths from the four existing villages were chosen and given the opportunity to collaborate with the TBCD team as partners. TBCD also gave each of them access to a number of courses so that they could all work and adhere to the project's strategy and approaches towards the shared goals.

How have you applied previous learnings in the last 12 months? Please describe briefly.

The prior lessons learned regarding the community and individual initiatives learned during the activities of piloting implementation have been continuously applied within some of the assigned villages in order to increase ownership and contribution meant to address and handle the issues found in their own villages on their own, and the majority of the villagers in Koh Lngor village left the village to scavenge and sell their labour for money; the majority of villagers who stayed at home were the children and the elderly. As a result, there was less participation in Koh Lngor village than in the other three villages, and this approach was necessary to secure the participation and contribution from the community members who were willing to do so.

Please describe 3-5 key learnings from the last 12 months.

1. ADIC suggested and advised the project manager or another resourceful member of the team with capacity and familiarity with PAR to lead and direct the project team and co-researchers not only to perform clerical work in the office but also to work in the assigned fields; leading and directing the project team and co-researchers until most of them become familiar with PAR approaches and profoundly understand the context of the target villages; and one way to strengthen the relationship with local authorities was to ensure that the TBCD team representative attended all meetings and activities to which they were officially invited by the subnational government, especially those to which the target district and communes were invited. Since TBCD lacks a project coordinator, MELO takes on this function in the target villages. As a result, at every activity and event involving PAR approaches and tools, especially with reference to PAR Implementation, there was either a project manager or MELO present then. Due to a change in management style, the previous method of TBCD implementation has now gradually changed. It's also possible that this is a result of the process of CLDM being empowered and given more ownership so they may continue to work to the best of their ability to implement PAR. However, the newcomers, including both project staff and co-researchers, still require the capacity and support for PAR, just like in the past.
2. The project team, in particular CLDM and co-researchers, became unsure and reluctant to continue implementing TBCD's activities, and they frequently questioned whether the actual project implementation was based on the management style or the methods of PAR. This was due to the conventional approaches of other projects' concepts and experiences being added into PAR approaches and tools. However, the original advisor of ADIC, the first PAR instructor, had already orientated and described such a contentious perception to the project team and co-researchers.

3. One of TBCD's co-researchers was arrested on the unfounded charge of illegal drug smuggling, and he was held in jail until he passed away. Other project participants have also been under suspicion by police in the four target villages, but those individuals have remained anonymous up to this point. TBCD continues to formally inform its staff and co-researchers as well as the beneficial participants of these incidents aimed at avoiding any offenses, and if any crimes were committed by him or her, they would be prosecuted under Cambodian law; this is not the responsibility of TBCD.
4. Working in Laos' cultural setting made it difficult to communicate verbally and in writing, especially due to the peasants' customs and backwards-thinking mindsets (they followed and stuck to whatever their predecessors did in the past). In order to streamline the process of developmental duties in such a context, the locally creative individuals in the context of Laos were unavoidably hired to function as CLDM.

How will these learnings effect planned activities for the next 12 months?

The four lessons listed above are taken into consideration in likely delaying the project's implementation, which is typically the process of PAR practices; additionally, four of these lessons can be a barrier in advancing the project's activities as initially planned as the next year of project implementation, because the project staff and co-researchers are unsure of what to do to comply with the PAR approach; and thus, in order to align the technique of PAR implementation with the project's objectives, the management style and the dominant influence of conventional approaches should be examined and adjusted; and Another point is that the project team, the co-researchers, and the beneficial participants were strangely frustrated by the police investigation and allegation, which made them hesitant and unconfident in executing the project events or activities at such the target regions.

Have you done any evaluations within the last 12 months? Y/N

No, TBCD hasn't; and only the annual reflection was conducted to gather the data and information to produce the yearly report.

Does this project have research component? If yes, please update the progress of the research.

It was not new but existing and implementing with PAR within the below notes:

1. Integration and social investigation
2. Starting from the people
3. Exploring the community initiative
4. Analysis to have common understanding
5. New findings, new knowledge and behaviour changes
6. New understanding and practice
7. Reflection
8. New planning and further action.

How have you been accountable to local stakeholders (community members, CBO's, local government etc.) in this reporting period? (for e.g., sharing of evaluation results or project progress updates)

TBCD updated and reported its annual progress to the sub-national administration of the government via Ministry of Rural Development (MRD) Report and the bi-annual progressive report against the initially agreed plan of commune investment programme (CIP), and shared

its yearly results with the project team, co-researchers, active youths, representatives of village authorities, and commune councils through the annual reflection workshop.

Have there been any significant changes in your staffing or organisational structure in the last 12 months? Y/N is yes, please describe.

Yes, TBCD has; following the resignation of Mr. Un Veoun, the former project manager of TBCD, Mr. Sun Chanthou, the project manager of Samleng Prey Lang, has been burdened and additionally responsible for TBCD's business instead of no new hired project manager; this means that Mr. Sun Chanthou has been assigned to manage both TBCD and Samleng Prey Lang project with different contexts of project implementation.

I. Sustainability (maximum one page)

Have there been any changes made to the sustainability plan explained in the project proposal/design? Y/N if yes please describe the changes.

The mid-term review, which is scheduled to take place in 2024 in accordance with the project milestone date, will describe and provide details about the updates to this part.

Please provide a brief update on progress made towards sustainability in the last 12 months (e.g. strengthening community-based groups, seeing behaviour change among community people etc.)

Four of the co-researchers are skilled meeting and training session facilitators at the village level. They can also coordinate neighbourhood clean-up efforts and generate suggestions for community projects. The project staff receives helpful assistance from three of the co-researchers with these activities. However, three of them needed further capacity building in order to interface with communities, comprehend the notion of human rights, have interpersonal skills, and employ development concepts and methodologies. It is therefore recommended that TBCD continue to provide them with the essential capacity building, not just to the three co-researchers but to all of them as well, in order to aid each of them in becoming more confident in their capability to facilitate and coordinate community activities.

J. Inclusion, Equity, and Crosscutting issues (maximum two pages)

Gender Equity, Disability and Social Inclusion (GEDSI)

Please describe how you have worked to promote gender justice in the last 12 months (e.g. ensuring equitable participation of girls, boys, women and men, gender rights advocacy.) What impact (positive and/or negative) have you seen from this work?

The project offered training sessions on gender equity and equality, disability, and social inclusion (GEDSI) to the project staff, co-researchers, and the involved youths so that they could mainstream and escalate the input of GEDSI into every activity carried out within the target areas in which they were invited to participate and engage over the course of the previous twelve months. In the meantime, the project staff and co-researchers consistently divided each of the project's event participants into the status of male, female, disability, the marginalised, the poor, and the vulnerable people, as well as the children, in order to ensure that every project activity implemented was given special attention and scaled up with the integration of GEDSI. Through training sessions during the first semester of project implementation, GEDSI was mainstreamed and disseminated to the project team, co-researchers, and the engaged youths. During the second semester of FY' 2022-2023, those helpful trainees understood and applied the concepts of GEDSI to their tasks working at their communities, and before inviting the villagers to participate in any events of the project

implementation, they mobilised and invited the priority groups to be compliant with social inclusion.

Were children, youth or adults with disability involved in the project in the last 12 months? Y/N if yes please describe how and if not please describe why not. In what ways did they participate?

No children with disabilities participated in TBCD over the past twelve months, however 37 people with disabilities were involved in project implementation. These individuals included a male co-researcher, five male youths, 21 male villagers, and 10 female villagers. Every one of them was encouraged to participate in TBCD from the first semester of FY 2022–2023 through the second semester by attending training sessions, meetings, workshops, and reflection sessions that were held in the villages. They each received higher attention and compensation than the regular participants, and PNKS policy was also issued, which applied the internal guideline of allowance provision for people with disabilities.

Please briefly describe how the project is engaging any other vulnerable groups (e.g. people living with HIV, ethnic minority/tribal groups etc.).

Aside from ethnic minorities of Laos, there were no other tribal groups within the current target villages of TBCD. The beneficial participants included co-researchers and some members of the project team who were chosen from these people groups in order to connect them with the process of TBCD implementation approaches and strategy into the existing context of Laos living in the villages located along the cross-border of Cambodia and Lao. Since they did not attend school, the majority of the vulnerable villagers were illiterate. Although they spoke Laos more frequently than Khmer, they were unable to write in either language. Nearly all of the project's operations were carried out in the project's target locations with the assistance of translators who could speak both Lao and Khmer. This duty fell on any staff members employed from the Lao context.

What were some key barriers to participation of vulnerable/marginalised groups in the project over the past year? How did you address/overcome those barriers?

There were three significant obstacles to vulnerable and marginalized groups' engagement over the past year in terms of:

- The majority of these groups' children did not attend school as a result of their seasonal movement, which involved their taking their children with them and leaving their houses for extended overnight stays at farms or fields. The project team and co-researchers who were using the PAR technique made time to occasionally visit and work with those families at their farms and fields.
- Discriminatory treatment by local authorities, who give marginalised and vulnerable families less attention under the pretext that they find it challenging to interact with them. This was the unbalanced interest for the locals, which sounded and made them feel more alone and split. As a result, TBCD prepared its budget for FY'2023-2024 to remind village officials and members of commune councils of their roles and responsibilities in an effort to lessen this bias.
- The allowance of TBCD provided to each project participant was significantly less than their daily earnings from selling labour, which led to the majority of them choosing to sell labour rather than taking part in the project's activities or events in their communities. Without selling labour, their children would have gone without food on those days when they were participating with TBCD. However, the project's management and leadership team met to coordinate, and they unanimously decided to make the necessary corrections and raise the allowance for TBCD participants from what it was previously.

E. Climate Change and environment

What has the project done to protect, conserve or generate positive impacts on the environment in the last 12 months?

Actually, for three full days, project staff and co-researchers were trained and equipped with knowledge of climate change and environmental effects, which was facilitated by PNKS climate change experts Mr. Leak Chowan, Programme Development Manager, and Mr. Long Deoun, Project Manager of Somleng Prey Lang. Following that, the project team and co-researchers continued distributing and mainstreaming such three-day climate change and environment courses to the target adolescents and communities. The majority of the trainees were evaluated based on their level of comprehension; they received scores of 45% on the pre-test and 89% on the post-test for their understanding and responses. Every project activity or event included a more in-depth discussion on climate change and its effects in order to make people aware of it and prepare for it in their daily lives.

How did you minimise the potential negative impacts of the project on the environment?

During the last twelve months of FY'2022-2023, TBCD disseminated the process of raising awareness and familiarity on climate change and negative environmental impacts, which was mainstreamed and scaled up to the village level through home visits of the target households made by the project team and co-researchers, as well as the provision of training to focal people within the target communities.

Have there been any Climate Change Mitigation activities conducted in the last 12 months? Y/N if yes, please describe them.

Apart from providing project employees, collaborators, target youths, and villagers with a single course on climate change and its implications, TBCD hasn't carried out any climate change mitigation.

Have there been any Climate Change Adaptation activities conducted in the last 12 months? Y/N if yes, please describe them.

Yes, TBCD has offered technical training on raising chickens and growing vegetables to the target villagers, co-researchers, and project team. This technical course was directly facilitated by technical experts hired from the Provincial Department of Agriculture, Forestry, and Fishery (PDAFF), and it was thought that this course would help the farmers learn more about how to adapt to climate change in the context of Cambodia.

Have there been any Disaster Risk reduction activities conducted in the last 12 months? Y/N if yes, please describe them

No, TBCD hasn't engaged in any disaster risk reduction initiatives except than sharing a little amount of information on disasters that have affected Cambodia and its aims with locals in a broader way.

Other If Any

If there are any other cross cutting issues you would like to include, please explain.

K. ANCP specific

(Write this section if the project is funded by TAI through ANCP funds)

Did the project involve the private sector? (Private Sector includes working with commercial enterprises, including informal sector micro-enterprises (like farmers and street traders), small and medium-sized enterprises, large locally-owned companies, and multinational conglomerates?) Y/N if yes, please outline the nature of the private sector engagement and identify any success or challenges.

The TBCD project is currently working with 75 farmers, 46 of whom are women, to improve their livelihoods by enhancing their agricultural production. The project has implemented training programs on appropriate chicken raising and vegetable growing that respond to the changing environment. Additionally, the project has provided poor farmers with some capital start-up in the form of vegetable seeds, hens and roosters, net for cages, and net-fence for vegetable gardens. The project believes that these interventions will help farmers to improve their agricultural production and ultimately enhance their livelihoods.

The 75 participants, some of whom were co-researchers and project staff who were willing to be familiar with such technical training, were technically trained by the technical trainers that TBCD hired from the Provincial Department of Agriculture, Forestry and Fishery of Stung Treng Province (PDAFF), and the course was included in the following descriptions:

Session of raising chicken

Teach farmers how to build chicken cages and how to care for chickens and cages.

Teach farmers about chicken breeding and selection.

Teach farmers on chicken illness prevention and treatment, as well as vaccination.

Educate farmers on how to rear hens in an environmentally responsible and resilient manner in the face of local climate change.

Session of growing vegetable

Teach farmers how to build vegetable gardens and fences to keep pests out of their crops.

Teach farmers about soil preparation and organic fertilizer production.

Teach farmers how to pick and cultivate appropriate crop seeds using agricultural practices.

Educate farmers on how to care for vegetable crops and how to grow vegetables according to the planting schedule and agricultural techniques.

Teach farmers how to prepare and store crops after harvesting in order to protect the quality of vegetable crops.

Educate farmers on how to grow and select climate-resilient cultivars.

Agri-technicians also taught the participants about the local market's sellers and buyers' interactions, as well as the costs of vegetables and poultry. Even while this approach does not give farmers complete access to the potential and viability of new agricultural techniques, at least some of them can serve as role models for other, less experienced farmers and others who did not take such courses. Although the project did not directly involve the private sector, it did contribute to the promotion of agriculture in the target area, which assisted farmers in their efforts to forge future connections with the sector for the purposes of buying and selling arrangements for their local agricultural affairs.

Out of the 75 farmers that took part in the initiative recently, 30 farmers used the new farming methods and raised hens as a family, according to documents and reports from the project team. This is the desired outcome for the project's implementation of its learning and monitoring activities for all farmers in the project's target villages. In general, the project

must start from the first phase, as indicated above, with farmers in such a context initially, in order to urge farmers to reach a level of partnering and working with the corporate sector.

Did the project involve innovation? (For this purpose, development innovation means a new approach to an aid investment, or a new approach that has not been trialed within the relevant operating environment before, with the potential to be cheaper, faster or better (e.g. more inclusive)). Y/N if yes please provide further information and identify any success or challenges.

Project implemented Participatory Action Research (PAR) including staff and community members capacity development on PAR. This participatory approach helped project and community worked well together to plan the project design with strengthened community empowerment and local ownership.

Participatory Action Research (PAR) is an approach to research that prioritizes the value of experiential knowledge and aims to tackle problems identified by the community themselves. It involves the participation and leadership of those experiencing issues, who take action to produce emancipatory social change.

PAR is a collaborative and iterative process that brings together community members, activists, and scholars to co-create knowledge and implement alternatives.

In the context of the project, implementing PAR involved the following:

Capacity Development: The project focused on developing the research skills of community members, enabling them to actively participate in data collection and analysis.

This capacity-building process empowers community members to contribute to the research and decision-making processes.

Community Empowerment: PAR aims to achieve empowerment of those involved.

By involving community members in the research process, the project strengthens community empowerment and local ownership. Community members have the opportunity to actively participate in planning the project design and decision-making, ensuring their voices are heard and their needs are addressed.

Local Ownership: PAR initiatives are typically designed and led by local practitioners known as community co-researchers and community members. This ensures that the project is rooted in the local context and addresses the specific needs and priorities of the community. The involvement of community members in all aspects of the research promotes local ownership and sustainability.

By implementing PAR, the project and the community can work together effectively, fostering collaboration, inclusivity, and shared decision-making. This participatory approach not only strengthens community empowerment and local ownership but also generates new knowledge and insights that can lead to positive social change.

In Koh Pnov, according to PAR, people identified that they needed a small bridge. Students could not come to when ever it rained because it flooded the small stream that they could not cross. In the same village, the school teachers, students and community members identified a need for fixing the an old water tank so they could collect rain water for school to use in the bathrooms.

In Koh Pnov, according to PAR, the community identified two needs: a small bridge and a fixed water tank. The small stream that the students used to cross to get to school would flood whenever it rained, making it impossible for them to attend school. Additionally, the school teachers, students, and community members identified the need for fixing an old water tank so that they could collect rainwater for school use in the school bathrooms.

Overall, PAR is a valuable approach that promotes community engagement, empowerment, and collaboration in research and decision-making processes. It allows for the inclusion of diverse perspectives and ensures that the project design and implementation align with the needs and aspirations of the community.

Acknowledging the support of the Australian Government for ANCP funded projects is a requirement of ANCP Grant Agreement. How was the Australian Government support acknowledged in the implementation of this project? Please provide at least one example of this (e.g. on social media, web content, media release, speech, event, photo of signage, publication/s). Please see the DFAT logo and style guide [here](#).

Formal and informal acknowledging the support the Australian government to TBCD project was done during:

The project formally and informally acknowledge the support of the Australian government to the TBCD project, as followed:

- Annual Plan Orientation Workshop to stakeholders and local authorities conducted at the beginning of the year: During this workshop, project formally acknowledged the Australian government's investment in the TBCD project. This was done by including a statement in the opening remarks and presentation slides that recognized the government's support.
- Annual Project Reflection and Planning conducted annually with co-researchers: During this meeting, the TBCD project acknowledged the Australian government's support by including a statement in the opening remarks and presentation slides that recognized the government's investment in the TBCD project.
- Any training, workshop, and event like Human Rights Day, anti-corruption training, etc.: During any training, workshop, or event related to the TBCD project, the project often announced the acknowledgement of the Australian government's support.
- Australian Aid logo: Project printed and displayed Australian Aid logo on education material like posters, Covid-19 education posters, T-shirt, etc. as this helped to visually acknowledge the government's support.
- Initial visit to new target areas for expansion: During the initial visit to new target areas for expansion, the project informally informed people they met including local authorities about the Australian government's investment in the TBCD project.

Capacity building of Partner staff: Please select any areas in which project staff received training / capacity building in during 2022-23, using project funding:

- Financial management, including fraud prevention
- Gender equality
- Disability inclusion
- Monitoring and Evaluation
- Safeguarding (incl. PSEAH and/or Child Protection/Safeguarding)
- Covid-19 prevention
- Technical (please specify): technical training of chicken raising, vegetable growing, universal declaration on human rights, climate change and its effects, PAR, community led development, anti-corruption and anti-fraud, financial literacy, and facilitation skill.
- Other (please specify): _____

L. Safeguarding (maximum one page)

How did the organisation/project ensure that vulnerable and marginalised people (both children and adults) are kept safe from possible exploitation and/or abuse, in the course of your work?

PNKS organization has created a Safeguarding Working Group consisting of five members from two projects, Somleng Prey Lang and TBCD. The purpose of this group is to respond to any incidents and offenses related to Protection from Sexual Exploitation, Abuse, and Harassment (PSEAH) and safeguarding of vulnerable children and adults.

Although the Safeguarding Working Group has not yet developed Terms of Reference (TOR), they have agreed on the basic role of the working group. Their role is to ensure a safe environment for the staff and community members engaged with the project.

It has been identified that PNKS's safeguarding policy does not meet the minimum requirements, and an immediate review is needed. However, PNKS does have a PSEAH policy that meets the minimum requirements. The organization will receive support from TAI and Tearfund in this review process to ensure that the policy meets the minimum requirements.

This year, PNKS has developed a hotline number and shared it with the community people and local authorities. The purpose of this hotline is to allow the public and community members to report any irregularities.

In summary, the actions taken by PNKS and the Safeguarding Working Group are as follows:

Safeguarding Working Group: Consists of five members from two projects, Somleng Prey Lang and TBCD. The group is responsible for responding to incidents and offenses related to PSEAH and safeguarding of vulnerable children and adults.

Review of Safeguarding Policy: PNKS's safeguarding policy has been identified as not meeting the minimum requirements. An immediate review is needed, and TAI and Tearfund will provide support to ensure that the policy meets the minimum requirements.

Hotline Number: PNKS has developed a hotline number and shared it with the community people and local authorities. This allows the public and community members to report any irregularities.

It is important for PNKS to prioritize the review of their safeguarding policy to ensure the safety and well-being of the staff and community members they engage with. By working with organizations like TAI and Tearfund, they can ensure that their policies meet the necessary standards for safeguarding vulnerable individuals.

What activities were conducted in the last 12 months that relate to safeguarding, either at organisation or project level? (e.g. update safeguarding policy, revise safeguarding risk assessment, safeguarding training for staff or volunteers).

Along with creating a technical safeguarding task force team and providing training to TBCD staff, the project team mainstreamed and applied their subsequent safeguarding actions to co-researchers, the active youth, and the villagers through home visits, coaching, and escalating safeguarding concepts into their own monthly action plans working in the communities.

Have there been any reports of breaches of your Safeguarding Code of Conduct during the last reporting period? (Y/N). If yes, how many? Please describe the measures taken to investigate and respond.

M. Partnership and organisational development (maximum one page)

Do you have a current organisational development strategy? Y/N if yes please describe the progress made towards it or any challenges faced in relation to organisational development.

Please provide any feedback or concerns you have with the TAI partnership and/or how TAI can better support you.

Some descriptions are given by TBCD project staff below:

Staff are proud of to be partner with TAI because TAI cares about staff capacity and inclusion of vulnerable people, including children and people with disabilities. One staff (CLDM) said, I am proud to know TAI who is from the west, respect human rights and freedom of speech.

We are proud that TAI visited the target area in Osvay, meeting with community people and project staff, rather than just read the report. This gave a good and clearer picture for supporter to understand the local context and the people.

TAI transfers fund for project implementation without delay. This efficient cash transfer has helped secure cash flow in the organization.

During TAI visit, TBCD staff learnt that they are humble, friendly, kind, and respectful. TAI respect and empower the organization and the project. They are very supportive that the project feels secure and supportive because of the words "Please let us know if you need any support".

TAI supported project and they engaged directly with project staff and co-researchers although from the distance because pandemic.

DMEL

Finance Manager was so proud to see that Jenny checked on the detail figures related to financial calculation, grant calculation, to make sure it is correct.

TAI conducted financial system review led to PNKS is now using QuickBooks online. It is a handy system, that allows more transparency and lessen time consuming.

PNKS is practicing Fraud Risk Assessment annually

TAI always provides feedbacks after sending them report. This allow project reporting learning and improvement.

Separate audit made PNKS spend a bit more time and money on external audit. We hope this could help improve our internal control as well as accountability.

N. Risk Management (maximum one page)

There are not many differences between the first and second semesters' project risk management throughout the fiscal year 2022-2023, and the following table lists several project risks that may arise within a year of a project's implementation.

Risk/concerns that might be happened	Solution/Prevention	Responsible	Frequency to response
We are concerned that a recipient's chicken	<ul style="list-style-type: none"> The project would suggest a technical expert to provide 	CLDMs	Follow-up action at least 2 times per month

would spoil after being given.	<p>coaching support for the beneficiaries.</p> <ul style="list-style-type: none"> ▪ The project team will continue to check in on the farmers' progress as they raise chickens after receiving the all-clear. ▪ Farmers who are familiar with these issues firsthand in the communities could teach the beneficiaries more. ▪ Encouraging recipients to vaccinate their chickens. ▪ Ensure that all of their chickens are enclosed in a fence and that their farming is situated a little bit away from people. 	MELO (Sometime)	
We are concerned that individuals who gain from chicken may leave the community.	We would not have included these people as one of our beneficiaries if we had known that they would migrate; the initiative required study on people's history and plans.	CLDMs MELO (Sometime)	Prior to selecting recipients, project staff must be informed of this.
Beneficiaries might not take particular care of their chicken.	<ul style="list-style-type: none"> ▪ Plan for inspiring and following up with them must be created by project staff. ▪ Outlining benefits of raising chickens for them. ▪ The project staff tries to address any problems the beneficiaries might be having. 	CLDMs MELO (Sometime)	Follow-up action at least 2 times per month
We worry that beneficiaries might incorrectly raise poultry.	The project team examines and monitors their crop planting and poultry keeping on a regular basis.	CLDMs MELO (Sometime)	Follow-up action at least 2 times per month
We worry that fewer people than expected will attend the training.	In order to make the participation affordable, it was suggested that the allowance for participants be corrected and revised to account for inflation and fair market value.	CLDMs	Before the training day, the project staff will work with participants and provide significant encouragement.
safety for female workers as they spend the night in communities.	<ul style="list-style-type: none"> ▪ Keep informing local authorities ▪ Seek the advice of the village leader before spending the night with any target household. 	TBCD Team MELO/PM (Sometime)	Every overnight staying at village

	<ul style="list-style-type: none"> At least two project staff members were allowed to remain overnight in the same home. 		
The silent road that runs alongside a forest on their way from school to the Khmer-Muslim region at Na Oung hamlet is not a place for female pupils to walk alone.	In order to convince the teachers, parents, co-researchers, and authorities to take the appropriate safeguards, the project employees who react on behalf of the community will bring up this issue with them.	CLDMs MELO (Sometime)	Continue to remind and follow up with any relevant partners.
When on a journey to the target island settlements along the Cambodian and Lao border, it is perilous for project employees, co-researchers, and the beneficial participants to commit any crimes and to be suspiciously accused of smuggling addictive drugs.	In order to effectively carry out its operations, TBCD established cross-relationship exchanges with local administrations and the police forces whose authorities and power were delegated to work in the operations' target areas.	CDLM team MELO/PM	The local authorities, police expertise, and TBCD officials must regularly meet within the set time frames each quarter.
Both project staff and participants were concerned about the safety of travelling on the river.	Everyone on the boat must be obliged to wear safety jackets, and hiring a safe boat with a professional boat driver was urged.	Project team and the participants	Every trip is via boat

O. Response to TAI conditions or recommendations (maximum half a page)

Where applicable please explain how you have responded to or complied with any conditions or recommendations made by TAI in the project agreement or notification letter.

Disclose conflict of interest

PNKS has implemented a conflict of interest policy for its staff since partnering with TAI. All staff members are required to declare their personal or family businesses every six months. If a management team member or staff member has the potential for a conflict of interest, they must declare it before participating in any decision-making body or making any decisions.

Safeguarding policy review

PNKS is planning to review its PSEAH policy, as it has been identified that the policy does not meet the minimum requirements for safeguarding the safety of children and vulnerable adults. TAI and Tearfund will support PNKS in the review process to ensure that the policy meets the minimum requirements.

It is important for organizations like PNKS to prioritize safeguarding policies and procedures to ensure the safety and protection of all individuals involved in the project, including staff

and vulnerable individuals. This can be achieved through regular review, monitoring, and evaluation of safeguarding policies.

Inclusion of people with disabilities and vulnerable people

The project has been focusing on two main areas: staff capacity building and the implementation of social inclusion in development.

Staff Capacity Building: The project has been focusing on building the capacity of its staff. This includes training and development programs to enhance the skills and knowledge of the staff members.

Social Inclusion in Development: The project has been implementing social inclusion in its development programs. This involves ensuring that vulnerable individuals and communities are included in the development process.

It is important for the project to focus on both staff capacity building and social inclusion in development. By building the capacity of its staff, the project can ensure that they have the necessary skills and knowledge to effectively implement social inclusion in their development programs. This will help to ensure that vulnerable individuals and communities are not left behind and can benefit from the project's initiatives. Additionally, it is important for the project to prioritize the safety and protection of all individuals involved in the project, including staff and vulnerable individuals. This can be achieved through the implementation of policies and procedures that prioritize safeguarding

P. Financial report

Please provide a detailed financial report, submitted in spreadsheet.

Has there been any major financial issues like fraud, conflict of interest or financial mismanagement risks encountered in this reporting period?

Has there been any significant changes in your staffing or organisational structure in the last 12 months? If yes, please describe.

Outline any lessons learned regarding financial management, including as identified through financial audits. How will you apply these learnings in the next reporting period?

Please find attached file.

Q. Change stories

Please provide two change stories from your project that best demonstrate the changes that are occurring because of your work. Please try to capture change at different levels (e.g. household and community); change stories should be connected to outcomes of the project.

Two stories of change were chosen and written about the progress with change of community members among the four villages, and the narration of the stories is connected individually with TAI form of story of change and the images of the stories.

If you want to include, you may also write a failure story and learning associated with the story.

Change Stories may be attached as separate files (template available upon request).

Annex:

Along with this annual progress report please provide annexures:

- **TAI Project Indicators and Participants (Beneficiary) Report Template (includes participants report, Local structures report, indicators report, local structure report, DRR indicator report etc.)**
- **Grant Report (Organisational Development, GEDSI etc.), if applicable**
- **Financial report** (*consolidation of years financial reports including report against OD grant and GEDSI Grant, if relevant*)
- **Conflict of Interest Register**
- **Bank Reconciliation, as of end date of reporting period**
- **Detailed Activity Report, if required**
- **Anything else you may want to report to TAI such as learning paper and so on.**