

Phare Ponleu Selpak Association
Registered: Cambodian Ministry of Interior 391scn

Directors Report for the Year Ended 2020

Phare Ponleu Selpak presents this report on the organization for the financial year ended 31.12.2020

Director

The name of the director in office at any time during or since the end of the year is: **Osman Khawaja**

The Director has been in office since the start of the financial year to the date of this report unless otherwise stated.

Activities Overview

The major programs of Phare are:

EDUCATION

Education provides children with the accessibility to early childhood education; learning acceleration at child development center; library program; and tutoring program including English; basic mathematics and computer skills.

PERFORMING ARTS SCHOOL

PAS provides children and young people with art classes including circus, dance, music, and theater for their future employment opportunities in culture and arts industry.

VISUAL AND APPLIED ARTS SCHOOL

VAAS provides children and young people with art training from leisure art classes to professional art training in graphic design, animation and Visual arts/illustration.

STUDENT SOCIAL SUPPORT & DEVELOPMENT

SSSD provides its students with emotional support, professional, and life skills to ensure the students have a holistic development for the duration of their studies and can start their professional lives on solid foundations.

COMMUNITY OUTREACH & ENGAGEMENT

While PPS plays a big role as a sustainable economic agent for the surrounding communities providing jobs, training the young generation and attracting visitors in Battambang, it also aims to play an ever more proactive role in the community such as community mobilization, network, and arts events.

2020 was the year that pulled the rug out of everyone's feet due to the pandemic. As we stood back up, we knew things would be different and we would have to adjust accordingly to survive. After the first 3 months of school and program activities, the school had to close and all staff had to make major sacrifices – taking pay cuts to keep the organization going. Urgent needs assessment of the communities was carried and COVID relief started for the most vulnerable. We kept as many programs open as we could and engaged students in small groups.

Principal Activities & Outcomes:

Education: Kindergarten

In the academic year 2019-2020, 226 students, 101 females were enrolled at Phare's kindergarten. Schools were opened then closed again. For the time that kindergarten children who were not allowed on campus, we moved to community-based learning for the kindergarten children since they were not allowed to be on campus.

Arts education has been major part of kindergarten curriculum. In the pre-Covid 19 period, during the first quarter, kindergarten provided 30 arts sessions to kindergarten students:

- Visual art teachers from Visual and Applied Arts School provided 18 drawing sessions to kindergarten students focusing on basic coloring and basic drawing (drawing lines). They could learn how to use their hands to draw a straight line, curve lines, and circles, they also had a fun activity with coloring pictures. These sessions helped children in developing their fine motor skills.
- Dance teachers from Performing Arts School provided 12 dance sessions to 97 K3 students on traditional and classical dance, focusing on basic gestures of classical and traditional dance which could contribute to the development of fine motor and gross motor skills (hand and body movement).
- Kindergarten teachers organized five tours for kindergarten students: 3 tours for all kindergarten students to experience circus classes, and two tours to experience music classes. They were excited to sense and try instruments and facilities in circus and music school.

During the COVID-19 pandemic, to enhance hygiene habits, kindergarten teachers and CDC teachers conducted sessions of handwashing with students and parents. 143 parents joined washing hands together with their children which were fun and collaborative. Parents who missed the sessions were asked to have short sharing sessions when they came to pick up their children. Educational materials such as flyers about COVID-19 were distributed to parents.

During class, students practiced frequent handwashing every day. Each classroom had water, soaps, and towels prepared for students to wash and dry their hands. Teachers also had washing gels and alcohol to wash hands too. Before the school closure, students were educated to keep handwashing to protect the widespread of COVID-19

Assessment on Digital facilities: Education program team conducted an assessment on the accessibility of families on technological tools and devices such as smart phone, TV or other smart devices for a long distance learning. The result show that only 50% of families have learning devices (such as smart phones, iPads and other mobile devices); and not many families have TVs at home, which made reaching them with online learning challenging.

Community learning: Education staff and social workers reached out to local authorities to seek for support for the preparation for teaching and learning in the community. Several meetings were conducted with 138 parents within the 8 target villages. As a result, 25 student groups (5 students per group) were formed in the three communes with 128 children equal to 56% of enrolled children. The other 44% could not participate because parents had to move to different location given COVID impacted the families' livelihoods.

To prepare for school re-opening in compliance with MoEYS, Phare's education program carried out the following actions:

- The School Management Committee (SMC) was formed which consisted of deputy director of commune council, village chiefs, local health center, police officer, parents' representative, and teachers. The committee plays key roles such as ensure the school follow health restriction, monitor Covid-19 situation in the community, communicates with parents to be precautious with the disease, and follow up parents to teach children at home. The committee conducted a meeting to discuss roles and responsibilities and set a schedule for a regular meeting. The committee showed their commitment to engage the school.

- Standard of Operation Procedure (SOP) to maintain hygiene and safety were put into place with. The kindergarten was equipped with hygiene facilities and materials such as hand washing sink, soap, sanitizers, and social distancing by marking the area with 1.5-meter proximity. Face shields were produced instead of cloth masks, to reduce cost. Every child was given the face shields for free. School playground arrangement were also strictly followed using the guidelines of the government.
- 216 students, 95 females returned for in-classroom teaching and learning. Students were divided into small groups of 10 students per class. K1 students and K2 students studied in the school for two days per week, K3 students studied in the school for three days per week. The remaining day, students had to study with their parents at home.
- K3 students had tests for their transition to grade 1 in primary school the following year. The test focused on the five domains of child development. As a result, 86 students, 39 females passed the test, and they will be transferred to grade 1 in a primary school in the academic year 2021.

Performing Arts School

A total of 241 student (105 females) were engaged in the various circus, dance, theatre and music classes during 2020.

CIRCUS

- Leisure: The circus leisure class provides more games to students related to circus skill so that the students could explore many things within the circus discipline such as juggling balls, clubs, rings and diabolo, acrobatics, trampoline, balancing, aerial silk, hoola hoop. (17, 4 females)
- Preparatory class: students learnt technical basis circus such as acrobatic, balancing, juggling, flexibility, physical exercise; and complementary subjects (14, 4 female)
- Vocational class: students learnt acrobatic, physical exercise and flexibility; specialized skills, elective skills as well as interdisciplinary skills such as theater, music, dance and technical skills. Shows in the big top, performances outside.

DANCE

- Leisure: learnt basic knowledge in dance (Khmer traditional and classical dance) and played fun games as well as monkey gesture dance. (10, 6 Females)
- Preparatory class: Adapted schedule and time with the availability of students. Train student in classical and traditional gesture as well as the foundation of dance. (15, 9 females)
- Vocational class: students learnt core subjects such as fundamental gesture, small dance, main dance and creation; and interdisciplinary skills: theater, circus, music and technical skills (stage, prop, light and sound). Shows in the big top, performances outside. (22, 16 females)

MUSIC

- Leisure: Music provides three areas of classes, modern, classical and traditional music. There are two kinds of leisure students, young children and the old those who do not want to enrol into the professional career which we call inquiries students. As it is leisure class, the music school has extended the class to the community for the traditional music course. Students learnt basic rhythm/tempo, songs, scale, accord and tuning. (87, 37 Females)
- Preparatory class: Basic skills of three different music form, modern, classical and traditional music, Songs, Tuning, Rhythm / Tempo, Scale, Accord, Music notes and pitch. (8, 3 females)
- Vocational class: learnt music components, rhythm and tempo, music note and balance music sound. Students also learnt inter-disciplinary skills such as theater, dance, circus and technical skills. Shows in the big top, performances outside. (13, 4 females)

THEATER

- Leisure: learnt theatrical games with basic skills in theater. Children learnt to sing and dance, storytelling, short presentation, creativity, visual arts, manipulation, etc. Voice, Body, Character, Emotion. (3, 3 females)
- Preparatory class: learnt about stage, character, vocal and breathing, feeling and emotion, body movement, focus, improvisation and vocabulary in theater. (5, 3 females)
- Vocational class: learnt about characteristic of character, creation, feeling and emotion, body, vocal and breath, tableau, yoga, stage management, and learnt compulsory subjects such as music, dance, circus and technical skills. Presentation – few of students were able to present their talent in front of public. (11, 9 females)

Visual & Applied Arts School

In 2020, a total of 115 students (53 females) were engaged in the visual arts program from leisure classes all the way to the professional vocational training program

LEISURE PROGRAM

- VAAS runs two leisure programs called Thnal Vichetkor. A total of 51 students (21 females) were enrolled in this program.
- Thnal Vichetkor Thom is for over 13-year old students. The program aims to provide the students a foundation in the visual arts and prepares them for the vocational art program. Students learn drawing, painting, perspective before they start the preparation class or vocational training program. Thnal Vichetkor Thom were scheduled for weekday and weekend in order to provide more options for students.
- Thnal Vichetkor Touch is for kids between 6 years old to 12 years old (weekdays and weekends). It provides skill in basic of drawing and painting. The objective of this class is to encourage kids to get involved in the arts and keep them safe of the streets and other questionable activities. Art sessions in the kindergarten are also a part of Thnal Vichetkor Touch.

PREPARATORY PROGRAM

- Students who could not pass the test to study in year one could enrol in the preparatory program to learn basic artistic skills. They were exposed to an artistic learning environment to be well prepared for vocational art training. 25 students enrolled in the program, 12 students successfully passed the preparation class and continued onto year 1. The curriculum of preparatory class was updated by adding soft skill and life skill. With this class students learn foundation of all skill that they will study in professional class.

VOCATIONAL TRAINING PROGRAM

The vocational training program is a 3-year long program in which students can specialize in visual arts, graphic design or animation. Year 1 had 23 students (11 females), year 2 had 21 students (12 females) and Year 3 had 8 students (2 females). We graduated 7 students (2 female) in September 2020.

- The 21 year-2 students were sent for their internship in 14 different companies; 17 students in Phnom Penh, 2 students in Siem Reap and 1 in Pursat. They had a hands-on experience with the industries and received a lot of new knowledge and experiences throughout their internship period. They presented to the school about work, achievement, problem and challenges. The school evaluated students work through their report, and the companies evaluated interns' performances as well. School kept this result to include in year 3 project.
- The returning final year students completed their final personal projects and presented to a panel of industry evaluators. 7 completed their project and graduated and 100% found jobs upon graduating.

Student Social Support & Development

Social Support Program supports the 1200 young people accessing Phare’s programs and attending the on-site Government School. Of those 1200, 220 particularly vulnerable children are appointed one specific Social Worker to manage their case. Each of 4 social workers hold between 35 and 50 cases, responsible for monitoring those cases and ensuring that all children are living in a family setting with enough food and parental care, accessing education and depending on need, facilitate them to access key services.

The following types of support were given:

Types of support	Students	
	Total	Female
Daily Lunch	79	40
Monthly cash stipend support	15	9
Counseling services	176	114
First Aid Assistance	36	7
Physiotherapy treatment	239	96
Referral to Clinic/hospital	14	1
Living Scholarship (VAAS)	16	11

STUDENTS FOLLOWED UP

- 41 new case management, 16 females, were made by social workers.
- 83 family need assessment (41 females) in Battambang, were made by social workers.
- 32 family need assessment (15 females) outside Battambang, were made by social workers.
- 141 families had followed up/visited every month after their children attend vocational training to ensure their children could pertain knowledge and skills.
- 157 students, 72 females, were followed up/visited 471 times on their health, hygiene, academic performances, vocational skill training, non-formal education, language classes.
- A child was reintegrated from foster care to live with her mother at Takeo province.
- 5 cases (1 female) were closed as they did not follow the principles of SS.

CHILD PROTECTION

- PPS formed Child Protection Link (CP Link) as a mechanism to implement, monitor and evaluate child protection procedure and implementation. The committee conducted two meeting in 2020 to review guideline and policies such as emergency guideline, code of conduct of Phare staff, code of conduct for guests/visitors, guideline for communication with guests, guideline of communication with media visitors, consents forms for internal and external use, CP link committee and charter/foundation paper and CP policy.
- The second CP link committee meeting to share about child’s rights (rights to survival, rights to development, rights to protection and rights to participation), child abuse (emotional abuse, physical abuse, sexual abuse and neglect).
- Consent forms for internal and external were updated for any activities that have to take videos or photos.
- Enhance drinking water on campus, and raise awareness with parents about safe drinking water for their children. Parents were encouraged to reduce plastic consumption and use recyclable and reusable bottle instead.
- Food guideline: the government issues a food guideline to all school, not allowing certain types of food sales in the school. Phare’s social workers followed up and instructed vendors to stop selling prohibited food, and stop using plastic.

- Parents Association: 30 members of Parent Association, 19 females conducted regular meeting to strengthen capacity of group members on child rights and child protection, and to share information on child abuse and child need in the community. They also joined a meeting to share about positive parent, role of parents and social issue. They were willing to share lessons learnt to their neighbours.
- 25 parent group members, 21 females, were actively involved in the first quarter meeting. They learnt a lot about positive parent, role of parent and social issue and they promise to share this session to their friends and neighbours when they go back.

COVID-19 RELIEF

PPS mobilized resources from sponsors and donors such Give2Asia, PETA, iHerb, Phare Ponleu Selpak France and local sponsors to support 379 adversely affected and comparatively poor families within the target community. Those families received in total 659 packages of Covid-19 relief in different sizes depending on family size such as 1-3 members, 4-6 members, 7-9 members, and 10-12 members. Relief packages included rice, canned fish, salt, sugar, soy source, fish source and frying oil.

Community Outreach & Engagement

Many art training/workshop and art events in the community were conducted to promote art and culture through and with partner organizations.

ART WORKSHOPS

COE provided art workshop to 166 students of which 26 students were from Phare Public school joined workshop every Saturday morning, and join a tour to Battambang museum. The purpose was to educate young people about art history and culture, and the identity of Battambang. CoE also provided art workshop to 76 students at Beehive school and 64 students at COMPED once a month on Thursday.

ARTIST INCUBATION

COE supported an emerging music band named Emoji Band, initiated by Phare's music students. Phare supported the band through provide consultation, capacity building, set up social media, branding to meet market demand.

MURAL PAINTINGS

COE department head along with some VAAS, PAS's staffs and student created 9 murals paintings around PPS campus. Hundreds of young adults have visited and take photos, videos and shared on their social media. Their posts helped to promote arts and the image of Phare.

CUTURAL TOUR & FESTIVAL

Cultural tour and art map of Battmbang was prepared to bring people to explore Battambang art, culture and history. However, the project was interrupted by Covid-19.

Ros Battambang was a cultural festival organized to celebrate the unique taste of Battambang. It was an event to share the identity of Battambang through bringing local people to experience art, culture and local food on Phare campus. The festival brought around 3500 locals and expatriates to the campus. We receive a lot of positive comments from the audience.

COMMUNITY PROJECT – AMPLIFYING VOICE THROUGH THE ART

“Amplifying Voice through the Arts” is an advocacy project funded by Oxfam aimed to promote National Ageing Policy by using various forms of arts to address social issues (challenges of older people) and address the challenges of policy implementation within 3 districts in Battambang province. In 2020, the

project employed different art forms to raise awareness about the policy and the challenges faced by old people. As part of project activities, VAAS student provided workshops on branding and packaging to elderly, and recruited elderly to join “elderly talent” event in the 3 target districts (Banon, Mong and Sangke) in Battambang province. 3 rounds of elderly talent were organized in the target districts.

Strategies

Our 5-year (2018 – 2022) was still in place with the following major goals:

- Goal 1: Leverage the unique opportunity of a visual and performing arts program on the same campus to improve current programs and develop new career and enterprising opportunities for students and organization
- Goal 2: Establish a holistic approach to education and training for students’ academic, professional and personal development to prepare them for sustainable careers and/or entrepreneurship in the arts, culture and creative industries.
- Goal 3: Provide an engaging and inspiring working and learning environment with facilities conducive for creativity and collaboration.
- Goal 4: Invest in people and organizational capacities to ensure strategic alignment between mission, culture, systems and processes.
- Goal 5: Develop targeted community outreach and engagement activities to create more meaningful social impacts and play a bigger role in arts & culture education, promotion and development.
- Goal 6: Aim for program and financial sustainability and stability by diversifying funding opportunities and building greater efficiencies and closer collaboration with our social enterprise and sister entities.
- Goal 7: Ensure effective communication & marketing strategies to align school’s revised mission across all channels and build continuous engagement with our various stakeholders.

Given the challenging and rapidly changing circumstances of the COVID-19 pandemic and the loss of all our income from own source (social enterprise and campus revenue generating activities), priorities had to be readjusted with the social support program focusing on COVID relief for the most affected families, while teachers and students had to be taught how to engage in online learning. Health and safety were major elements in all activities. Additionally, a great of energies were also given to fundraising.

A strategic review was conducted earlier in the year to make any necessary adjustments to manage the pandemic challenges and tap into the opportunities offered. The importance of online content, digital services in the arts became evident and plans were put into place to start or enhance the training for students in digital creations for performing and visual arts.

Statement of transparency and non-conflict.

This report confirms that,

1. The financial statements are accurate and complete.
2. No director has any personal interest in the organization.

Signed in accordance with a resolution of the Director:



Osman Khawaja
Executive Director

Dated this 29 December 2021