



ហ្វារេពន្លឺសឺល្យៈ

Phare Ponleu Selpak

**ANNUAL NARRATIVE
REPORT 2017**

(1st January – 31st December, 2017)

**Phare Ponleu Selpak Association
(PPSA)**



Table of Contents

List of Abbreviations	3
Executive Summary	4
1 Introduction.....	6
2 Who We Are	6
2.1 Vision, Mission and Values	6
3 Main Programs.....	7
4 Achievement	8
4.1 Education Department.....	8
4.1.1 Accomplishment	8
4.1.2 Results.....	9
4.2 Performing Arts School (PAS).....	10
4.2.1 Accomplishment	10
4.2.2 Results.....	12
4.3 Visual and Applied Arts School (VAAS)	13
4.3.1 Accomplishment	13
4.3.2 Capacity building.....	14
4.3.3 Results.....	15
4.4 Social support Department.....	16
4.4.1 Accomplishment	16
4.4.2 Capacity Building	16
4.4.3 Results.....	17
5 Partnership and collaboration	18
6 Financial Sustainability.....	19
7 Financial Report.....	20
8 Overall Challenges.....	21
9 Lessons Learnt	21
10 Conclusion	22
Acknowledgements.....	23



List of Abbreviations

AFD	: Agence Française de Développement
ASCA	: Asian Social Circus Association
B1G1	: Buy 1 Give 1
CCAI	: Collectif clowns d’ailleurs et d’ici
CCC	: Cambodia Cooperation Committee
CCFD	: Comité Catholique Contre la Faim et Pour le Développement- Terre Solidaire
CDC	: Council for the Development of Cambodia
EU	: European Union
GD	: Graphic Design
IFC	: Institut Français in Cambodia
NGO	: Non-governmental Organization
PAS	: Performing Arts School
PPSA	: Phare Ponleu Selpak Association
PPSE	Phare Performing Social Enterprise
PPSF	: Phare Ponleu Selpak France
Q&A	: Question and Answer
UNESCO/IFCD	: United Nations Educational, Scientific and Cultural Organization/ International Fund for Cultural Diversity
VAAS	: Visual and Applied Arts School



Executive Summary


Phare Ponleu Selpak Association (PPSA) continued its mission to promote resilience amongst children and youth through arts vocational training. Currently, with 98 staff, PPSA implementing its four main programs including Education, Performing Art School, Visual and Applied Arts School, and Social Support to 923 direct beneficiaries and 1,712 indirect beneficiaries with the total budget of USD 987,728.

Education Department aimed to ensure that children gain their learning potential at their early age through its three core programs: kindergarten, child development center (complementary class) and tutoring to community pupils and students benefited from the education department. As the result, this year 56 students out of 56 from kindergarten level 3 are transferred to primary public school; 94 slow learners who attended complementary class had good performance in the classes.

Performing Art School aimed to provide children and young adults from the local community with quality performing arts training, empowering them with skills and knowledge, contributing to the poverty reduction of the society. To accomplish its objective, PAS had three arts disciplines: theatre, music, dance and circus to 426 students, 192 females from the local community benefited from the arts education. In addition to the routine arts classes, PAS also conducted.

Visual and Applied Arts School has an objective to increase the number of employment in careers of graphic design, animation, or visual art. VAAS implemented four distinct levels of artistic trainings including leisure, academic, preparatory, vocational education and technical training class. 319 students from community, partner NGOs, and public school benefited from these programs. VAAS also provided assistance to students and graduates in their internship and job facilitation. 300 of students completed the study year and 16 students from VAAS first generation graduated in which 15 students got a job.

Social Support Department's objective is to ensure that every child and young person in the Phare Ponleu Selpak community has access to education, that their rights are respected, and that they grow and learn in a safe and healthy environment. This year, 263 cases (children) were follow up and support under Social department, of which 87 children receive sponsorship support; 237 cases (children) received health service. PPS's social support department also conducted meeting, assessment, case management, child and family follow-up and awareness raising on child's rights, child protection and advantage of education in the community. As result 87 children and young adults who received sponsorship support included daily lunch at PPSA have good health and have good hygiene and sanitation practice



at home. Absent rate and drop-out rate was decreased. Community and parents were interested in child's rights, child protection system and send their child to school.

Income Generation has played an important role in public relation, sales, marketing, and customer service as it goal to increase employment opportunity for our students and financial sustainability in PPSA. This department manages sales, show, external show, workshop and event and is also involved in fundraising. Thanks to this department we sale 497 artwork (painting and art design product) generated USD 4,328.55 income for art student and artist; we generated income from performance and show USD 317, 268.



1 Introduction

Phare Ponleu Selpak Association strongly believes in the arts and culture as effective tools for addressing children’s psycho-social needs and development. Artistic and cultural activities are offered free-of-charge on a day-to-day basis to all students attended associated with educational program and social service support. These activities range for children’s education from foundation (kindergarten, child development center and library) to the dynamic and energetic (circus, traditional dance, theatre and musical courses) and quieter and precise visual arts and applied arts (Visual arts, graphic design and animation).

2 Who We Are

Phare Ponleu Selpak Association (PPSA) or “The Brightness of the Arts” is a non-profit Cambodian association improving the lives of children, young adults, and their families with art schools, educational programs, and social support.

Since 1994, PPSA was created by nine young Cambodians who returned to their country after spending their childhoods in a refugee camp at the Thai border. These young people wanted to help to rebuild their country after many years of conflict, and so they created an organization in support of the children in their community. Many of these children had been living in difficult situations, with histories of trauma, poverty and abuse. Through classes in the visual and performing arts, along with social support, the organization helped children express their trauma and reintegrate them into society.

More than twenty years later, PPSA has strengthened its professional arts vocational training and have contributed to promote Cambodian culture and employability. Never end PPSA continues to support children’s self-development toward sustainable social development.

2.1 Vision, Mission and Values

Our Vision:

Phare Ponleu Selpak Association passionately believes in the power of the arts as a tool for human development and social change.

Our Mission:

Phare Ponleu Selpak Association is dedicated to providing a nurturing and creative environment where young people can access quality arts training, education and social support.

Our Values:

Serving as a vital creative resource for the community, Phare Ponleu Selpak Association values creativity, professionalism, collaboration and accessibility in all its projects.



3 Main Programs

Phare Ponleu Selpak Association provides the accessibilities to young people from the local community to arts education for their future employment opportunities in culture and arts industry through its four main schools and programs: Education, Performing Arts Schools, Visual and Applied Arts School, and Social Support.

A. Education:

- **Kindergarten:** children aged between 3 and 5 years from the local community access early childhood education on campus.
- **Child Development Center:** provides complementary classes to slow learners from the public school. These extra classes aim to improve slow learners' literacy and numeracy skills.
- **Library:** Library is accessible for free for all students from the public school and artistic schools, and from outside campus.

B. Performing Arts School (PAS): PAS offers performing arts education to students and community children aged between 7 and 18 years-old.

- **Circus:** juggling, acrobatics, aerial acts, clowning, and balancing.
- **Dance:** traditional Cambodian dance and classical dance
- **Music:** both traditional Cambodian music and modern music.
- **Theater:** educational theater

C. Visual and Applied Arts School (VAAS): The Visual and Applied Arts School provides artistic vocational training such as graphic design, animation and visual arts.

- **Graphic design:** Design layout, graphics, corporate identity and illustration
- **Animation:** Traditional and digital 2D
- **Visual arts:** *Image* (Drawing, painting, photography, video-taking), *Object* (Volume, sculpture, design), *Space* (installation, scenography, multimedia use)

D. Social Support Program improves the standard of living for local children and their families. The department works through its two main programs:

- **Child Protection Program:** to promote the safety and well-being of children through education, health support, and prevention.
- **Sponsorship Program:** provides special supports to the selected children in the forms of daily lunch, learning materials, medical care and other necessary assistance.



4 Achievement

4.1 Education Department

Objective: Provide formal and non-formal education to community children and youth with a quality education by our capacity to improve our standards, methods and educative tools.

Programs	Total	Female
Kindergarten	210	112
Complementary class	94	45
Library	7,277	

4.1.1 Accomplishment

Kindergarten

- From 12th September 2017 until 27th November 2017, six kindergarten teachers were provided pedagogical/teaching skill training. The purpose of the training was to build capacity of the teachers in teaching methods and the development of teaching and learning materials.
- Education program conducted quarterly parent meeting. In total, there were 170 parents and community members participated in the meeting. The purposes of the meetings were to discuss about children's learning, the progress of teaching and learning, and school environment.
- Kindergarten was integrated visual art session in the curriculum which allowed students to expose to art at their early age. There are 202 students (4 and 5 years old) attended visual art training.
- Students participated life skill in hygiene, managing garbage and gardening through awareness sessions.

Child Development Centre (Complementary Classes)

Child Development Center (CDC) provided accessibility for community children and drop-out students to quality complementary classes and Re-integrate back to school. There were 12 complementary classes from grade 1 to 6 with 94 students, 45 are females. The student studied different subjects such as social study, math, and Khmer literature. And 5 students who dropped-out from public school were assisted by education manager to re-integrate in school.



Library Program

The library provided accessibility to students to reading and research activity. There are many kinds of books such as arts, performance, circus, Khmer literature, storytelling book, especially, the computer accessible to the internet. Students from kindergarten, Child Development Center, Performing Arts School (PAS), Visual and Applied Arts School (VAAS), Phare public school, and community access the library service. In 2017, there are 7,277 students (count by frequency) came to read and do research in the library. And there are 250 new books were purchased, 570 books were coded in two system and 372 books are repaired and maintained. In addition, the librarian collaborated with KT teacher conducted 48 time of education video play such as cartoon and animal documentary to KT student in the library.

Event

#	Events	Date	Purposes and/or Participants
1	International Child Rights Day	18th August 2017	230 people, 7 staff, 210 students and 13 people from Grandir Adventure participated in the event to promote awareness on child right and develop some game card (Khmer and English alphabet, pictures)

4.1.2 Results

The completion rate at the kindergarten program was 100% and complementary was 66 %. The completion rate was low in complementary class due to students transfer to other public school or changed their living place other provinces. The transitional rate from kindergarten to primary school is 96% (54/56), and the retention rate and completion rate in complementary program and literacy program were 100% respectively.

4.2 Performing Arts School (PAS)

Objective: PAS students gain quality performing arts skills with clear pedagogical standard and certified teachers so as they can perform with quality in front of audience members.

Figure


Category	enrollment		Drop out		Completion	
	Total	Female	Total	Female	Total	Female
Leisure	282	130	40	13	242	117
Theater	14	7	14	7	0	0
Circus	71	22	26	6	45	16
Dance	40	39			40	39
Music	157	62			157	62
Preparatory	60	22	16	3	44	19
Theater	14	7			14	7
Circus	28	6	16	3	12	3
Dance	10	7			10	7
Music	8	2			8	2
Secondary	84	40	0	0	84	40
Theater	3	1			3	1
Circus	43	15			43	15
Dance	14	10			14	10
Music	24	14			24	14

4.2.1 Accomplishment

PAS curriculum finalized with contents, performing art session book were created and put in use; a pedagogical training was also provided to 10 teachers, 3 females.

And three documents of syllabus are developed by three disciplines, theatre, circus and dance. The contents of the training were: psycho-pedagogy, teaching method system and session plan development.

Pedagogical standard, different meetings were conducted with Battambang regional pedagogical centre's and performing art teacher to develop pedagogical criteria. As results 17 pedagogical standard book of performing arts school published and distributed to all teachers for their implementation.



PAS teaching and learning schedules, four teaching and four learning schedules produced and put in place for all teachers and student. And regular meetings were conducted to review those schedules.

Equipped circus school with necessary equipment and materials, and music school with Samba Reeke (German Drum).

Provided students with different workshops in dance, circus, acro-dance, banguina, trapeze, silk, juggling and leather puppet making were conducted to student by oversea volunteers.

A new show creation and join project also taken place as a results 3 traditional and classical dance were formed and one show called REMIX a joint project between PAS and VAAS student was created.

As well as 48 street shows performed by circus, theatre, dance and music is students were conducted to public audiences in Battambang town twice a month.

Events

- Influence Group (circus performing group) toured to France and Sweden from January 1st to March 9th, 2017. They were also providing some workshops to Apprentis d’Auteuil students.
- Girl Band Presented in Siem Reap during the Giant Puppet Festival on February 18th, 2017.
- One female dance teacher was assigned to attend conference in Phnom Penh with Cambodia Living Arts (CLA) on the theme of Arts for development on March 11th and 12th, 2017.
- PAS welcomes Flying Circus Academy participants for its second mobility in Cambodia for young workers in its campus and there were many students and teachers participated in this project for a possible of Video Tutorial Shooting from March 20th to 29th, 2017.
- Trod Dance group of Dance Department continued their dance to give luck and chasing bad-luck before the Khmer New Year for communities’ houses, hotels, restaurants and schools.
- Chill Group (circus performing group) is touring to France from June 19th to August 1st, 2017. They will be also providing some workshops to Apprentis d’Auteuil students.
- One music student replaced professional musician in PPSE for a show called “Same Same but Different” from June 25th to 30th, 2017



4.2.2 Results

In 2017, there 58 artists and student from dance, circus, music and theatre disciplines had chances to perform under the big top of PPSA, PPSE and in some special events. The performances are parts of art education curriculum. These performance opportunities enabled student to practicing their skill while performing on the stage and generated some income to support their families.

- There were 176 shows under the big top at PPS with 14,680 local and international audiences
- There were 139 shows under the big top at PPSE (a social enterprise) in Siem Reap province.
- Performing services to a number of clients – 67 show performances including 33 circus shows, 11 dance shows, 20 music and 3 theatre performances for different clients in Cambodia.
- Training/workshop service to different clients in 2017. In total, PPS provided 128 workshops to different clients facilitated by our students/performers and art professionals. The workshop conducted between 1 day to 3 weeks and on average.
- “Three dances” were improvised and put in performing under big top.

4.3 Visual and Applied Arts School (VAAS)

Objective: To contribute to alleviate poverty of young poor and disadvantaged persons in Battambang province, through improved access to employment opportunities in the developing Art market, contributing to the sustainable social and economic development of the province.


Student figure 2017-2018

Category	enrollment		Drop out		Completion	
	Total	Female	Total	Female	Total	Female
Leisure	185	93	0	0	185	93
Kindergarten	142	73			142	73
Leisure (Variable interest)	30	13			30	13
Public School						
NGOs	13	7			13	7
Outside PPSA(workshop)	1125	1125			1125	1125
Academic	49	25			49	25
Preparatory class	32	16	16	8	16	8
vocational	53	13	3	0	50	13
1st year	22	3	2		20	3
2-year-specialty	16	4			16	4
Animation	4	0			4	0
Graphic Design	11	4			11	4
Visual Art	1	0			1	0
3 year-specialty	15	6	1	0	14	6
Animation	6	4			6	4
Graphic Design	8	1	1		7	1
Visual Art	1	1			1	1

4.3.1 Accomplishment

Leisure class: 447 students (238 females) enrolled in the leisure program of which the majority from our kindergarten program (32%) and partner NGOs (39%) and 11 % are in academic level. There are 360 students, 198 females successfully completed the program.

Preparatory class: 33 students (16 are females) enrolled in preparatory program, 9 students (7 females) graduated from the program and would be enrolled in vocational education program in 2018.



Vocational education program: 49 students, 14 females enrolled in 2017, and 42 students, 13 females were successful completed their levels. 14 students, 6 females graduated from the program.

School development

VAAS strengthen its' teacher capacities on technical, pedagogical skills and administrative system. VAAS has also reinforced the management and teaching team through improved teaching curriculum of Vocational education and Technical training, revised the definition of 'Visual arts' in order to allow students who choose this path for professional opportunities with specific sources of income. Several related trades have been identified but which require either additional training such as Illustrator, decorator, Gallery, Museum, set designer, costume designer, videographer or photographer.

4.3.2 Capacity building

In addition to arts class offered by arts teachers, VAAS also provided additional capacity building to its students and teacher with external consultants. Following are detail workshop:

- **Photo conference:** October 30th, 2017 we got Arno from Paris 8 to do a conference to 32 students.
- **3D workshop:** November 8th, 2017, 3D training by Nick from Canada to 14 students.
- **Caricature:** February 1ST to 27th, 2017 by Mr. Tarrango Alberto to 30 participants (students and teachers).
- **Creative Design/ Strategy and Design Development:** mid-March to July 30th by Dorothée Etienne. The workshop were splinted into two module, **VAAS creative design class, workshop for year 3 student personal project and develops the strategy in product design for boutique project.** The workshop in personal project for 9 VAAS year 3 students, she works individually with each student on their personal project by guiding them in creative product development focusing on brand and key value development. And to 2 former students on product design; provide a big picture of courses requisite to design teaching; and coached them in course preparation and topic definition.
- **Animation workshop:** 19th April to 5th May, 2017 by Yannick ZANCHETTA to 70 students, 30 females from year 1, 2 and 3 along with VAAS animation's teacher to strengthen the teaching technic and skill.
- **School project development:** 27th May to 14th June, 2017 by EDI to management team and all teachers of VAAS.
- **Pedagogy training:** there are two workshops conducted in pedagogy to teacher; one by teachers from Battambang teacher training center and another one by Mr Eron Pivaut, Art School director in French.



4.3.3 Results

- VAAS built and rebuilt partnerships with 22 institutions and companies in culture and art industry
- The creative design/strategy and design development training provided student to have new skills that applicable at PPS. After the training, two graduates could apply their skills and they were employed as a product designer for boutique and a graphic designer for communication department.
- Three companies offered jobs to the students after they finished their study in VAAS.
- Visual and Applied Art Promotion 2: There are 6 students were employed in art and creative companies one month after graduation, while 2 students worked as freelance animator and video editor; and other 5 students are still in the process of interviewing for job.
- Visual and Applied Arts: promotion 1: 13 graduates were hired in their area of study (including 4 by Lighthouse Studio, 2 by Phare Ponleu Selpak).
- VAAS has increased the visibility and improved individual reputation of artists through Boutique development project. Today our students' arts and products are visible in three main provinces in Cambodia such as Battambang in student boutique, in Siem Reap in PPSE boutique; and Phnom Penh in Cambodia Creation Shop.

4.4 Social support Department

Objective: All children and young adults in PPSA target area has access to good quality education and thrive in a safe family environment. The scope of work of the department covers 3 target communes/Sangkats in Battambang City.

Figure

Activity	Packages	Remark
Education	26	
Lunch supports	69	
Food support outside PPS	27	
Special sponsor/scholarship	6	
Total package provided	128	


Table 1: Number of Sponsorship Package provided to 69 sponsored children

4.4.1 Accomplishment

- **Health service support:** 452 children/young adults, 127 females, received first aid assistance at Health service room at PPSA, and were followed up by social workers every week. 24 children/young adults, 5 females, were referred to health centers and private clinic, Emergency and Battambang referral hospital.
- **Child and Family Club meeting:** Social Support Department conducted 3 quarterly meetings with Child Clubs with 84 children, 43 females. The topics of the meeting were child protection, child rights and child club networking. The department also conducted 3 network meetings with parent group, local authorities and partner NGOs to discuss about child rights, child protection and networking. There were 83 participants, 64 females.
- **Family assessment:** During the reporting period, Social Support conducted assessment with 139 families of which 127 families from Battambang province and 12 families outside of Battambang. And there are 27 new case studies written by social department. Through the assessment, 9 new cases have been included in sponsorship activity.
- **Child Protection Awareness:** Social Support department conducted 3 awareness sessions on child's rights; child protection and advantage of education to community peoples in 16 villages in 3 Sangkats, there were 762 participants (398 females) in the meetings.

4.4.2 Capacity Building

- **Physiotherapy:** On 23/05/16–24/06/16, a social worker was sent to attend Physiotherapy training at PPSE Siem Reap for a month. The training was organized by PPSE and funded by the European Union and UNESCO-IFCD.

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- **School Management:** On 19-20 February 2016, 2 social staffs (Social Support Manager & Social Support Admin) attended 2-days training on School Management Program in PPSA. The training was supported by European Union and UNESCO-IFCD. There were 18 participants attending the training.
 - **Training dealing with stress:** On 23-24-25 February 2016, 2 social workers attended 3-day training dealing with stress at Krousar Thmey Organization in Siem Reap. The training is organized and supported by Children of Asia Resilience. There were 25 participants.

4.4.3 Results

101 children and young adults who received daily lunch at PPSA have good health and they apply good hygiene and sanitation practice at home. In addition, it is observed that they have a better attendance at school and don't drop off. As a result of the awareness campaign on child protection, child's rights and the value of education in the community, parents were observed interested in child's rights, child protection system and advantages of education. After meeting, many parents of children sent their children to register PPSA's kindergarten, PAS and VAAS. These positive outcome results from the hard work, dedication and commitment of the families who took part of in the programs.

5 Partnership and collaboration

Table 2: Partnership and Collaboration

	Partners	Types of collaboration
1	Khrouсар Thmey	Project Partner: Professional Arts Development PPSA provided Circus skill training to 14 deaf students from Krouсар Thmey
2	Artonic Company	Artonic provided Contemporary dance training and creation to 27 arts teachers and arts students (20 females) from PPSA and Bamboo Stage
3	Asian Social Circus Association	PPSA signed the MoU with ASCA
4	Phare Performing Social Enterprise	PPSA and PPSE are in Phare Family In 2016, the two partners conducted the 10th Tini Tinou International Circus Festival
5	Sangke Gallery	PPSA and SG conducted Battambang Arts Festival in November
6	Sonvannaphumi Arts Association	Roundtable Discussion organized by Cambodian Living Arts in Siem Reap
7	Kok Thlok Association	Teachers from PPSA attended workshop on production of large shadow theatre
8	Cambodian Living Arts	Project partners: Professional Arts Development
9	Amrita Performing Arts	Co-production entitled "See You Yesterday"
10	Global Art Corps	
11	Chantier-Ecole de Formation Professionnelle	Project Partners: Professional Arts Development CEFP focused on Sound and Light techniques
12	Thlai Thno Association	Thlai Thno's students attended artistic training with PPSA
13	Wat Po Troup	Large shadow puppet theatre troupe training and creation
14	Apprentis d'Auteuil	Student between the two partners had exchange study and trip
15	Collectif Clowns d'Ailleurs et d'Ici	Long-life partnership between PPSA/PAS-CCAI. The partnership also included solidarity exchange trip between young Cambodian artists and students and France students.
16	Phare Ponleu Selpak France	Supporting partners: grants and projects for PAS, including solidarity trip of AA and CCAS, pedagogical training
17	Phare Ponleu Selpak Germany	Launched a project "Flying Circus Academy", focuses on exchange and ToT program between PAS and others circus schools in Tanzania, Music in Germany and Pedagogical in France.
18	Cloudy Company	Close partner and donor of PPSA that always invited PAS to attend Circus Festival.
19	Red Nose Foundation (RNF)	RNF is a circus organization based in Jakarta, Indonesia. RNF and PPSA are connected through ASCA.
20	Khav Niew Cie, Laos	Partner of Greater Mekong Sub-region's performing arts.
21	Epic Arts	Video production: Video shooting "Shake-it-off" Inclusive arts
22	Battambang Education Support Team (BEST)	BEST is a team representing organization working in Educaiton in Battambang province. PPSA is a member of BEST.

6 Financial Sustainability

PPSA has different sources of funding. In 2016, PPSA received 25% of its global fund from external donor, and it has various income generating activities including bar/restaurant, boutique, workshop service and performances.

- **Bar/restaurant:** food and drinks
- **Boutique and Painting sold:** We sold our Phare products designed/made by arts students such as tort bags, paintings, scarves, t-shirts, etc.
- **Event & Workshops:** we provided training/workshop service to our clients
- **Performing Arts** (circus, music, dance and theater show): we generated income through show performance both inside (under the big top at PPSA) and outside. There are 23 new agencies and 9 new retailers in 2016. Circus schedule were updated monthly and distributed to 61 retailers in Battambang.
- **PPSE Contribution:** As a daughter organization, PPSE not only contributed to employability of our graduated student from PAS and VAAS but also a great contribution agent to PPSA income generation activity. PPSE manage **professional circus performance** in Siem Reap and **Phare Creative Studio**, which is officially launched in July 2016 in Battambang and brand office in Phnom Penh. The studio generated income through producing a short animation movie and graphic design. PPSE make a contribution to PPSA through royalties, donation Box at PPSE and other small even and income generated.

Table 3: Summary of fundraising and income generation

Fundraising income		2017	2016
		US\$	US\$
1	Phare Ponleu Selpak – France	131,408	175,982
2	PPSE's contribution	235,665	203,800
3	Projects – Co-financing	83,391	67,418
4	PPS fund raising and events	44,383	47,303
5	PPS EU Grant contribution		12676
Total		494,847	507,179
Performance income			
1	Circus income	210,836	205,290
2	General services	93,083	39,157
3	Theatre income	8,153	3,106
4	Music income	4,142	1,394
5	Phare Studio		14,367
6	Visual and applied arts school		352
7	Other performing art school income	1,054	4,878
Total		317,268	268,544

7 Financial Report

Table 4: Statement of income and expenditure for the year ended 31 December 2017

Income		2017	2016
		US\$	US\$
1	Fund received from donors	83,784	271,900
2	Fund raising income	494,847	507,179
3	Performance income	317,268	268,544
4	Donations	12,516	97,556
5	Other income	33,059	6,459
Total		<u>941,474</u>	<u>1,151,638</u>
Expenditure			
1	Personnel and related costs	541,849	568,156
2	Administrative expenses	252,181	391,112
3	Expenses incurred on activities and projects	135,801	185,949
4	Professional fee	18,502	17,386
5	Cost of sales of merchandise		
	inventory and restaurant	25,218	16,349
6	Non-expendable equipment	14,177	60,099
Total		<u>987,728</u>	<u>1,239,051</u>
Deficit of income over expenditure		-46,254	-87,413
1	Fund balance at the beginning of the year	850,358	937,771
Fund balance at end of the year		<u>804,104</u>	<u>850,358</u>



8 Overall Challenges

- PAS and VAAS were facing challenges applying for accreditation from the government.
- VAAS faced issues with students' frequent absence and student drop out of the program. This affected the performance of the project implementation.
- Social Support Department's challenges to make accessibility for children to education were: due to poor living condition of the families, some children were forced to work for living which caused frequent absence. This affected students' performances at school which would cause them to drop out of school. The migration of the parents outside the community also affects the objectives of the organization. Another facing challenge is that domestic violence still occurred in the community which is a danger for the safety and mental health of children.
- In Education department within the climate change the temperature increase and the heat inside the kindergarten also increase. This effected the learning of the students and their health.


9 Lessons Learnt

Through the observation from PAS, the initiative of including a dance show in each performance before the circus show was advantageous. It shows the diversity of the performance which impressed audience. In addition, this initiative signifies the concept of connectedness of different forms of arts in the show. It is also help artists to have teamwork spirit.

Applying for the accreditation is a challenging task. The criteria and requirements for the application have to be thoroughly determined. All information, documents have to be in hand before applying for accreditation. Also, it is important to know the flow and application process. Based on the criteria and requirement for accreditation, PAS and VAAS seemed not eligible to apply for the accreditation from Ministry of Education Youth and Sport due to unqualified teachers and teachers have been not certified by MoEYS. The suggestion was that PAS should apply for accreditation from the Ministry of culture and Fine Arts and Ministry of Labor.

According to the mid-term project evaluation, VAAS was suggested to develop its school project which should have robust vision for the next 5 years. It should have Direction Committee, Technical advisory board of VAAS, Evaluation and evolution of the curriculum, Students data / Beneficiaries / Registration and Communication tools.

Long term strategy of PPSA was launched in 2013, however, no evident of strategy review in the past. The strategy would be ended in 2017. According to the consultation with management team, strategic plan was not well understood by each department. Based on the review, lest than 40% of its planned outputs have been done. The review shows that PPSA has completed 39% of its outputs and activities, and 44% was partly done and 17% was not



done. These figures indicate that plan implementation is very slow on track and off track at a certain extent. This can be assumed that the strategic plan was developed with less participation of staff. In the next long term plan, relevant staff should be involved in all process of plan development.

10 Conclusion

PPSA has contributed to the social development through its four main programs: Education, Performing Arts, Visual and Applied Arts, and Social Support. The four main programs made changes in the community where children from poor families could access free education (formal, informal and non-formal education). Education program supported; children from the community to access early childhood education with kindergarten; slow learners from public school to have complementary class; the facilitation of library activities; and computer classes for students.

Through performing arts program, community children and youth could access circus, dance, music and theatre class free of charge. The performing Arts School also built capacity of its teachers and management team in pedagogical skills and management skills so that quality arts education was well managed and improved. Arts students at PAS gained additional artistic, non-artistic and technical skill from external trainers and volunteers. Performing arts students and artists were also given chances to the indoor and outdoor performance both outside and inside country. The performance opportunities promoted personal development and economic development of the artists and arts professionals.

Visual and Applied Arts School provided opportunities to community children and youth to access visual and applied arts through its four curricula including leisure classes, academic classes, preparatory classes, and vocational education and technical training. Additional artistic skill trainings were given to both arts teachers for promoting quality arts teaching, and arts students. This year, 16 students graduated from VAAS, 94% got jobs.

Social support department played important roles to help children and youths especially who needed supports to access arts education. It provided supports to 128 students in the forms of daily lunch, education packages and special sponsorship supports. Child protection in the community was also promoted through social work.



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THE PHARE PONLEU SELPAK FAMILY

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- Collectif clowns d'ailleurs et d'ici (CCAI). For more information: www.ccai.fr

AUTHORITIES IN CAMBODIA

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NETWORKS

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