

2016

ANNUAL NARRATIVE REPORT

1ST JANUARY – 31ST DECEMBER, 2016

Phare Ponleu Selpak Association
(PPSA)



ហ្វារេពន្លឺសឺល្យ៉ាក់

Phare Ponleu Selpak

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FOREWORD

“We will, with this report, share with our partners and backers the accomplishments of Phare Ponleu Selpak throughout the past year.

Through its two major projects, “Capacity Building and Professionalization of Cambodian Performing Arts Actors Towards a Sustainable Cultural Industry” in Performing Arts School and “Professionalization of art design and visual art skills vocational training in Battambang town” in Visual and Applied Arts School, we were able to provide high-quality training to our students and teachers. Our schools become always more professional and we aim at getting the accreditation of our certificates.

Regarding young children, our Kindergarten shows its success with their attendance and the understanding and involvement of their parents in this important step in education.

Child protection is the basis of our action, our Social Support Department is always present in the communities and on our campus to help the families solve their problems and enable their children to attend school and get the education they need for a better future.

This report, which will show you the details of our activities, gives me the opportunity to thank you all for supporting and trusting us. I also want to say how much I appreciate the commitment of the student, the community and all the PPSA team.

Eric REGNAULT
PPSA Executive Director



LIST OF ABBREVIATIONS

ACT	:Asian Community Trust
AFD	: Agence Française de Développement
ASCA	: Asian Social Circus Association
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 884 direct beneficiaries and 1,773 indirect beneficiaries with the total budget of USD 1,072,429.

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. 415 community pupils and students, 208 females benefited from the education department. As the result, this year 98 students out of 104 from kindergarten level 3 are transferred to primary public school; 92 slow learners who attended complementary class had good performance in the classes; and 19 students completed computer training course.

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. 295 students, 122 females from the local community benefited from the arts education. In addition to the routine arts classes, PAS also conducted; 10 on-job training in which 34 artistic non-artistic and technical training attended; 7 circus tours abroad; and involved in 4 international festivals. There were 382 shows performed by arts students and young artists under our big top in Battambang and Siem Reap, and for different clients/partners.

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. 614 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. 569 of students completed the study year and 16 students from VAAS first generation graduated in which 15 students got a job. Two new eco-projects **Phare Creative Studio** and **Phare Boutique** have established for VAAS school sustainability as well as increase employability of its students and artists

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, 101 children, 43 females received sponsorship support; 452 case (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 101 children and young adults who received 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.

Communication has played an important role in public relation, sales, marketing, and customer service as a part of income generation to increase employment opportunity for our students and financial sustainability in PPSA. This department manages online feasibility, social media, Media Visibility, event and is also involved in fundraising. Thanks to this department we increased number of show from 230 to 243 shows and increased our income to **USD 491,384.14** which is **USD 77,439.57** equal to 18.70% higher than in 2015.

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: since 2013, the Education department consists of two education programs: formal education and informal education.

- ◆ **Formal education** has Kindergarten where children aged between 3 and 5 years from the local community have free access to education.
- ◆ **Informal Education** has three sub-programs namely child development centre, library and tutoring.
 - **Child Development Center** carries out complementary classes for slow learners from the state school. These extra classes aim to improve slow learners' literacy and numeracy skills so that they can catch lessons in their normal classes.
 - **Library:** Library is accessible for free for all students from the public school and artistic schools. It has thousand books in Khmer, English and French, learning games and other learning materials.
 - **Tutoring:** The Education Department also offers a tutoring program free of charge for teenagers. Tutoring includes English and computer classes.

B. Performing Arts School (PAS): The Performing Arts School offers performing arts education to students and community children aged between 7 and 18 years-old with specific focus on children from disadvantaged background. PAS offers four arts disciplines:

- ◆ **Circus:** The circus school curriculum focuses on the major artistic skills such as juggling, acrobatics, aerial acts, clowning, and balancing.
- ◆ **Dance:** The dance program aims at developing choreographies that students can perform on stage. The lessons begin with traditional Cambodian dance and build from there. Advanced classes introduce students to modern influences.
- ◆ **Music:** The department teaches both traditional Cambodian music and modern music.
- ◆ **Theater:** The theatre discipline is welcome to all students. The curriculum is focused in different level and discipline.

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: The Social Support Department is dedicated to improving the standard of living for local children and their families. The department works through its two main programs:

- ◆ **Child Protection Program:** The mission of the Program is to promote the safety and well-being of children through education, health support, and prevention.
- ◆ **Sponsorship Program:** Sponsorship program provides special supports to the selected children in the forms of such as free daily Lunch, learning materials, medical care and other necessary assistance.

4 ACHIEVEMENT

Social Support program



School and program achievement



Local and international events



Workshop and solidarity hosted



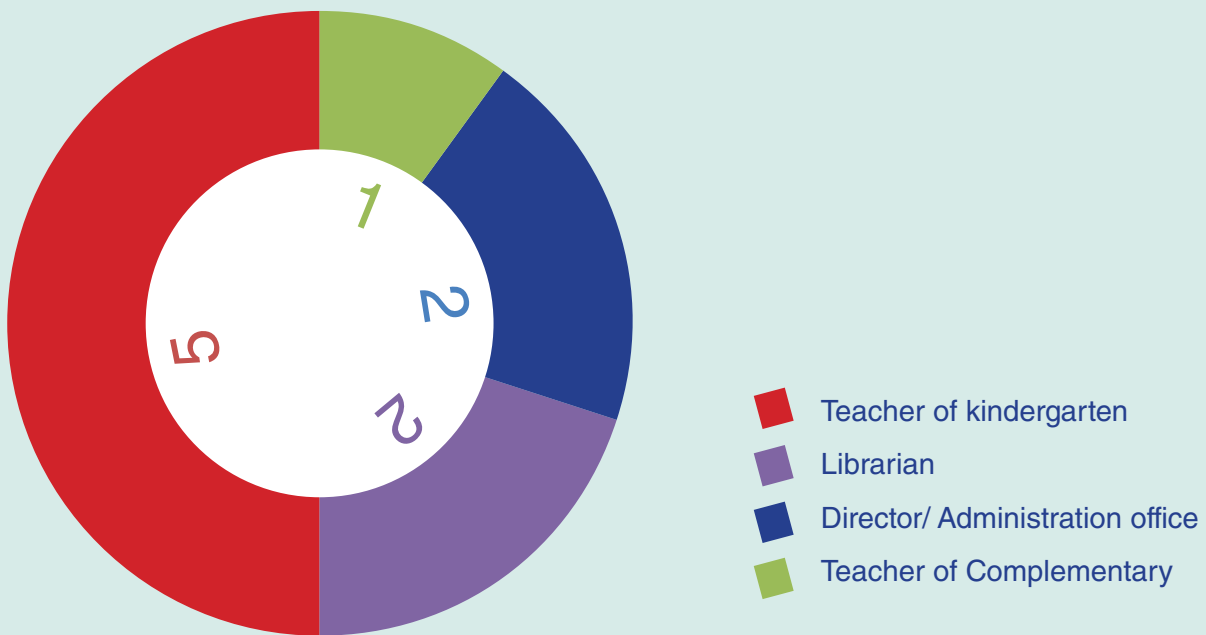
EDUCATION DEPARTMENT



Objective

To ensure children gain their potential learning at their early age kindergarten and primary education with quality teaching in the classroom including artistic activity.

4.1 Education Department



Number of Staff in Education Departme

In the year of 2016, there were 415 community pupils and students, 208 females, enrolled in Education programs in which 225 students, 115 females, enrolled in the kindergarten; 94 students, 39 females, enrolled in complementary classes; 92 students, 36 females, enrolled in computer classes; and 4 students enrolled in literacy classes (see chart).

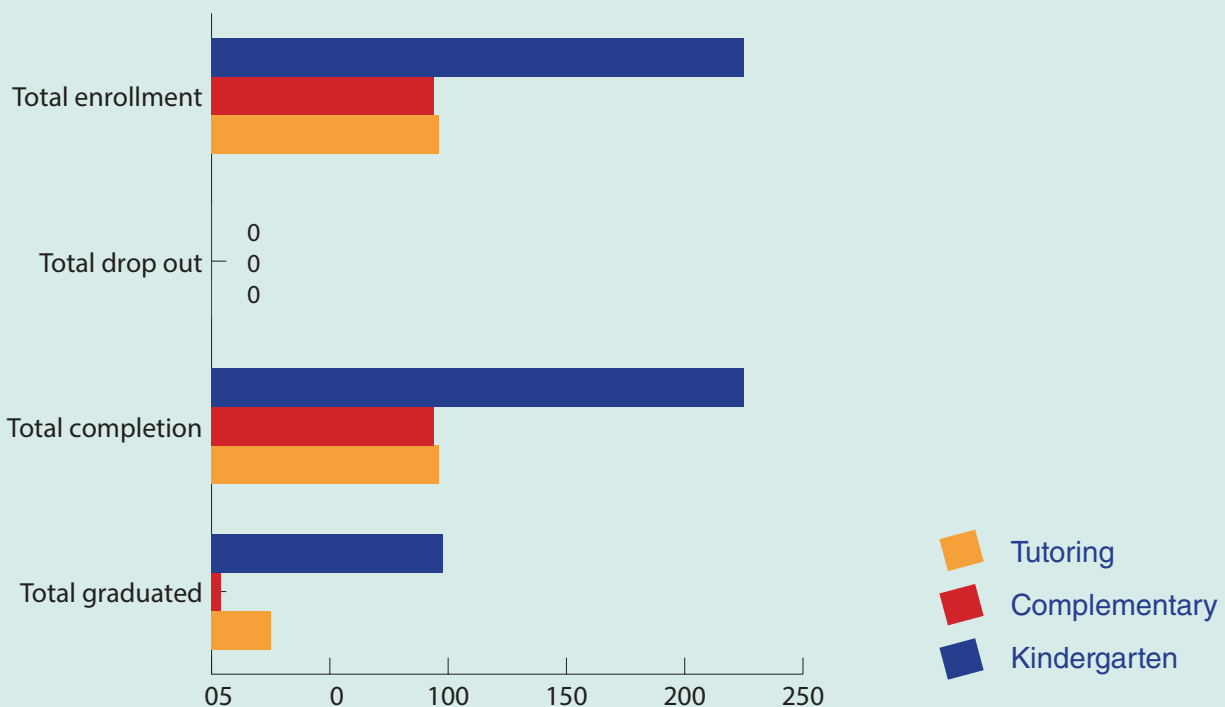


Chart 1: Education student result 2016

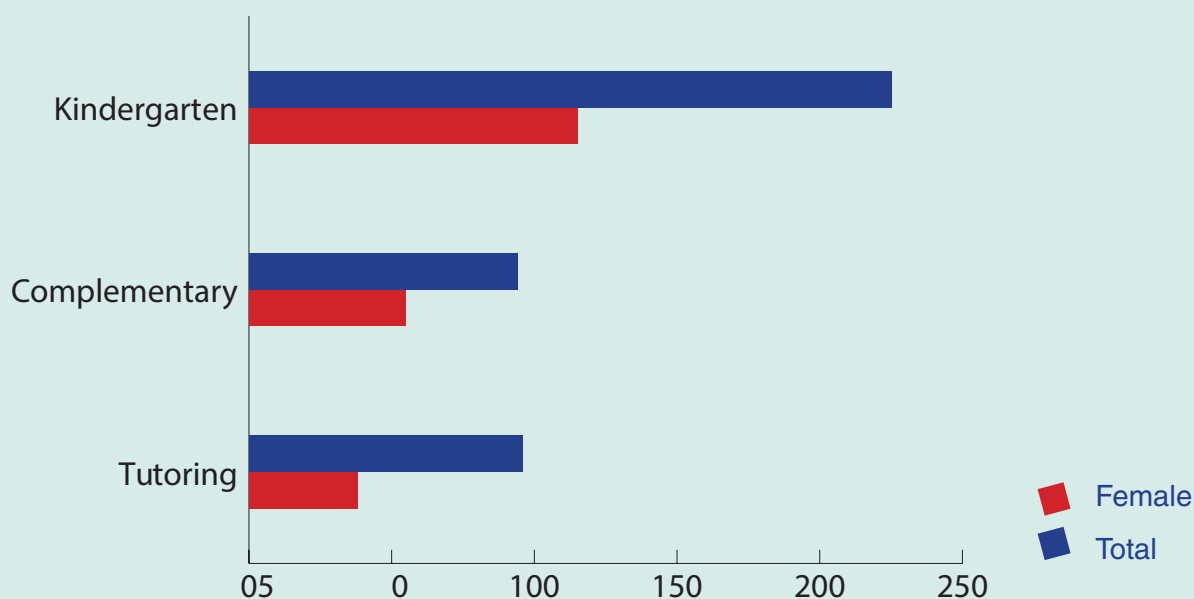


Chart 2: Education student figure 2016

4.1.1 Output/activity Accomplishment

Education Department has achieved 82% of its indicators: party completed 35%, completed 18%, over-completed 29%, except 18% were uncompleted because lacking of money and human resource.

Kindergarten Program

The kindergarten applied child friendly school approach in learning and teaching activities. Teachers produced some necessary teaching and learning materials such as 120 game cards, 42 boards, 50 boxes and other 70 types of teaching materials for 5 kindergarten classrooms. In addition, kindergarten teachers conducted 9 staff meetings to discuss about teaching activities and to share best practice and feedback in their teaching.

Education manager and kindergarten teachers conducted 4 meetings with community people aiming at enhancing community participation in children’s learning/education to discuss about school activities and class schedule as well as student enrollment in public school. Kindergarten teachers and education manager had 6 meetings with Battambang municipality kindergarten to share lessons learnt and to discuss about the enrollment in primary education in public school.

Child Development Centre (Complementary Classes)

There were 12 complementary classes from grade 1 to 6 with 94 students. In 2016, 20 game cards and 30 boards of document and pedagogical materials were produced for teaching aid. 20 staff meetings were conducted to discuss about teaching pedagogy, activity plan and students' performance in the classrooms. To support teachers, education manager carried out 12 classroom monitoring to monitor teaching activities of all the complementary classes.

Library Program

In 2016, after the renovation, library was equipped with variety of books such as leisure books, educational books, visual and applied arts books, and performing arts books in French, English and Khmer, computers were installed in the library, and a storytelling space for the younger students was installed. Some 179 new visual and applied arts books were installed in the library. 337 books were recorded the computer database, and there are 406 old books which required to repair. Approximately 1,180 students visited and used the library, and some students borrowed books home. In average, 1 student came to the library at least 3 times per month. It shows a higher attendance rate than last year.

Tutoring Program

A new computer room was renovated and equipped with computers, tables and chairs so that it could accommodate 25 students per class. Thanks to ANZ royal bank and Anber foundation for the donation of computers and budget for renovated the room. In total 73 students, 33 females, received computer course in which 36 students from PAS, 24 students from VAAS, 35 students from the Public school.

Other Events

#	Events	Date	Purposes and/or Participants
1	International Child Rights Day	June 1st 2016	387 people, 40 staff, 223 parents and students, 3 representative from commune councils, 1 PPS public school, 35 students from public school, 35 students from education department and 50 community
2	Khmer New Year	Before New Year Day	The activities included traditional games and team building with students

3	Battambang Education Supporting Team (BEST)	2 meetings	The meeting focused on improving education programs in the province.
4	Host students from ISPP in Kindergarten	25th-29th of January 2016	The student groups implement a micro-project of painting the fence and home garden at the Kindergarten.

4.1.2 Staff Capacity Building

In April 18th to May 14th 2016, 2 teacher from kindergarten were sent to participated in **pedagogical training with Krousar Yoeurng Association.**

4.1.3 Outcomes/Results Accomplishment

The completion rate at the kindergarten and complementary program were 100%. The transitional rate from kindergarten to primary school is 94% (98/104), and the retention rate and completion rate in complementary program and literacy program were 100% respectively. However, the completion rate of computer training program was not satisfactory, only 19 out of 92 students completed the course (see Table 2).

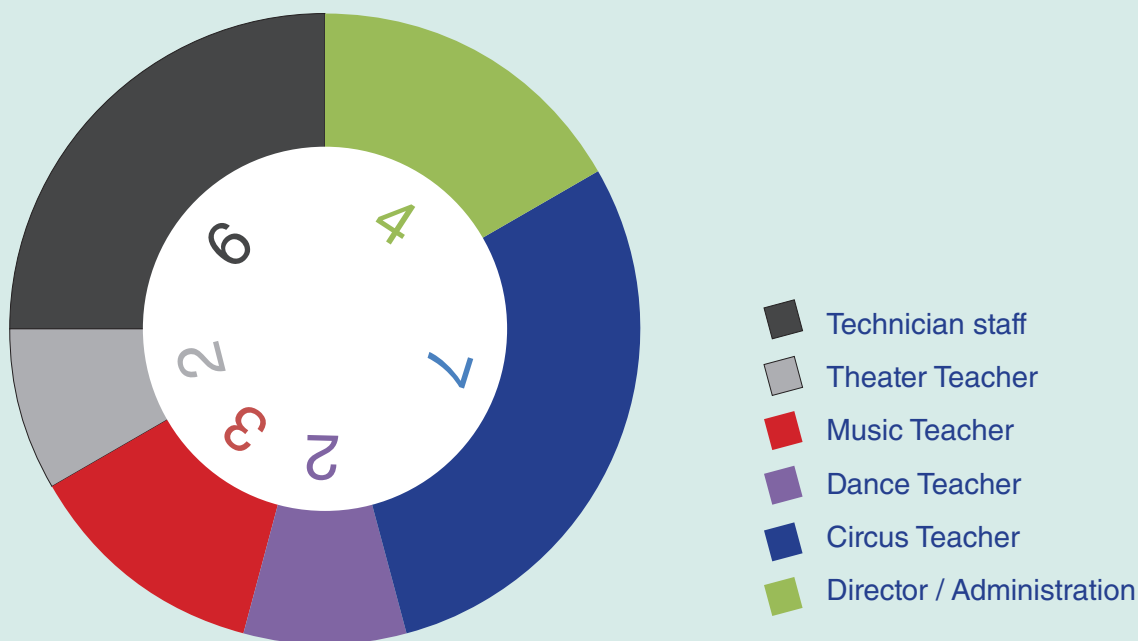
PERFORMING ARTS SCHOOL (PAS)



Objective

To provide children and young adults with quality performing arts training, empowering them with skills and knowledge, contributing to the poverty reduction of the society under the project of “Performing Arts Training for better life of vulnerable children and young adults”.

4.2 Performing Arts School (PAS)



Staff/Teacher Statistic in PAS

School Curriculum

- ◆ **Leisure Classes** are open to students between the ages of 7-12 years of age. Students over the age of 12 who have no experience or those who just want to have fun will be put into a special older age group leisure class.
- ◆ **Preparatory Classes** are welcomes students between the ages of 9-14 years of age, and prepares them for entrance into the secondary training course.
- ◆ **Secondary Classes** are welcomes students between the ages of 12-17 and prepares them for professional careers in their chosen disciplines.

In this year PAS achieved 69% of its planned indicator targets: 24% was party completed, 17% were completed, 27% were over-completed, 32% were uncompleted because changing responsibilities the delay of renovate buildings, lacking of budget, complicated requirement of ministry of education.

Student Statistic at PAS 2016

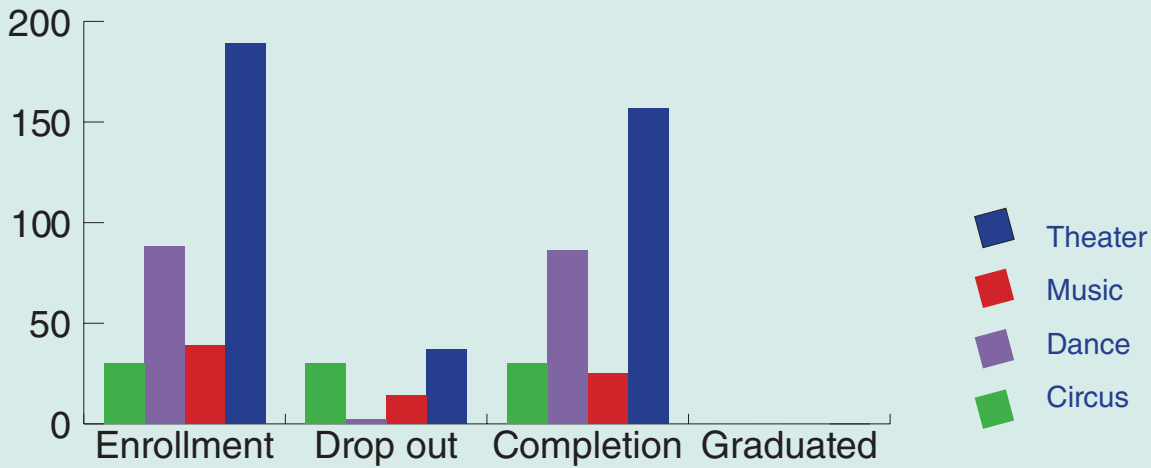


Chart 3: PAS student figure 2016

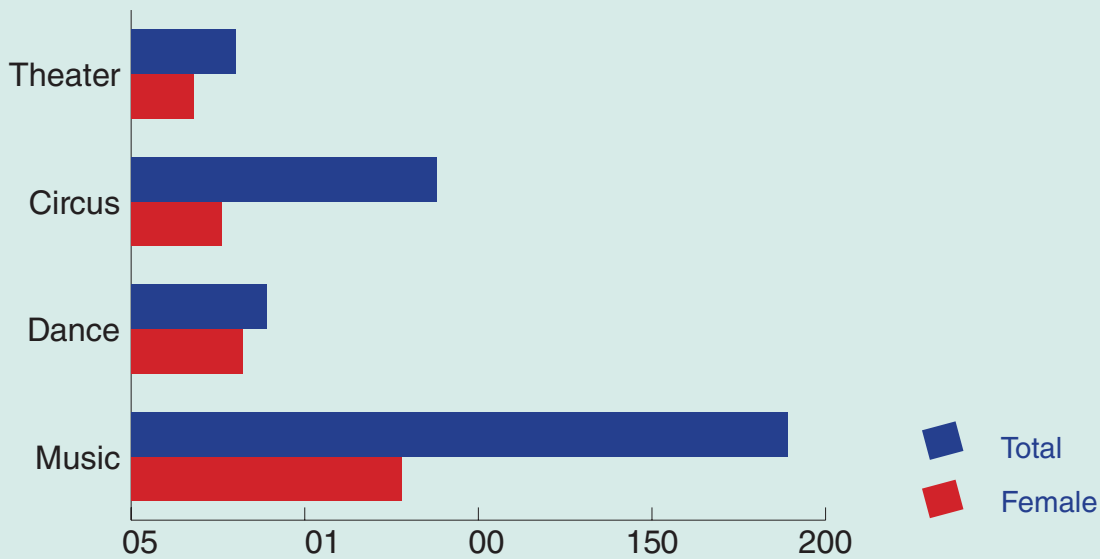


Chart 4: PAS student result 2016

Based on the chart above show that 85% of student enrolled were completed the class. The majority of student drop out were music and dance student, because of the lack of training space and equipment, however the majority of student enrolled in our program is also music training. And due to PAS curriculum were implanting in 2013 up to now we don't have student graduated in PAS.

4.2.1 Output/activity Accomplishment

In the academic 2015-2016, there were 346 students (33% females) enrolled in the four disciplines at PAS. However, there were only 295 students (42% females) retained in school, 51 students dropped out of school. The drop-out rate is 15%. Students from music disciplines

outnumbers the other three disciplines and it had a high drop-out rate because lack of class space, equipment and instrument.

To ensure the quality of arts education, PAS developed and updated its teaching curriculum and translated into Khmer language. Now, PAS uses the updated curriculum in its arts education program. This development was technically supported by international pedagogical coordinator.

Co-financed by EU and UNESCO-IFCD, in the reporting period, PAS's students received 34 trainings including 20 artistic trainings, 3 non-artistic trainings and 11 technical trainings. Each art student/teacher attended more than 1 training during the reporting period.

PAS received 11 international volunteers from different nations to give artistic skills training to performing arts students. They provided 11 artistic skill training to performing arts students. These trainings included Hip-hop/Bee-bock dance, aerial skills, trampoline and acrobatic, juggling, contact ball, music creation, tightrope walking, modern dance, Chinese Pole, rope skills.

PAS also formed an evaluation committee to assess the capacity of arts students. In 2016, 12 students, 2 females were assessed and evaluated their vocational performing arts knowledge and skill during the examination.

Performing arts students received not only arts education at PAS, but also outside the campus. For instance, Ms. Sann Saroeurt, circus student was sent to attend an on the job training under project of A PETIT PAS in France for Six months from February to August 2016.

Other Events

- * Tini Tinou Festival in Phnom Penh, Battambang and Siem Reap: April 28th to May 10th, 2016, 12 staff, 2 females, approximately 50 students, 15 females.
- * Vientiane Performing Arts Festival in Laos: January 25th to February 1st, 2016, one staff and four performing artists from INFLUENCE
- * Bangkok Street Show Festival in Thailand: February 12th to 14th, 2016, one staff and four performing artists from CHILLS group attended
- * Asian Performing Arts Market Setouchi (APAMS) Festival in Japan: July 16th to 28th, 2016, one staff and four performing artists from TCHAMLEAK Group attended.

- * 7 circus tours abroad were organized by PPSA and PPSE to provide an opportunity for PAS students and artists to expose to the outside environment, of which 1 in Laos, 1 in Bangkok, 1 in Hong Kong, 1 in Japan, 1 in Africa and 2 in France and Belgium of European countries.
- * Pas had hosted Three groups solidarity trip (1 from Ville Vie Vacances/Solidarite international, 1 from AESI Solidarity trip Nantes and another one from CCAS Voyage Solidaire) and one group of student summer camp from Happy Chandara School.

4.2.2 Staff Capacity Building

- * 13 teachers were built capacity in pedagogical skills by international pedagogical trainer and pedagogical training from 2 experts from France focused on human body, masculinity and student's development.
- * Ms. Huot Heang, a pedagogical coordinator, attended the pedagogical development training in France from January 25th to March 25th, 2016 with the support from Apprentis d'Auteuil, EU/UNESCO-IFCD and Phare Ponleu Selpak France.
- * Ms. Huot Heang and Ms. Nouv Vannara were sent to Circus training and culture exchange in the Philippines. The training in the Philippines was conducted from April 5th to May 3rd, 2016 in CAMELEON, Iloilo, Philippines which was supported by the Apprentis d'Auteuil and Alta mane foundation.
- * Pedagogy Development for emerging artists: from August 15th to September 03rd 2016 (3 weeks), 12 PAS teachers and students from the 2nd generation were assigned to conduct circus workshop to one of PPSA partners, Happy Chandara School. 1,008 female students received the training.
- * 3 teachers from PAS received artistic skill training such as playwright, arts history and play directing. The 3 teachers later involved in the show creation "Lok Machas" creation for street show for Tini Tinou International Circus Festival as part of their training in play directing. Four teachers, 1 female attended arts history class with visual and applied arts school for three months from January to March 2016.
- * Some teachers and staff received 6 non-artistic skills training such as project management, school management, English language course, attitude development and first aid assistance training.

4.2.3 Outcomes/Results

Performance Opportunities

In 2016, there are 58 professional 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. At PPSA alone, there were 176 shows under the big top with total of 14,680 audiences (both foreign and local audiences). In the mean times, they also performed 139 shows under PPSE's Big Top in Siem Reap province. These performance opportunities enabled student to practicing their skill while performing on the stage and generated some income to support their families.

The performance under the big top, performing artists and students provided performing services to a number of clients. In total, there were 67 show performances including 33 circus shows, 11 dance shows, 20 music and 3 theatre performances at different clients in Cambodia.

The table 1 presents performer and student income increase in 2016 compared to 2015 in USD in average per category for 1 person and for 1 show only.

Table 1: Increased incomes of performing artists and student 2015 vs 2016

Year	show manager	performer	technician	art professional
2015	31.12 \$	19.76 \$	25.10 \$	0.00 \$
2016	55.01 \$	35.41 \$	36.62 \$	11.84 \$
Difference	23.89 \$	15.65 \$	11.52 \$	11.84 \$

PPSA also provided training/workshop service to different clients in 2016. In total, PAS sold 128 workshops to different clients facilitated by our students/performers and art professionals. The workshop conducted between 1 day to 3 weeks and in average. The incomes after the operation cost are divided in percentage for performer/student depending on their rule and responsible in the workshop.

Productions

In 2016, PAS created and recreated a number of new shows.

- ◆ “Holiday” was re-created by 2 circus teachers; this is the result of the play directing workshop that those teachers attended.
- ◆ “APSARA Dance” was a new creation with the support by EU/UNESCO-IFCD project
- ◆ “Contemporary Dance show” supported by EU/UNESCO-IFCD project and Artonic Company from France
- ◆ “Street arts creation about Louk Machas” which was created by teachers at PAS with the trainer from France
- ◆ Circus Show creation for student with disability was created for deaf students from Krousar Thmey for their performance in the awareness campaign.

- ◆ 643 sound tracks of classical and traditional music were recorded in sound studio database.
- ◆ PAS School curriculum was updated and put into place for the new school year 2016-2017. A credit system was developed, allowing more flexibility in managing courses for the 295 art students, 123 female enrolled.



Meet **SREYLEAK**, a 17-year-old circus student at Phare Ponleu Selpak. Today, Sreyleak performs in one of our main stage circus shows under the big top, excels at contortion and trapeze, and even traveled to Rwanda earlier in 2016. But this hasn't always been the case. As a part of our professional circus program, hoping to one

day perform under the Big Top in Siem Reap. Here in Battambang, she performs under our big top every week as a member of Tchamlaek. Becoming a member of the Tchamlaek cast was a big honor for Sreyleak, and she works hard every day to live up to it. *"The hardest part of performing is staying in character for the whole show. It takes a lot of focus to tell the story for the audience."* In 2016 Sreyleak had the chance of a lifetime: through a joint program with Phare Ponleu Selpak and Global Arts Corp, Sreyleak traveled to Rwanda to perform the show See You Yesterday in

a refugee camp.

It was her first time ever leaving Cambodia. *"When the plane took off, I was so scared, I cried. But it was my first time ever to travel. I was happy, and so excited."* Phare Ponleu Selpak gives its students the ability to have experiences that may otherwise never have been possible for them. Our students have travelled to France, Australia, Japan, South Korea, Tanzania, Rwanda, and many other countries. To travel abroad like this can be very difficult for most Cambodian families. With the support of Phare, these children are given the chance to live their dreams.

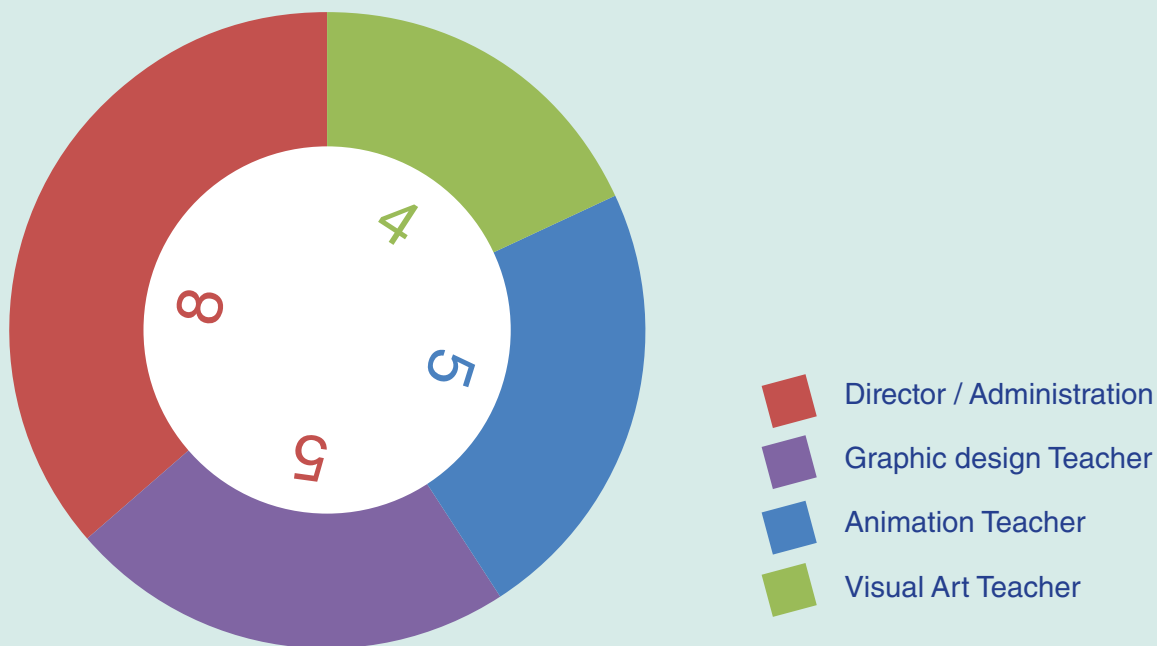
VISUAL AND APPLIED ARTS SCHOOL (VAAS)



Objective

To increased number of employment in careers of graphic design, animation, or visual art. Students who complete the three-year vocational training course will have the skills and experience necessary to enter the job market with confidence.

4.3 Visual and Applied Arts School (VAAS)



Staff / teacher Statistic at VAAS

School Program and curriculum

Visual and Applied Art School received funds from Comité Catholique Contre la Faim et Pour le Développement (CCFD) and Agence Française de Développement (AFD) to run its arts education project.

VAAS curriculum we offer four distinct levels of artistic trainings:

- Leisure classes allow the youngest students to explore their lives through art classes in a somewhat formal setting.
- Academic classes are for inexperienced young adults who want to discover the world of art and begin building some skills in a relaxed setting.
- Preparatory is a one year course intended to give students the skills needed to pass the entrance exam and begin the professional training course.
- Vocational Education & Technical Training is a three year program in which students discover the three disciplines: graphic design, animation, and visual art. All students over the age of 17 may take the entrance exam to enroll in this course.

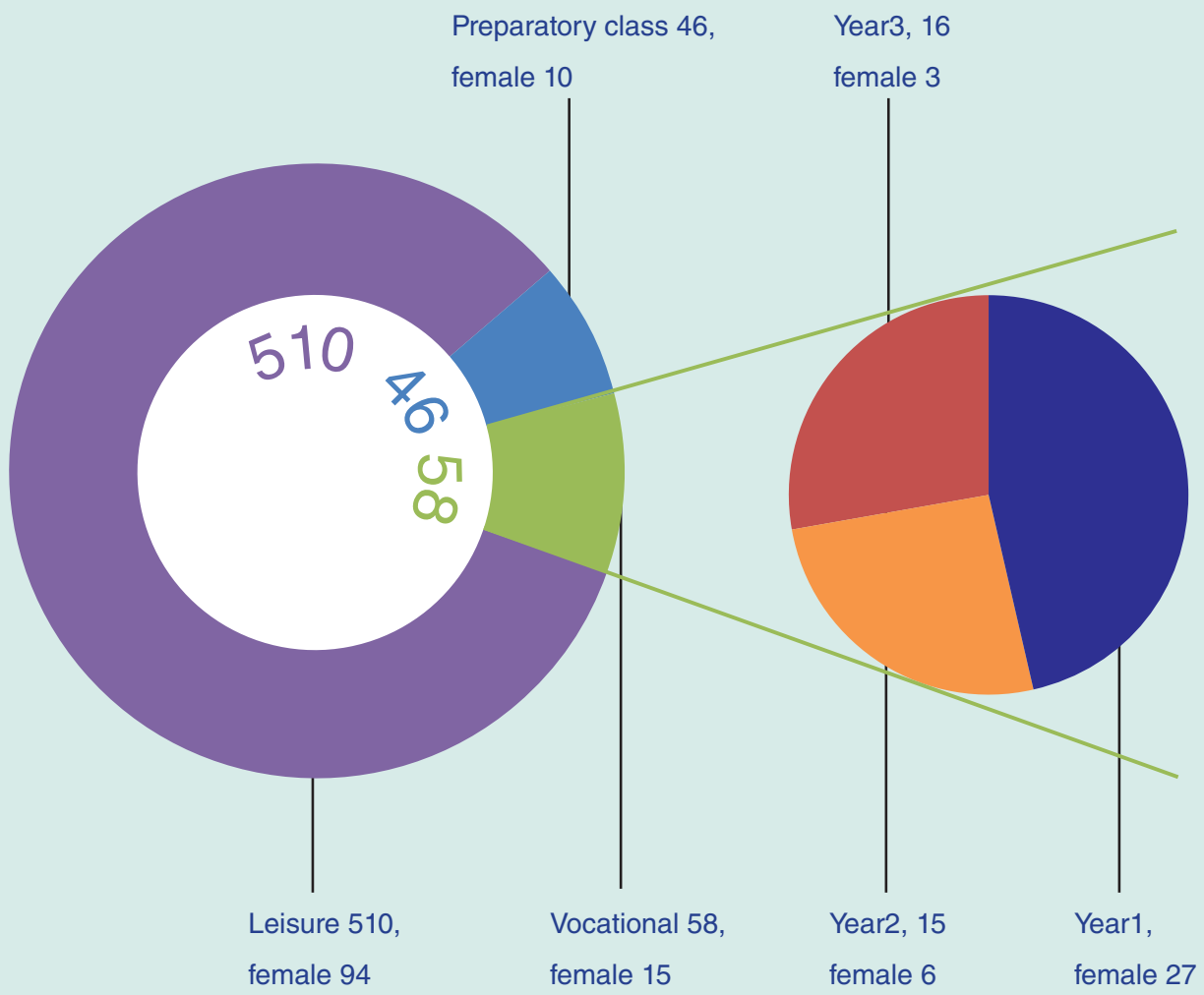


Chart 5: VAAS student figure 2016

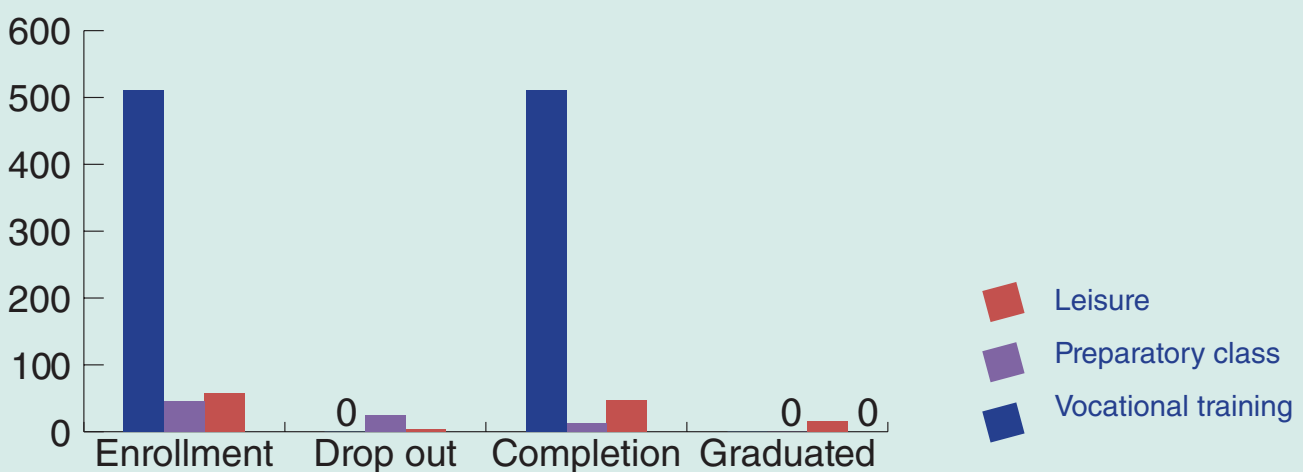


Chart 6: Student result 2016

In 2016, VAAS received 614 students to study in its three levels of arts education including leisure class (510 students), preparatory class (46 students) and vocational education class (58 students among that 27 students 6 females in year 1, 15 students, 6 females in year 2 and 16 students, 3 females in year 3).

As present in chart 7 below student in year 2 and 3 are select their specialty major among 31 students, 9 females we have 10 students study in Animation specialty, 17 in graphic design and 4 in Visual Arts).

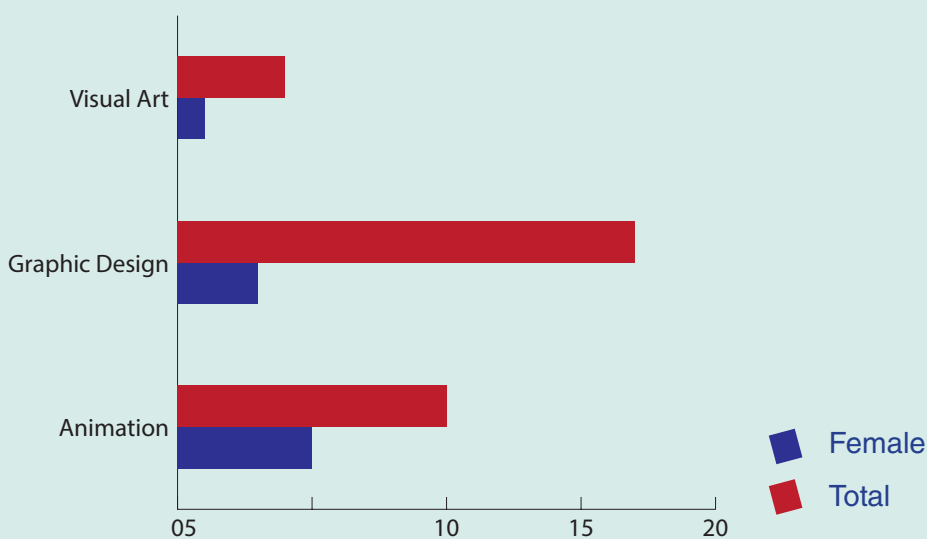


Chart 7: student in year 2&3 by specialty

4.3.1 Output/Activity Accomplishment

VAAS achieved one of its objectives by updated its curriculum and translated it into Khmer language. Now, VAAS is using the updated curriculum in its arts education program. As part of teaching curriculum, VAS conducted three assessments to measure the result of students' performance. The result shows that 15 students from vocational class year 1 completed their courses; 15 student completed year 2; 16 students from year 3 graduated from the program.

VAAS carried out 7 meetings with students to follow up their studies and their projects and internship, and conducted presentations about arts education at PPSA to 9 high schools in Battambang with 820 student participants.

In late of April and early May 2016, 10 students from VAAS from year 1 and year 2 involved with the TINI TINOU festival. 15 Students from year 2 demonstrated live painting during the Tini Tinou festival Parade in Battambang Town, and provided the wall painting and wall painting

demonstration at PPSE new campus during the inauguration of PPSE new location, on Friday 22nd 2016.

Two students from year 1 and year 2 took part in the video training in Phnom Penh in the project with Epic art from 15th to 19th February 2016. This training offered the opportunities to the students to learn video recording with different people.

In 2016, 60 companies have been approached for possible internships for VAAS students. This year with first generation of the graduated student 15 student have successfully completed 2-months internship in 15 different companies.

From 15th Aug -3rdSep, 9 teachers and senior students from VAAS provided a workshop to 180 female students at Happy Chandara Association for their Summer Camp. They had opportunities to improve their skills in this workshop.

4.3.2 Workshop, Conference and Consultancies for staff and students

In addition to arts class offered by arts teachers, VAAS also provided additional capacity building to its students with external consultants. There intervened during 13 workshops and 3 conferences were organized and benefit both students and teachers following are detail workshop:

- ◆ PHOTOGRAPHY: 06th January 2016- 31th March 2016, during quarter 1 VAAS provided a workshop on photography to the students.
- ◆ TIAN illustrator comic book: 1st – 11th Janaury2016, VAAS had the great pleasure to work with French-Cambodian author Tian for a two-week workshop on comic book writing. Year 2 students then took on writing a class fanzine under the caring supervision of the author.
- ◆ DELPHINE PERRET /Illustrator comic book on 1st-11th January 2016
- ◆ Soko Phay & Patrick Nardin /CARTOGRAPHIE DE LA MEMOIRE on 18th January 2016, A CONFERENCE / Round-table and projection ARCHIVE WORK.
- ◆ Dorothée ETIENNE / Creative Graphic Designer12th Feb-11th March 2016: Creative strategy - design education - working methodology - trend analysis - breathing inspiring moment.
- ◆ Alain KIRILI Artist Sculpture/ Ariane Lopez-Huici Artists photographer on 29th January 2016. This conference held by Alain Kirili and Ariane Lopez-Huici at VAAS in Phare at Battambang.
- ◆ Erick GONZALEZ / Graphic Design &Visual Art on 12th February 2016.

- ◆ Peach CHORMNANE/Mother mold sculpture, on 26th–27th March 2016 (Workshop): Preach Chrominance is a local freelance sculpture.
- ◆ Ms. Magali DOISY/LWB Coordinator Law workshop, on 21th March, 2016: On March 21st, 2016 VAAS School has cooperated with Avocats sans frontières France association for a Law workshop.
- ◆ Nhem DETH painter of Traditional Khmer Art, 09th May - 14th May 2016: The traditional ornament Khmer arts, is part of the foundations taught VAAS for all students in Year 1 and preparatory classes.
- ◆ Erwan Pivaut Directeur Général Ecole Pivaut arts appliqués et dessin narratif/ Alexis VENET Directeur des 'études Dessin Narratif/BD/Animation 2&3D. VAAS honored to invite Mr Erwan PIVAUT and Alexis VENET to evaluate the School strategy.

4.3.3 Outcomes/Results

- ◆ Amongst 16 graduated students, 15 students equal to 94 % got jobs.
- ◆ There 2 new eco-projects have established for VAAS school sustainably as well as increase employability of its student and artist:
 - The “Phare Creative Studio” studio is operational and has begun to work on 7 productions. 5 students out of 16 VAAS graduated student were hired to work in this studio.
 - The “Phare Boutique”, the Boutique was built in January 2016 to sell derivatives and the works of students. In parallel, with the development of the boutique project and the training of the new graduate, Lim Sreyneang, as a product manager, the target to develop the first core range products for the high season has been successfully achieved. All the products involved one or several students at different stages. The policy implemented for the remuneration of the students encourages them actively to participate and propose new products design.
- ◆ 68% of students who studied in vocational training could apply their skills they learn from the class in creating more artwork and could earn and save some amount of money from artwork sale to support their study as well as their family.
- ◆ 6 paintings from our year 3 student Mr. Rin Sopart were selected for exhibition in France.



STORY OF LIM SREYLEANG

Lim Sreyleang has a determination and creative energy that quickly become evident when she speaks. She was part of the first generation graduated from Phare Ponleu Selpak's 3-year professional program in the Visual and Applied Arts School. To her

own words *"People think studying to be a doctor is good, and that drawing is not a good job. But I want to say that it is not like that. When you study to be a doctor, you might just follow your family, but for me, to study graphic design I followed my heart, and I am happy."* With this words and believe, today 23 year old Sreyleang, or Leang, is teaching at the school and working as a designer for the boutique on campus. She enjoys teaching, not only because she gets to share her experiences, but also because, *"When I teach, I also learn at the*

same time. Teaching forces me to improve myself." At the boutique, Leang gets to apply her Product Design lessons to real life, creating the branding, packaging, and design of new products for the boutique. For students in Battambang and around Cambodia, access to the arts is limited. Many students with innate artistic talent may never discover their passion. Phare Ponleu Selpak gives students a chance to explore their artistic side, and the opportunity to gain the skills they need for careers in the arts.



Bor Hak, now 28 years old, was born in Kampong Thom province, but says he feels no connection to that place. When he was just 12 years old, he travelled to Thailand to work illegally. Over 1 and a half years, he worked on a pineapple farm, in a harbor, and in a clothing factory. But in 2005, he was caught by authorities and sent back to Cambodia. With few prospects and little hope, Bor Hak found his way to Phare Ponleu Selpak. Looking back, he remembers *“I was surprised to find an art*

school in Battambang, I really didn't expect it.”

For Bor Hak, Phare became a new home and a new family. He lived in the Child Protection Unit until he turned 18, taking daily drawing classes at Phare and learning to express himself through art. At the age of 18 together with other four young artists from Phare opened Romcheik 5 first as a workshop, but eventually, it grew into a modern art gallery and museum. And the artists grew with it. Over the years, Bor Hak became more adventurous in his sculpture, creating emotional pieces that captured his experiences in his youth. But that have not end Hor Hak learned about our new vocational training in Animation at Phare, he was excited by the chance to gain new skills. He signed up immediately, eager to increase his knowledge

and develop new artistic skills. Although he already has an income making modern art, he believes in the power of an education. *“As an artist, we need to keep training. The more skills we have, the more opportunities we can find.”* Today, Bor Hak is in the third year of the Animation program and will graduate in June 2017. He is currently working on his own animation film, a cautionary film about wearing helmets while motoring around Cambodia. Putting his own unique spin on it, he is using folkloric imagery unique to Battambang to tell the tale. It is a story like Bor Hak's that best illustrate the vital importance of an artistic education at Phare Ponleu Selpak. Not only has Bor Hak been able to make a living through his art; it has given him hope, passion, and a new family.

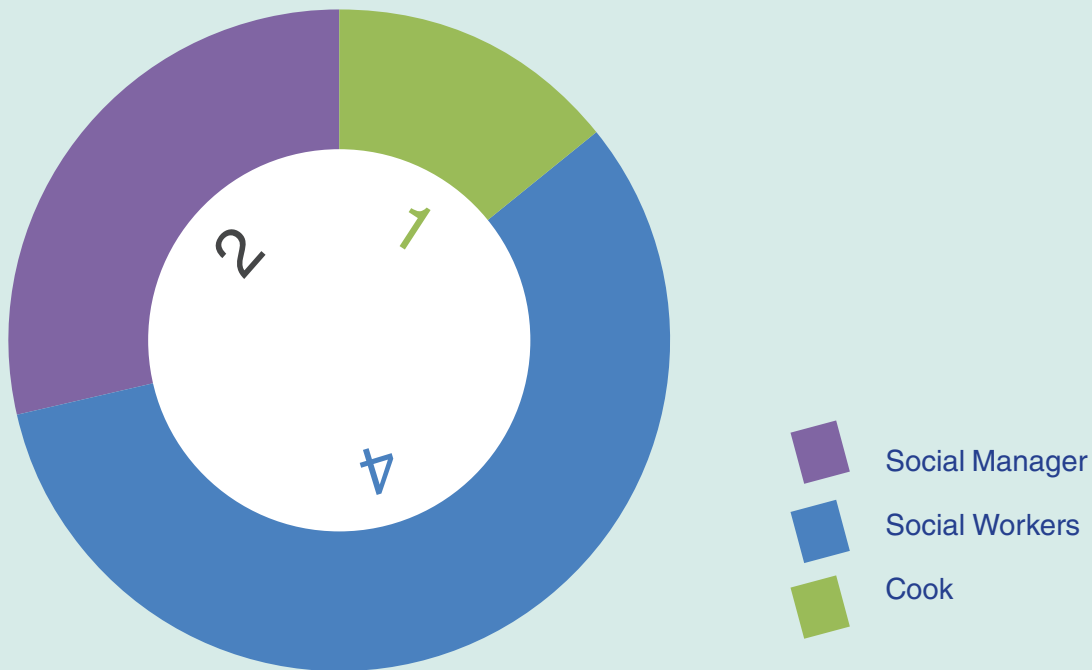
SOCIAL SUPPORT DEPARTMENT



Objective:

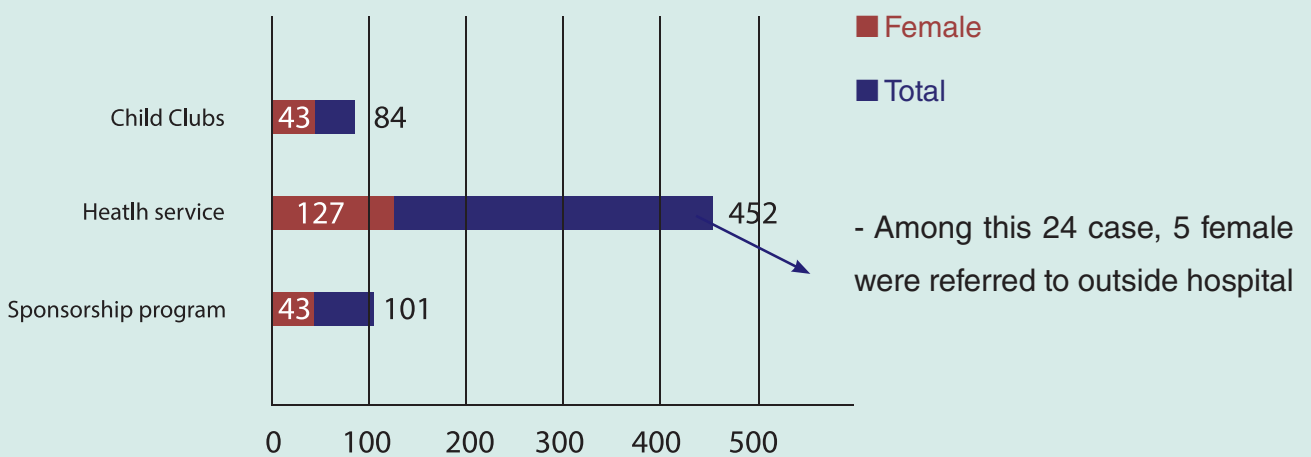
To ensure that every child and young person in the Phare Ponleu Selpak community has access to education, that their rights are respected, and that they grow and learn in a safe and healthy environment. The scope of work of the department covers 3 target communes/ Sangkats in Battambang City.

4.4 Social support Department



Staff Statistic at social

Figure



4.4.1 Output/Activity Accomplishment

In 2016, Social Support achieved 79% of its target indicators in which partly completed 32 %, completed 12%, over-completed 35%. 21% were uncompleted because of urgent additional works, reduction of NGOs partner activities and lack of money.

From January to September 2016, the program provided supports in cash to 35 students, 24 females for their education and their families, and daily lunch to 101 students, 43 females in PPSA campus. From October to December 2016 we implemented a new sponsorship policy allowing all the children under 18 old to benefit from our three sponsoring packages (Education, lunch support and food support outside PPSA package) and adult over 18 old under criteria of sponsorship policy benefit from our special sponsor package. Within this implementation of new sponsorship policy 41 cases were closed, meaning that 41 children were dropped from the program and 9 new cases have been included in sponsorship. As a result, the program provided supports to 69 students, 34 females with the full packages. Among the 69 sponsored children, based on their family assessment and condition that reached the sponsorship policy's criteria some of them received more than 1 package of support.

Table 2: Number of Sponsorship Package provided to 69 sponsored children

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

- ◆ 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 Staff 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.
- ◆ 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 Outcomes/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.

4.5 Communication

The department fulfils the role of communication, public relation, sales, marketing, and customer service. To this end, the department works with all communication tools both in print and physical; all internal and external communications, including website, social media, newsletters, press, and media; all marketing and sales for the organization, including advertising, sales kits, and relationships with retailers/agencies; and all customer service concerns including managing the bar, boutique, tours, and tickets for circus performances.

4.5.1 Outputs, Activities and outcomes

In 2016, communication department achieved 84% of its target indicators: partly completed 22%, completed 39%, over-completed 23%, except uncompleted 16%.

Online Feasibility

- * New Website Live in July. French WIP December
- * Currently 300+ visitors/day
- * Over 30 blogs published on website
- * Domain renewed for next 4 years
- * External Newsletter: every 2 months (since April)

Social Media

- * Facebook: from 108,000 to 170,000 followers 57% Increase
- * Twitter: from 700 to 1,100, 57% Increase
- * Instagram: 0 to 800
- * In general, audiences are based in Cambodia, with the exception of Instagram, where our audience is primarily travellers, both solo and families.

Print & Media Visibility

- * Branding across town for circus: posters and flyers (quarterly/monthly)
- * Events promote visibility of activities: Tini Tinou, Open Day, Performing Arts Showcase
- * Media: 12+ articles, 3 in Khmer publications: mostly focused on circus, few on specific programs/EU, 2 on VAAS/PCS
- * Formal Press Kit Created and distributed to all Media on Campus and via Email

Events

- * Promotion Campaign across Battambang
- * Marathon: 19 staff members ran, 16 foreigners, only 1 drop out with no replacement. Really successful team building exercise for attendees
- * Performing Arts Showcase: Exhibiting 3 creations from EU
- * Media and local government represented.
- * Articles/mentions in Khmer Times, Cambodia Daily, and Kampuchea Thmey Daily

Fund Raising

- * TOSFund: over \$9000 for School Lunch
- * First successful crowd funding campaign conducted within Cambodia
- * Marathon: over €8,000 for Child Protection Program
- * EU Project
- * Khmer Media invited to 2 events on campus: Open Day, Performing Arts Showcase
- * 2 Press Releases result in 5 articles/mentions in media within Cambodia: 2 Khmer, 3 English
- * EU Program specific webpage developed in July
- * EU Program specific blog posts: 6

5

PARTNERSHIP AND COLLABORATION



Table 3: Partnership and Collaboration

	Partners	Types of collaboration
1	Khrousar Thmey	Project Partner: Professional Arts Development PPSA provided Circus skill training to 14 deaf students from Krousar 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. In 2016, PPSA generated in total USD 491,384.14 USD which is USD 77,439.57 equal to 18.70% higher than in 2015.

Outside performment



Inside performment



Bar , botique, Our product



workshop to clients



- ◆ 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 4: Summary of income generation

No	Description	Revenue 2015	Revenue 2016	Increased	% Increased	Remark
1	Bar/ Restaurant	\$ 19,721.61	\$ 24,140.54	\$ 4,418.93	22%	
2	Boutique and Painting sold	\$ 14,854.79	\$ 14,469.25	\$ (385.54)	-3%	
3	Event and Workshops	\$ 3,489.00	\$ 19,587.20	\$ 16,098.20	461%	Included online funding
4	Performance Arts Income	\$ 229,318	\$ 214,667.53	\$ (14,650.77)	-6%	
5	Visual and Applied arts	\$ 6,678.87	\$ 14,719.62	\$ 8,040.75	120%	Included Phare studio
6	PPSE contribution	\$ 139,882	\$ 203,800	\$ 63,918	46%	
Total		\$ 413,944.6	\$ 491,384.14	\$ 77,439.57	18.70%	

7

FINANCIAL REPORT

During 2016, the total expense was 1,072,429 USD which was 6% lower than the budget plan 2016.

Sources of Income

There were 5 sources of funding in 2016: Institutional Funding (Donor Fund), Fundraising (PPSE, PPSF, Event, Online funding), PPSA- Income Generation Activity and donations and other incomes.

In 2016, PPSA operation on 25% of donor funded, 46% of fundraising income, 4% private donation, 25% of its own income generation activity and another 1% of other income. Breakdown of expenses is put forth in the chart.

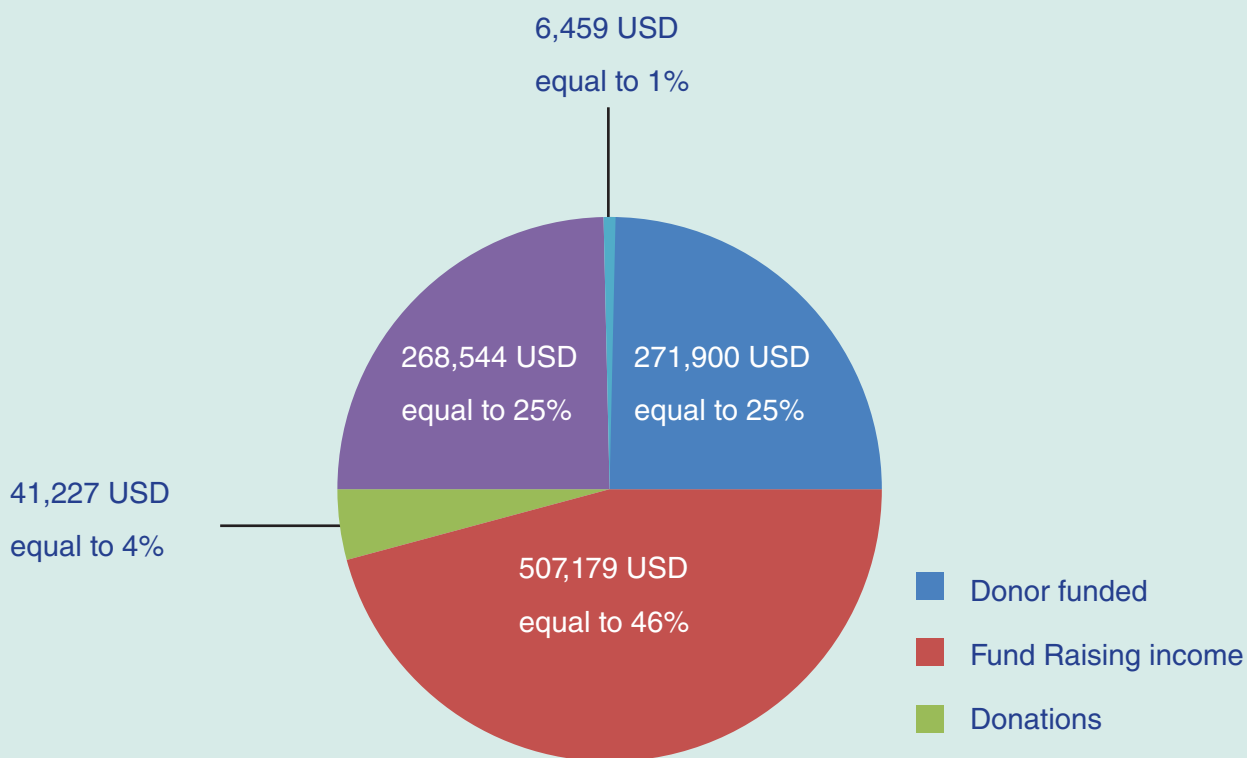


Chart 8: Sources of Incomes in 2016

Table 5: Global Expenditure of PPSA in 2016

No	Department	YTD Actual
1	General Services	265,512
2	Education	29,499
3	Performing Arts School (PAS)	483,194
4	Visual and Applied Arts School (VAAS)	244,133
5	Social Support	50,091
Total		1,072,429

In PPSA all the expend such as school personal cost, school and Project activity cost, Library, Education coordination department, program team support school and project are classified as direct program cost. And other such as Director, HR, admin & finance, development & communication and general admins costs are classified as indirect program cost.

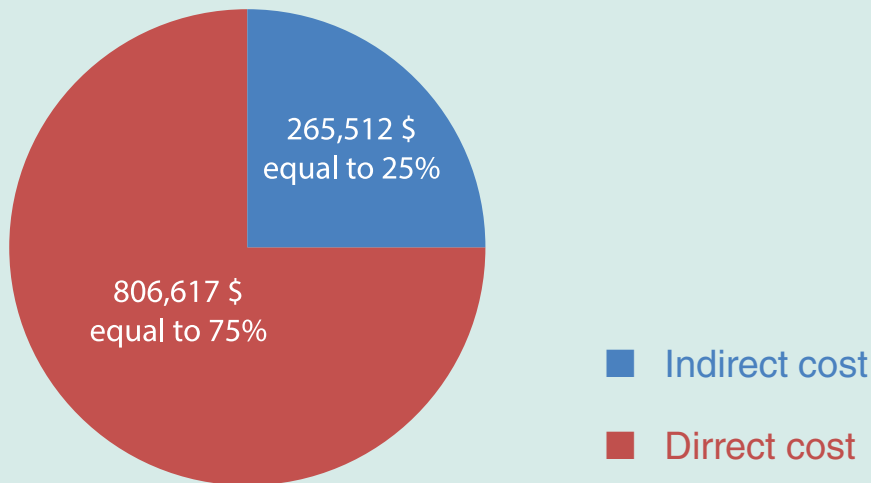


Chart 9: Global Expenditure by Program

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, less 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. It 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.

ACKNOWLEDGEMENTS

Our activities would have been impossible without the dedicated work of Phare Ponleu Selpak's staff, the talent of the children and teenagers, the enthusiastic and committed artists, and not least the community that shares our lives and emotions. We would like to thank all of them along with our many partners:

THE PHARE PONLEU SELPAK FAMILY

- Phare Performing Social Enterprise. For more information: www.pharecambodiancircus.org
- Phare Ponleu Selpak France. For more information: www.ppsfrance.org
- Collectif clowns d'ailleurs et d'ici (CCAI). For more information: www.ccai.fr

PUBLIC AUTHORITIES IN CAMBODIA

- Battambang Police Military Gendarmerie Drug Education Centre
- Battambang Provincial Department of Education Youth and Sports
- Council for the Development of Cambodia (CDC)
- Ministry of Culture and Fine Arts
- Ministry of Social Affairs Veteran and Youth Rehabilitation
- Ministry of Education, Youth and Sport
- Social Protection Network: Municipality of Battambang
- World Hope Drug Rehabilitation Centre at Bavel District, Battambang Province

ORGANIZATIONS, FOUNDATIONS AND INSTITUTIONS

- Agence Française de Développement, France
- Air France Foundation, France
- Alta Mane Foundation, Italia, France
- AnBer Foundation, France
- Apprentis d'Auteuil Foundation, France
- Arcéal Fondation, France
- CAMELEON, Philippine
- CCAS Foundation, France
- Crédit Agricole, France
- CCFD-Terre Solidaire, France

- European Union
- The French Embassy, Cambodia
- GVC Italia
- Go Sport
- Institut Français in Cambodia (CCF)
- La Guilde Européenne du Raid
- UNESCO-IFCD

NETWORKS

- Cambodia Cooperation Committee
- Asian Social Circus Association
- Battambang Education Support Team



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