

Sombath Somphone Memorial Fund



2023 Annual Report

Observations on the Achievements of the Sombath Somphone Memorial Fund

2023 saw the launching of the Sombath Somphone Memorial Fund which elicited 66 applications from countries in the Greater Mekong Region. After careful screening, 11 applicants successfully received grants to implement projects that closely aligned with the ideals and principles of the Fund, that is to give opportunities to marginalized children and young people through education and social support to improve their well-being in a sustainable and wholistic manner.

I am happy to report that the 11 successful applicants coming from Myanmar, Thailand, Cambodia, Vietnam and Laos completed their projects in a timely manner. What's most heartening from my perspective is that many of these projects used very creative and innovative ways to address the different challenges they sought to address, be these about improving learning needs of disadvantaged children, addressing communities' agriculture needs, overcoming environmental degradation, and others. Most of the projects were also implemented in a very participatory manner with full engagement of the community, schools, teachers, and young people.

I am sure that Sombath is proud of what these projects have achieved. Sombath always believed that making real progress in development of any society or community does not need large sums of money. What is most needed is people's own desire and belief in taking charge and making changes to improve the lives of their



children, their families, and their communities. Providing small start-up funds is just one way to plant the "seeds of change". These seeds must now continue to be nurtured to grow within each family and community.

In 2024, the Sombath Somphone Memorial Fund Committee has already received more than 100 applications and it is now in the process of selecting the next batch of awardees. I hope that the Sombath Somphone Memorial Fund will continue to sow "seeds of change" within the region's families and communities.

Lastly, I would like to thank family members, friends, and other supporters who made contributions to the Sombath Somphone Memorial Fund. With your kind support, I am confident that the Fund will be able to continue for many years into the future.

Ng Shui Meng,
20 April 2024



About the Sombath Somphone Memorial Fund

Sombath's greatest passion was to give opportunities to children and young people, especially those who lack opportunities and who want to improve themselves to work for the greater benefit of society in a holistic, sustainable, and balanced way with nature and the environment. The Fund's ultimate goal is to develop the greater wellbeing (happiness) of the self and society as a whole.

Sombath was highly influenced by the ideas of Arjan Sulak Sivaraksa regarding Engaged Buddhism, and by the work of the Spirit in Education Movement (SEM) and the International Network of Engaged Buddhists (INEB). The Fund is managed by the Sathirakoses-Nagapradipa Foundation (SNF), a Thai non-profit foundation, under which SEM and INEB operate.

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Executive Summary

We are happy to share the first report of the Sombath Somphone Memorial Fund which supported the implementation of eleven projects in 4 countries of the Mekong Sub-Region: Laos, Myanmar, Thailand, and Vietnam, in 2023. A total of 27,844 USD funds awarded benefited 311,796 persons through projects that were implemented by local partners in each country.

Sombath Somphone Memorial Fund was established with resources of the Sombath Somphone family and some additional funds received from CCFD-TERRE SOLIDAIRE based in Paris, France. No other donors contributed to the Fund. The availability of funds was announced in April 2023 with May 31, 2023, set as the deadline for receiving proposals. Information announcing the funds and call for proposals was posted on the Sombath Somphone website, the International Network of Engaged Buddhists' (INEB) website, INEB's monthly newsletter, and shared through social media platforms, all of which was circulated throughout their broad networks. Please read more about the Sombath Somphone Memorial Fund inside the front cover.

In order to reach as many interested parties as possible, the call for proposals was designed to be flexible and adaptable to the country and local contexts. The announcement and proposal with the guidelines were available in the English language and were not translated into other languages. This did not present a barrier as 61 applications were accepted from non-profit organizations, small groups, and individuals that addressed the following in their proposals:

Fund Objectives

- ▶ **Education** - To provide full or partial scholarships, especially to marginalized children and young people seeking to complete their education in schools or colleges.
- ▶ **To support organizations providing education or humanitarian relief** to at risk children and families.
- ▶ **Community Projects** - To provide small grants to active young adults (up to 35 years of age) to initiate start-up work or activities for youth in community education or development.

Project Target Areas

The target area of the recipients was from countries in the Mekong Sub-Region:

Cambodia, Laos, Myanmar, Thailand, Vietnam, and the South China Region

Target Groups

- ✓ Marginalized children
- ✓ Active and socially engaged young adults
- ✓ At risk children and families in need of emergency supports and / or humanitarian assistance

The announcement raised much interest as 61 applications were received. Please note that no applications were received from the southern China region.

Summary of Proposals Received

Cambodia - 2 – 3%
Laos – 1 – 1.6 %
Myanmar – 50 - 81.9%
Thailand – 4 - 6.5%
Vietnam – 4 - 6.5%

61 Total Proposals

The Sombath Somphone Memorial Fund steering committee reviewed the proposals using the following selection criteria to choose the awardees which included whether the proposal:

- ▶ Met the Fund's objectives and addressed community needs
- ▶ Represented a country in the Mekong region
- ▶ Identified target groups as stated above
- ▶ Requested 3,000 USD or less

The selected projects had unique and innovative participatory approaches to implement their projects that best addressed local needs in order to reach their targeted beneficiaries including marginalized groups in various types of locations. Providing community education in some form was at the heart of each project which directly benefitted children, youth, parents and community members. In order to receive funds, all projects entered into a Memorandum of Understanding between with the Sombath Somphone Memorial Fund that was administered by INEB.

We recognize that projects in each country experienced distinct challenges during implementation including: fluctuating rates of currency exchange, extreme weather conditions (heavy rain and flooding), civil war and armed conflict, accessing very remote areas with difficult terrain, and more. Most projects submitted reports as expected. However, due to the conditions of armed conflict inside Myanmar, one project was unable to complete the report, but did participate in the February

2024 online meeting with the Steering Committee and the other projects. Also, the extreme flooding conditions in southern Thailand prevented the project based in Yala from completing its activities. Consequently, the project returned unused funds which will be added to the funds awarded in 2024. Despite the difficulties all the projects adapted how their activities were implemented and successfully met their desired outputs. Most projects exceeded their original expectations as noted in the project summaries; and some are planning to continue them.

We acknowledge and value information from the individual project reports received through email communication, and during the February 13, 2024, meeting, all of which provided the content used in this report. Please note that due to security concerns, detailed information about the projects is not included in this report. This report includes project summaries organized by country based again on information taken from individual project reports. A table with a summary overview of the funds awarded also provides a snapshot by country and project.

Overall, the projects used innovative and practical ideas to benefit local communities in various ways, as well as for them to be sustained for the future. The projects' approaches uniquely addressed particular needs as identified by the local communities. For example:

- ▶ The SPERI project in a remote hill area of Vietnam launched a farmer-led agricultural pilot project that replaced cassava monocrops with fruit trees and ground cover crops. Eventually this model is expected to increase food sovereignty and security, as well as generate incomes for the farm families.
- ▶ The Sustainable Education Develop Team (SEDT) in Karen state, Myanmar, combined providing textbooks and school supplies to schools, while simultaneously implementing an agricultural project led by students to increase food security and support nutrition by growing their own crops and raising goats.
- ▶ The textbooks purchased through the Education in Emergencies textbook project in the Sagaing region of Myanmar will be passed to more students for their use.
- ▶ The project in Yala, Thailand, offered new skills and opportunities to out-of-school youth for generating income and developing small business models.
- ▶ The project that designed interactive educational games for students in Laos filled a particular niche as it stimulated learning of many students in the classroom and at home.

- ▶ Several projects offered education opportunities to marginalized students living in unstable and remote circumstances including: accessible education for students that were forcibly displaced from their homes during armed conflict in Kachin state, Myanmar; and children living in a remote area of Vietnam that participated in the environmentally focused Green Sprouts project.
- ▶ Other projects designed wholistic models to support children and students that incorporated education with other activities such as offering health and or dental care, participating in local children's events and social service activities, in addition to some humanitarian assistance such as Peace Strings in Karen state, the Youth Network Project in Rakhine state, Myanmar, and Hope in Class in Vietnam.
- ▶ The Federal FM Media Project broadcasted essential information in 3 languages through radio podcasts and Facebook to increase awareness about landmines, airstrikes and bombing to civilians throughout Karenni state, Myanmar.

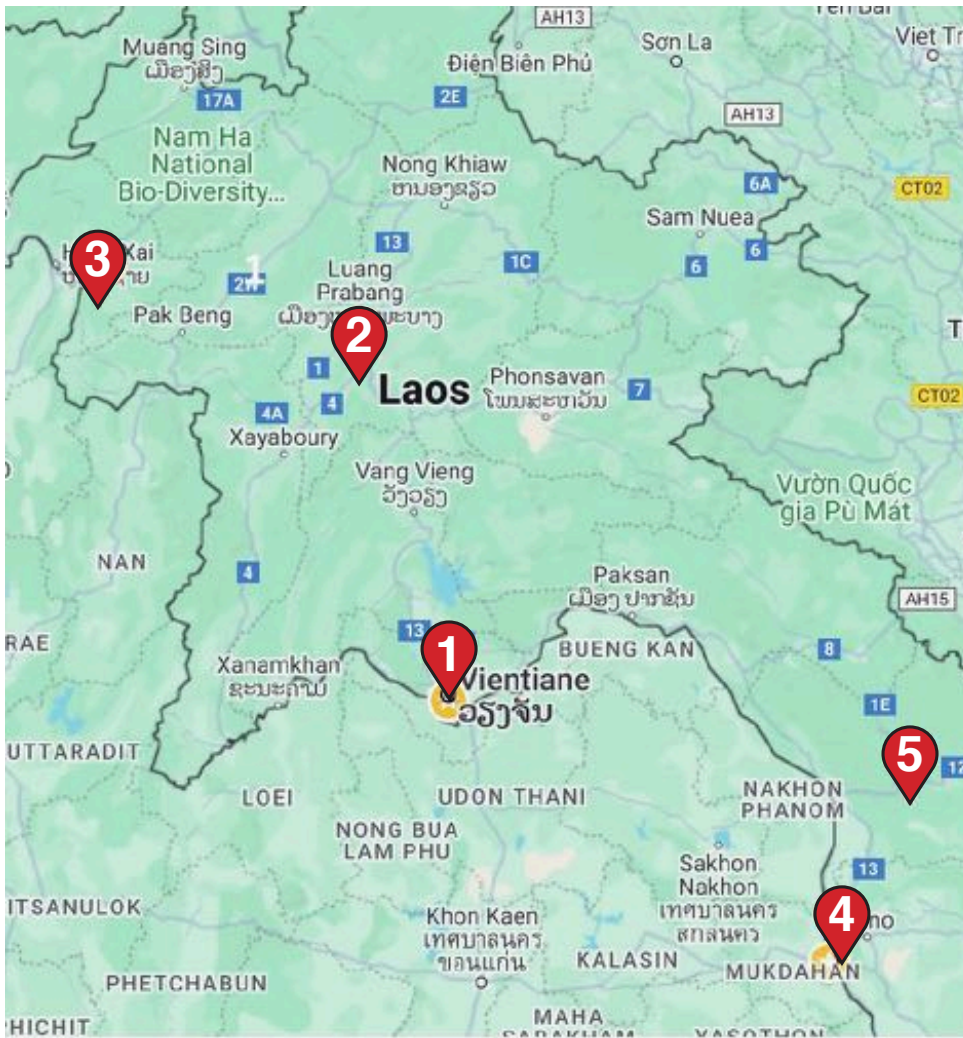
The funds awarded through the Sombath Somphone Memorial Fund went a long way in the project communities, all of which were managed by dedicated local people and many volunteers. Each of these projects strengthened community cohesion and have a multiplier effect in their communities where new knowledge and skills are being passed on to others who will also benefit from them. Persons preparing the project reports repeatedly expressed their appreciation for the funds received and their stewardship to honor the fund's objectives and intent. We sincerely thank them for vision and deep commitment to their projects.

The projects for 2024 have already been selected, and as Ng Shui Meng noted in her comments, the expectation is to provide more funding the years to come.



LAOS

SSMF 2023 Project Areas



Creative Educational Games for Interactive Learning reached 5 provinces:

- 1 Vientiane
- 2 Luangprabagn
- 3 Bokeo
- 4 Savannakhet
- 5 Khammouane





Project Area

20 schools in 5 provinces:
Vientiane; Luangprabang; Bokeo;
Savannaket; and Khammouane

Activities

Designed and distributed 1,000 sets of interactive educational games

Total Beneficiaries = 4,471

Direct - 1,000 students

Indirect - 3,471 children

The project exceeded its projections by producing 400 extra sets of educational games which were distributed to 400 more students than originally projected.

LAOS

Creative Sets of Educational Games for Interactive Learning

Project Overview

This project was envisioned to provide new fun and interactive ways to stimulate learning for school age children. The idea responded to the need for motivating students to learn in new ways through providing them with interactive educational games that were distributed in 5 provinces.

Activities

The project designed interactive educational games for school students which were used by teachers with children, and children also played them with each other. The games were distributed to nursery schools, kindergartens and primary schools. Each set included 3 games: Spot It Lao Alphabet, Spot It Fruit; and the paper fold. The Spot it Lao Alphabet Game motivated many children to learn the alphabet and improve their writing skills.

Lessons Learned or Successes

- ▶ Special attention was given during design, testing and production. The designs, size and color of the educational games are critical to attract kids of different ages and needed to be suitable to be played with families.
- ▶ The project confirmed the need for creative educational materials for kindergartens and primary schools in Laos. Teachers have limited creative education materials as well as limited skills, capacity to conduct after-school activities; the Laos national education budget does not include creative learning activities such as games.
- ▶ Project has a better understanding of schools' needs such as games that can develop many basic skills for children, as well as teachers' needs.
- ▶ The Project decided to distribute fewer numbers of games to more schools and partnered with other NGOs/volunteer groups who reached students directly.

Challenges

- ✓ The production process was delayed. However, the printing costs were reduced because the number of games produced increased by 400.
- ✓ Used a Thai printing company, due to inflation in Laos
- ✓ Travel funds to go distribute the materials were limited and it may not have been cost effective.
- ✓ Teachers needed to learn how to use the materials. Videos were sent to some areas with the materials for teachers to watch and learn.

Feedback

- ✓ When the team distributed games to children at the Keopanya School, Nonkor Village, the children said that: "This is the most fun game they ever played."
- ✓ The alphabet game helped children in primary school P1 and P2 improve memorizing the alphabet.
- ✓ During project follow-up, many schools said that school attendance improved because students wanted to go to school after playing these games because they could play the games with friends at school.
- ✓ Some school directors wanted to add these materials/game in their formal education system.

The project plans to develop a social enterprise for making the games more widely available. In the meantime, the games are being sold on Facebook.

MYANMAR

SSMF 2023 Project Areas



1 Accessible Education for Internally Displaced Students, Kachin state

2 Peace Strings, Karen state

3 Federal FM Media Project, Karenni state

4 Education in Emergencies, Sagaing Region

5 Sustainable Education Development Team - SEDT, Karen State

6 Youth Network Project, Rakhine State







MYANMAR

Accessible Education for Internally Displaced Students

Project Overview

This community-based education project was dedicated to supporting the education needs of students affected by the intensified armed conflict. The project aimed to foster the lifelong learning process of students ages 14 – 18 years without financial resources and materials to access the education system from non-formal schools. All students had been forcibly displaced from their homes in Kachin State by the armed conflict. It is significant to note that the number of internally displaced persons including students increased greatly during the project period which further destabilized the area.

Activities

The project was designed to offer scholarship to children from 15 families that were internally displaced due to the armed conflict in Kachin state. Selected students were taught English and given school supplies. More girls than boys attended the course because more girls applied.

Lessons Learned or Successes

- ▶ Identifying the most vulnerable students by using selection criteria that included: how long the family had lived in the IDP camps; the family's financial situation, number family members and siblings; and participation in school activities
- ▶ Having a flexible approach for project implementation in areas of armed conflict
- ▶ Building trust with the local communities through developing close collaboration and coordination helped to ensure the sustainability of the project's outcomes

Challenges

- ▶ Had significant security risks because the project was implemented in a region heavily impacted by persistent wars and political conflicts that disrupted the student's learning process. Bombing the project area occurred regularly when students attended class.
- ▶ In order for the project to continue, the project holder planned and collaborated with local communities.
- ▶ Project activities had to remain flexible which was crucial to its success.

Feedback

The project also had a positive impact on the community as a whole. The local community leaders who worked closely with the project team appreciated the efforts made to support the IDP students' education. They believed that education is a key factor in improving the lives of people in conflict-affected areas, and the project helped to create a sense of hope and optimism for the future.

The project also helped to build trust and rapport between the project team and the local communities, which is crucial for development projects such as this to be sustained in the conflict affected areas.

Of primary concern is how students can access and receive higher education.

Project Area

Kachin State, Myanmar

Activities

- Provide scholarships to children of IDP families
- Teach English and provide school supplies

Total Beneficiaries = 15 students, their families and 2 teachers

Direct - 15 IDP students
(10 females & 5 males)

Indirect -

- ✓ 15 IDP HH (average 5 persons per HH)
- ✓ 2 teacher

The project met its actual projections of providing 15 students with quality education.



MYANMAR

Peace Strings

Project Overview

Peace Strings' primary objectives are to deliver humanitarian assistance to internally displaced persons and refugees living in the Thai-Myanmar border. This project focused on meeting the needs of marginalized children, including orphans, living in the border area.

Activities

- ▶ Children received partial scholarships to continue their education
- ▶ Provided 4 months of basic necessities, including food, medicine, and stationery to sustain the children's needs
- ▶ Health care was available that supported the children's overall health in the areas of malaria infections, influenza and personal hygiene.

Lessons Learned or Successes

Valued local partnerships and strategic planning helped them address difficulties and challenges. The project showcased resilience in addressing challenges and successfully achieving its objectives in supporting communities at-risk.

Challenges

Transportation - The project had difficulty transporting materials to remote areas that was addressed through strategic planning.

Budget Constraints - The project negotiated with suppliers and received contributions which helped overcome budget limitations.

Communication challenges arose due to language barriers. These were mitigated by collaborating with local authorities and individuals familiar with the region.

Security Risks in Mae Sot town were addressed by traveling to areas with fewer patrols and enlisting help from individuals fluent in Thai.

Feedback

The project's impact on the lives of individuals was profound and multifaceted. For instance, one parent of two children who received educational grants is a single mother facing significant challenges in Mae Sot, Thailand. This grant not only supported her child's ongoing education but also were crucial for the entire family's mental health and safety. The second child's parents, also displaced and lacked employment opportunities, found solace in the support provided. The grant, essential for a pregnant mother, became a lifeline for addressing the child's educational needs and general school expenses.

Providing educational materials to children displaced by conflict elicited positive feedback from teachers that the children's thought processes improved, in addition to their creativity, teamwork skills, and were generally more enthusiastic about learning.

The geographical remoteness of the orphanage school from the clinic posed health challenges for the children. However, the project provided basic medicine which helped mitigate the and offered timely solutions to their health problems. Expert doctors from the Civil Disobedience Movement (CDM) provided medical treatment plans that not only prevented the risk of drug misuse and side effects, but also facilitated continuous monitoring of health improvement. The monthly medical treatment approach allowed for ongoing assessment and receiving additional necessary treatment, that contributed significantly to the beneficiaries' overall well-being. Furthermore, the medical team's timely detection of symptoms in emergency situations helped prevent life-threatening conditions and provided essential emergency care.

In the future the project wants to expand scholarships; establish long term partnerships; and continue providing healthcare.

Project Area

Orphanage Karen State, Myanmar

Activities

1. Partial Scholarship Program
2. Humanitarian Aid Program
3. Provided Healthcare Services

Total Beneficiaries = 177

Activity 1: 2 six year old girls

Activity 2: 109 persons; 97 children
ages 5 to 15, and teachers

Activity 3: 66 total; 53 children

The project exceeded its proposed number of beneficiaries by 77 persons.

Project Area

7 townships with 106 wards and villages in Karenni State

Activities

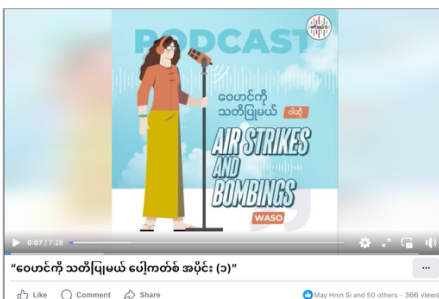
Aired through Federal FM Media:

- ✓ 7 episodes of Mine Bay Podcasts
- ✓ 5 episodes of Airstrikes and Bombing Podcasts

Total Direct Beneficiaries

- ✓ Estimated 300,000 Persons

Overall, the project reached the target audience. During 1027 Mission in Karenni state, 2 podcasts were aired through FM transmitter repeatedly based on the audiences' needs.



MYANMAR

Federal FM Media Project with Podcasts about Landmines, Airstrikes and Bombing

Project Overview

The number of innocent civilians affected by landmines and bombing increases daily in Myanmar's ethnic areas including Karenni State. This unique media project was designed to raise awareness about airstrikes and bombing and to increase information about landmines and awareness of the impact on civilians in Karenni State, Myanmar.

Activities

Between August 30, 2023 - February 25, 2024, ongoing radio podcasts were aired through Federal FM Media with:

- ✓ 7 episodes of Mine Bay Podcasts
- ✓ 5 episodes of Airstrikes and Bombing Podcasts

Most episodes included interviews with landmine victims and civilians living in the war zone. Most podcasts aired in 3 languages: Mon, Burmese and Karenni.

Podcasts were produced to have a wide reach through Federal FM's Facebook page which has 246 K followers and Rehmoonnya FM's Facebook page which has 53 K followers.

Examples of Podcasts:

- ▶ Mine Bay Podcast Episode 1 - Types of landmines
- ▶ Mine Bay Podcast Episode 2 - Where are mines and remnants of war often found and how are those places marked?
- ▶ Mine Bay Podcast Episode 3 - What people should not do in places where there are mines and remnants of war; and what they should do if they find things that seem to be mines and remnants of war.
- ▶ Mine Bay Podcast Episode 4 – Discussion of the physical and psychological affects of landmines and the remnants of war
- ▶ Mine Bay Podcast Episode 7 - This episode is an interview of a landmine victim and the mother who witnessed her daughter's incident.
- ▶ Airstrikes and Bombings Podcast Episode 4 - Things to do after airstrikes with chemical weapons; what to do if you encounter unexploded weapons.

Lessons Learned or Successes

- ✓ Need to continue producing similar podcasts to increase civilians' awareness in war zones.
- ✓ Podcasts need to be translated into other languages such as Karen, Shan, Kachin, Chin and Rakhine.
- ✓ People need know that landmines and bombings not only affect humans, but also animals and the natural environment.

Challenges

- ▶ Unable to analyze the audience size of the FM transmission due to transportation barriers and security.
- ▶ Translating multiple ethnic languages was challenging.
- ▶ Interviewees are vulnerable both physically and mentally and so some interviews were delayed, which resulted in production delays.

Feedback

The podcasts described the places where landmines could be encountered including colors and possible shapes. Moreover, the shapes, colors of the military's fighter aircrafts and what they are carrying are also explained in detail as early warnings for IDPs.

Project Area

3 schools in Sagaing region.

Activities

Distributed 300 sets of textbooks (2,107 books) & stationery supplies for students and school supplies (768) for teachers at 3 schools totaling 612 students and 61 teachers

Total beneficiaries = 3,900

Direct - 371

- ✓ 300 students ages 5 – 16
- ✓ 61 teachers

Indirect - 750 HH with 3,539 family members

In the future, an estimated 1,200 students who will use the same textbooks.

The project exceeded the number of estimated direct beneficiaries by 61 teachers and the indirect beneficiaries by 250 HH and 1,039 persons.

MYANMAR

Education in Emergencies Textbook Project in Sagaing Region

Project Overview

The project was based in Myanmar's Sagaing region. It was designed to ensure that school age children in vulnerable contexts enjoyed a sense of normalcy through continuing access to in-person education despite the extreme war conditions. This project was coordinated by an educator with experience in facilitating education in emergencies since the 2021 military coup. The education sector needed to be strengthened before 2021, as was noted in a 2014 housing assessment found that less than 10% of the student population reached high school in the region.

Activities

- ✓ Distributed 100 sets of textbooks to students at 3 schools - one primary, one middle and one high school
- ✓ Provided students and teachers with teaching and school supplies

Lessons Learned, Successes and Challenges

were all connected to purchasing and transporting the textbooks and stationary supplies.

The project:

- ✓ Ensured that more than one transportation route that could accommodate the timely delivery of books and materials.
- ✓ Included potential inflation when calculating costs associated with unexpected delays,
- ✓ Inquired about the availability of items in several stores to mitigate cost variations including potential inflation.

Challenges

Transporting the project materials was challenging primarily due to heavy rains and flooding, as well as increased security concerns and the scrutiny of SAC soldiers. Heavy rain destroyed roads stopping traffic for several days that increased delivery costs. During times of heavy rain and flooding and while waiting for armed clashes to end, the project staff stored the textbooks and stationery items at secure locations midway to the destination.

Purchasing and Delivery to Schools - The cost of stationery and textbooks increased due to:

- ✓ Inflation
- ✓ Items were not readily available in the needed quantities. Stationery has been one of the goods that are banned from being sold in bulk, consequently purchasing in bulk amounts is illegal and can be confiscated by the SAC military.
- ✓ Truck drivers refused to carry large quantities of stationery because they feared severe punishment by the military which resulted in carrying smaller quantities.
- ✓ Bad weather conditions resulted in road damage and blockages causing several days of waiting to reach the schools.

However, despite the above-mentioned challenges, the project materials did reach the three schools where they were distributed.

Feedback

This was the first time that the township and the communities received much needed funds from outside Myanmar. The 300 sets of textbooks and stationery supplies supported by the Sombath Somphone Memorial Fund directly benefited the students estimated in the proposal. Since the practice of reusing textbooks is common, they will be passed on to the many new students in the upcoming years who cannot afford textbooks. Some significant changes were that school attendance increased; and parents were more interested in children attending because the financial burden was reduced, which earned parents' support of the project.

Additionally, this project contributed to the education-related sustainable development goals that no one is left behind because students were reached during difficult circumstances.

Project Area

Three schools in Karen State, Myanmar

One school is a preschool, and another is a self-supporting school.

Activities

- ✓ Provided textbooks and school supplies to 3 schools
- ✓ Agriculture project to increase food security through helping students learn how to grow food crops and raise goats on the school grounds.
- ✓ Produce food all year for the teachers and students' households.

Total beneficiaries = 608

Direct - 158

- ✓ 148 students
- ✓ 10 teachers

Indirect - 450 villagers and student's families

The project expanded by reaching 2 more schools than originally planned. The project exceeded its original projections of direct beneficiaries by 73 students and 5 teachers; and indirect beneficiaries by 250 villagers and student's families.



MYANMAR

Sustainable Education Development Team (SEDt)

Project Overview

SEDt is an independent self-help organization that was established on August 20, 2021. It works closely with ethnic local communities to promote access to education for all children and young people, regardless of their circumstances. SEDt is deeply committed to upholding human rights and values. They firmly believe that every child has the right to receive a quality education free from discrimination, and in their own language. The project combined traditional classroom education with an agriculture project that focused on expanding food security. Textbooks and school supplies, as well as high quality seeds, goats and agricultural materials were purchased with project funds.

Activities

- ✓ Provided textbooks and school supplies to 3 schools
- ✓ Implemented an agriculture project to increase food security and support nutrition through helping students learn how to grow food crops, plant trees, and raise goats on the school grounds
- ✓ Produce food all year for the teachers' and students' households.

Lessons Learned or Successes

- ✓ Improved educational experience by providing sufficient textbooks and school supplies. This is expected to improve academic performance, increase engagement in the learning process, and provide a better overall educational experience for students.
- ✓ Enhanced Food Sufficiency: Through investing in the agricultural sector, the outcome is to improve food sufficiency within the school. By cultivating their own crops, the school will be able to provide nutritious meals for the students and reduce dependence on external sources. This will promote self-sustaining practices and ensure the availability of healthy food options for the students.

This self-directed agriculture and nutrition program raised confidence in the community, as well as with teachers and students. If more funds are received they want to share this model with nearby schools.

Challenges

- ✓ Gaining trust was the big challenge and implementing an education project without canceling that trust. The project began during the rainy season when travel was difficult. It was also difficult to explain the importance of education to local communities with conservative religious beliefs.
- ✓ Military instability made it difficult for education to run smoothly.

Feedback

This project is under the KECD – Karen Education Cultural Department, but no funds were available for textbooks. This project made it possible to purchase textbooks which were copied and shared with the KECD.

This project's success is reflected in the local people's happiness.

- ✓ First, the agriculture project benefited both students and parents, where children shared what they learned by using their hands planting vegetables at home.
- ✓ The local youth led raising the goats. The profits are intended to provide enough food for the schoolteachers. The profits from the sale can be used to buy food, and they intend to breed more goats. Due to some orthodox religious beliefs, animals cannot be raised in their village, so the youth group raised the goats elsewhere.

Future Plans - Now, the teachers, students, and parents plan to continue the project and want to manage the education themselves, and are eager to continue planting food crops as well. Cassava has been harvested, yet some will be left for next year and replanted. 1,000 plants will be distributed to other schools. The remainder will be sold, and the proceeds will be used to support the school.

More emergency training for children and students is needed as airstrikes continued. Vocational training is also needed.

Project Area

The project was implemented in 2 monastic schools in Rakhine state.

Planned Activities

- ✓ Set up an outreach team for storytelling, wellbeing awareness, outdoor excursion for environmental awareness -planting activities
- ✓ A doctor conducted monthly check-ups and provided some nutrition and medicine
- ✓ Conducted coaching meetings for parents and teachers to support the children's well being
- ✓ Conducted a reflection workshop

Beneficiaries

Estimated Direct = 80 children
under age 12,
Estimated Indirect = 200 families

Due to the extreme conditions of armed conflict on the island, the project was unable to submit a report. However, the project manager wrote in an email message stating that the project was successfully implemented.

MYANMAR

Youth Network Project

Project Overview

In 2017, Youth Network Project was formed as a youth-led local civil society network which aims to strengthen capacity building, community resilience and empower youth. Their vision is to create development project with employment and educational opportunities for local youth. Their diverse community-based activities have included: establishing a library; successfully implementing a conservation project; a children's art project, conducted Environmental Awareness Campaign Projects, Mobile Library Project, youth capacity-building activities and coordinating with other CSOs in Rakhine State.

The township is a very underdeveloped region where its residents are economically disadvantaged and lack access to basic education. In order to provide equal access to education, Buddhist monks have established monastic schools in the township, which provide free and basic education to children from needy families and orphans. These schools rely primarily on public donations to operate. However, Myanmar's current situation following the COVID-19 pandemic, natural disasters, and political issues and armed conflict, has reduced the number of donors which poses a challenge for schools to remain open.

Activities

The Youth Network Project used the funds to find solutions for two monastic schools to operate sustainably. The project supported school supplies, health and food assistance for children, active learning activities, and the participation of parents and teachers. One significant change which contributed to the project's implementation was its volunteers in times of crisis.

The local coordinator managed the project with support from volunteers and local community members. They designed a planning process to best address the local needs through the following activities:

- ✓ Set up the outreach team for storytelling, well-being awareness, outdoor exposure visits to raise environmental awareness and planting activities
- ✓ A doctor conducted monthly check-ups, provided some nutrition and medicine
- ✓ Conducted coaching meetings for parents and teachers to support the children's well-being
- ✓ Conducted a reflection workshop

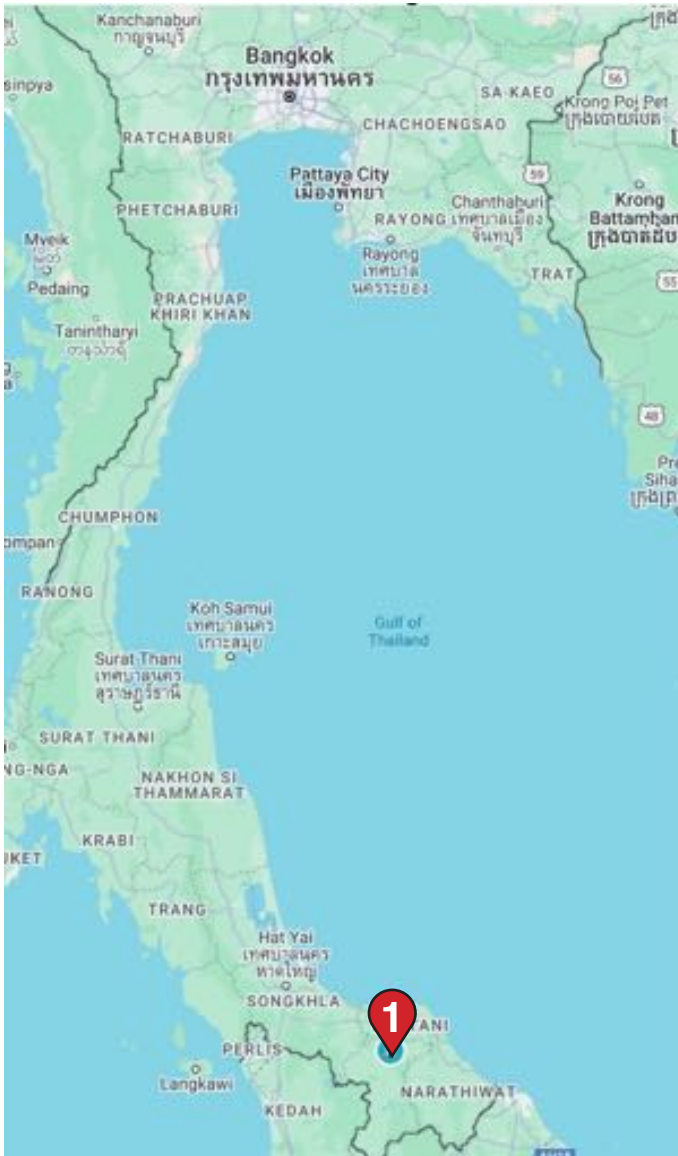
Follow-Up

Unfortunately, the conditions of armed conflict disrupted daily life and caused people to flee from their homes. The project coordinator communicated as much as possible using email and through other sources to assure the Sombath Somphone Memorial Fund team that the project resources were used as intended and the project goals were achieved. However, generating a report was not possible with offices and homes being destroyed.

The coordinator also participated in the partner meeting held on February 13, 2024, and confirmed the project was successfully implemented reaching the 200 children as projected in the proposal. In the future the project wants to increase support from parents and businesses We look forward to learning more from the coordinator in the future about how the monastic schools are managing.

THAILAND

SSMF 2023 Project Areas



- 1 Building Resilient & Sustainable Lives for Out-of-school Marginalized and Underprivileged Youth





Project Area

3 subdistricts of Yala, Thailand:
Yupoh, Yaha and Na Tham

Activities

4 capacity-building workshops on:

- ✓ community enterprise principles and practices, business planning, marketing, bookkeeping, etc; and team-building and operational planning workshop
- ✓ tie-dye technique, pattern-making and hand / machine-sewing technique
- ✓ organic farming. First trial production (farming)
- ✓ online marketing

Follow-up meeting with mentors; evaluate production, product, and marketing (focused on organic farming); exchange and sharing with Nang Lu Wa Women's Group, Nang Wa Green group and SBPAC, as well as youth from these 3 organizations. This activity - reflection and planning next steps could not be conducted due to the flooding conditions.

Total Beneficiaries = 230

Direct - 30 youth

The project's key target group are out-of-school, marginalized and underprivileged youth from Yala, Thailand, between 18-25 years old.

Indirect - 200

The project exceeded its original projections.

THAILAND

Building Resilient and Sustainable Lives for Out-Of-School Marginalized and Underprivileged Youth

Project Overview

The project was coordinated by Religions for Peace Thailand-RfP Thailand, with the Secretariat's office located at the Institute of Human Rights and Peace Studies, Mahidol University, Bangkok, Thailand. They have significant experience working in Southern Thailand which is where the project was implemented that focused on marginalized and underprivileged youth that were out-of-school.

Activities

Supporting marginalized and underprivileged youth through the activities described in the left column.

Lessons Learned or Successes

The project had many outcomes and impacts related to the activities that included learning many new skills (capacity building, tie-dyeing, organic farming, online marketing, and more) which enabled them to develop business plans with support from the Bank for Agriculture Agricultural Cooperative (BAAC) of Yala.

- ▶ **Activity design** emerged through talking to local organizations with experience working with the target population. This helped a lot by asking them what they really want and what others have done in the past regarding youth empowerment project. It also helped to avoid *'reinventing the wheel.'*
- ▶ **Collaborating with multiple partners** was key for the project to be successfully implemented and to create an impact. The project's success definitely came from the multi-partnership collaboration with the Na Tham Community Enterprise which brought support from other local organizations (Ban Nang Lu Wa Community Enterprise and Nang Wa Green group) that helped to organize most activities.
- ▶ **Multi-dimensional approach for learning:** It is more productive to adopt a multi-dimensional approach for learning in which participants can also learn from one another and trainers also can gain some new knowledge and skills as well.





Challenges

Implementing this youth capacity building project in Thailand's southern region was not an easy task. The key risk was because Yala is part of the conflict zone where violent incidents could happen at any time. Safety concerns were a top priority which required identifying a safe and accessible training venue. Also, activities had to end before 15:30 hours or 3:30 p.m., so that the youth could travel back home safely before the sun set.

Challenges included:

- ▶ Recruiting participants took about a month. Although the project wanted to have participants from different ethno-religious backgrounds, only youth from Malay-Muslim group participated. However, the project did learn some stories of marginalized and underprivileged Buddhist and Catholic youth in Yala.
- ▶ Follow-through with the implementation plan: Fortunately, most activities took place without major complications from daily violence in the area. However, the most powerful storm in the past two decades of Thailand's history hit the deep south two days before Christmas just prior to conducting the last activity (the youth interaction platform). Within a day most areas were flooded, so the last activity was canceled. The flood delayed information receiving needed for the project's financial report.

Despite these risks and challenges, the project was successful. It is a small but useful project for empowering youth in Yala. This success was possible due to the kind financial contribution from Sombath Somphone Memorial Funds, strong engagement and collaboration between Religions for Peace Thailand-RfP Thailand, and Na Tham Community Enterprise, the local partner based in Yala. The project serves as another track-record for RfP-Thailand in its Development for Peace mission and hopefully, it will be a starting point for many more future youth empowerment projects in the Southern region with the International Network of Engaged Buddhists-INEB, and other like-minded organizations.

Feedback

It was evident that the youth needed the knowledge and skills offered through the project. For example, during the workshop on online marketing, most participants expressed that they learned key principles and strategies for online sales which will definitely be useful in the future.

The workshops inspired the youth to explore possibilities in the tie-dyed business. About 50% expressed that they see a lot of potential in this area.

The platforms created for the youth to learn, share and interact with influential actors and representatives of local organizations (namely Ban Nang Lu Wa Community Enterprise, Nang Wa Green group, the Bank for Agriculture Agricultural Cooperatives (BAAC) and Yala's Community College), serve as windows of opportunities for these youth to access to education, scholarships, or job opportunities with those people and organizations. After the workshops some youth will be employed as interns or part-time staff at those enterprises and organizations.

The project contributed to intergroup and intergenerational cooperation for development in the Yala area. Ultimately, a collaborative network emerged from the project that could serve as another channel for promoting peoples' wellbeing from Southern Thailand in the future.



VIETNAM

SSMF 2023 Project Areas



1 Hope in Class
Thừa Thiên Huế

2 SPERI
Dak Nen commune,
Kon Plông district,
Kon Tum province

3 Green Sprouts
Kon Plông district,
Kon Tum province







Project Area

3 locations in Thua Thien - Hue Province, Vietnam:

- SOS Children's Village Hue
- Duc Son Pagoda
- Tam Binh Disability Center

Activities

Project combined informal education (English and chemistry) with community activities:

- ▶ Celebrating International Children's Day
- ▶ Promoting oral health with dental exams
- ▶ Mid-autumn festival for children with disabilities; delivered 'love' meals and care packages to patients

Total Beneficiaries = 603

Direct - 440 children

- 15 children of SOS Children's Village,
- 40 children of Duc Son Pagoda – International Children's Day
- 50 children of Tam Binh Disability Center – Autumn Festival
- 185 children – dental program
- 150 children - Loved Meal Program

Indirect - 163 university students and a group of doctors and nurses

The total beneficiaries exceeded the original projections by 103 persons.

VIETNAM

Hope in Class

Project Overview

Hope in Class is a small group that formed to implement the project which relied on local undergraduate volunteers as a source of knowledge. The project focused primary school students in SOS Hue village and children who did not have the opportunity to go to school in Hue city, as well as learning thinking skills, essay writing skills in two subjects of English and chemistry at the secondary school level.

Activities

The project was designed with a combination of learning opportunities both inside and outside the formal classroom that holistically supported the children's growth.

Lessons Learned or Successes

- ▶ Of the 13 students in SOS village, 7 studied chemistry and 6 studied English. Overall, all students improved their academic performance in both subjects with most of them achieving good academic performance, some achieved very good academic performance.
- ▶ Teaching on Sunday was not feasible because it was the volunteer undergraduates' only free time.
- ▶ Unity is strength - Project members and volunteers supported each other which brought the desired results.
- ▶ Maintaining motivation - The project's success hinged on the volunteers' passion and enthusiasm. Fostering a supportive and rewarding volunteer experience is crucial for long-term engagement.
- ▶ Children were different ages, yet most were teenagers, and it is necessary to pay special attention to each child's emotions and thoughts.
- ▶ The focus on education and training needs to be researched and implemented appropriately to ensure that children have equal and equitable access for the best results.
- ▶ Identifying the most suitable local partners is critical to the project's success.





Challenges

1. Local Authority Collaboration:

- Identifying and connecting with relevant local government authorities who supported the project's goals could be challenging.
- Reaching those in need: Identifying and locating individuals and communities who would benefit most can be time-consuming and required effective collaboration with local authorities and community leaders.

2. Volunteer management and balancing priorities: The majority of project members and volunteers were university students that were juggling academic commitments with project activities.

3. Student engagement: Coordinating a common learning schedule for children with diverse school schedules and extracurricular activities was difficult. Finding a time slot that worked for both volunteers and students was challenging.

4. Safety concerns: Scheduling evening classes, while potentially unavoidable, raised safety concerns for volunteers, especially young women. Ensuring safe transportation and well-lit learning environments were critical.

5. Limited resources in terms of finances, infrastructure, and human (experience and capacity).

Feedback

- ▶ The project benefited many children of different ages in SOS Hue village, as well as children with difficult circumstances who were unable to go to school in Hue city. Currently, the children in SOS villages received much attention and support from the community, including daily care to accessing education and actually attending school. However, they still encounter many difficulties at home in self-studying, especially in the two subjects of chemistry and English.
- ▶ The project was guided by passionate volunteer brothers and sisters that shared experiences, guided the children about the future and encouraged them to develop their potential. They also helped children with life skills, self-study skills, communication skills, etc.
- ▶ The SOS villages' management board wants to develop their capacity to guide the schools. Building a healthy, friendly, and close environment to understand and empathize with the children is essential in order to help them access education in the most effective way. The management board will save a large amount of money because they do not have to hire additional teachers.
- ▶ The project also contributed a little to help those in need in Thua Thien Hue province through activities such as: "Children's Day 1/6" program at Duc Son Pagoda; dental check-ups for the children in SOS Children's Village organized by An Phong and Binh Minh; organized the Mid-Autumn Moon Festival for the children at the Tam Binh Disabled Children Center.



VIETNAM

SPERI - Social Policy Ecology Research Institute

Project Overview

SPERI works towards facilitating a grassroots foundation for traditional civil society organizational and institutional development for social ecological justice. Its mission supports unvoiced individuals, groups and communities (local and indigenous) that lack opportunities to obtain better access to a land rights program, community forests, and transition and transforming land uses towards agro-ecological land use, practice and sustainable management.

The project, based in Dak Nen commune, was extremely difficult to access and the farthest commune from the mainland Mang Den main town, Kon Plong district. The population consists mostly of the local indigenous Ca Doong ethnic minority, whose livelihoods are threatened by the ongoing hydropower-dam impacts which submerge houses and cropland. These conditions have affected crop harvests and food security as well as degraded livelihoods.

Activities

This project is the first of its kind to support marginalized families in the project area by providing:

- ▶ Practical hands-on education, training; and on-site planting, live learning, and a pilot for exposure.
- ▶ Shifting from relying on monoculture crops through providing education regarding mixed species planting (replacing the toxic cassava monoculture and prohibit use of herbicides) by integrating varieties of forest-based fruit trees, ground cover crops and Java lemon-grass species to cover an area of about 5 hectares

Lessons Learned or Successes

- ▶ Selecting the right person to facilitate is so important.
- ▶ Selecting the right families to participate is very essential, especially if both husbands and wives can agree about using their land which meant removing cassava monoculture and transitioning to fruit trees farming with other ground cover crops. Family members needed to learn to use the right techniques because they would lose the income from cassava while waiting for crops from fruit trees farming that will sustain future generations.
- ▶ Selecting the farm pilots / exposure sites which is an area with minimum access to water for continued management.

Project Area

2 villages: Dak Lup and Dak Lai villages, Dak Nen commune, Kon Plong district, Kon Tum province.

Activities

- ▶ Providing practical hands-on education, training; and on-site planting, live learning, and pilot for exposure.
- ▶ Providing education about planting mixed species by integrating varieties of forest-based fruit trees, ground cover crops and Java lemon-grass species to cover an area of about 5 hectares

Total Beneficiaries

20 participants from 20 families of the Ca Doong ethnic minority community learned from this project. 3 families whose land was used to pilot the project also directly benefited from new crops planted there.

A farmer-led model has emerged from which other local farmers will learn which includes an unknown number of indirect beneficiaries.





Dak Nen commune developed an exposure site of more than 2 hectares with mixed species (fruit and ground cover crops) which helps farmers, villagers, and visiting groups to see and learn. Specific outputs, outcomes, and impacts:

- ✓ 100% of 436 fruit trees that were planted grew
- ✓ Total of 8-9 species mixed species farming including planting 20 kg of both peanuts and ginger. Both ground cover species and fruit trees survived through the winter and rainy times.
- ✓ Total participants – 20 villagers through hands-on learning, prepared the area together for planting by making terraces, prepared soil, and mulching materials for fruit trees, as well as other management practices.
- ✓ 3 families jointly transformed former cassava planting areas with mixed species fruit trees planting (2 hectares; each village 1 hectare). Planted sites are growing well. 17 participants joined in learning and want to receive more seedlings.
- ✓ A farmer-led model for learning together has emerged in which three key village families are doing well and have developed a pilot site area - exposure for farmers' exchange. Their technical skills are also fine to re-train others.
- ✓ By mobilizing villagers and local commune leaders with awareness, the sale or use of herbicides is no longer supported in the commune.
- ✓ Villagers learned the importance of using mulch that retain moisture and add nutrients.

Challenges

- ▶ More fruit trees are needed to cover 20 full families.
- ▶ Sloping terrain is difficult to water, villagers learned to make terraces collectively and ways to reduce erosion on slopes.
- ▶ The entire participant group (i.e., local Ca Doong ethnic minority families) use traditional simple planting techniques and leave cultivation to nature. So, learning about mixed species farming and fruit crops were new topics to villagers, and communal people. The villagers' skills need to mature given the type of care and management fruit trees.
- ▶ Under this piloting phase of transitioning the practice of monoculture towards mixed crops farming, more labor is needed which continues to be a challenge. Villagers continued expressing wanting more to support to enhance their skills, and practical knowledge, in addition to receiving more seedlings.
- ▶ The low rate of exchange reduced the actual amount of funds the project expected to receive.

Feedback

Mr. Dinh Van Nien and Ms. Y Mai are both very hard-working villagers, not only in their own farming areas, but they are willing to learn this new technique. After planting the fruit trees species, villagers checked some fruits in the market and realized that planting fruit trees would ... generate a better income for them.

Mr. A Ben said: it is very hard to select the right people to mobilize villagers. Fruit tree farming followed diverse species must be well cared for, otherwise, the trees will not grow well.

Project Area

A farm in the Hamlet of Sơn Thọ, village of Hương Thọ, Huế, Thừa Thiên Huế, Việt Nam

Activities

Conduct a 10-week summer course with a curriculum that focused on the environmental using diverse learning approaches including storytelling, gardening, experiments, games, observation, and workshops.

Total Beneficiaries = 535 persons

Direct - 35 children from 35 households (140 persons)

Indirect - 100 neighboring households with 360 individuals

The project exceeded its original expectations of 30 direct beneficiaries and 350 indirect beneficiaries because it expanded the target to include both primary and lower secondary school age children.

VIETNAM

Green Sprouts

Project Overview

The Green Sprouts project envisioned implementing a new curriculum to educate underprivileged children in remote areas about the environment, climate change, and develop their love for nature based on an organic farm.

Activities

Conduct a 10-week summer course using diverse learning approaches including storytelling, gardening, experiments, games, observation, and workshops. Reading materials used were all environmentally related. Course themes revolved around the environment and climate change, and 5R (rethink - refuse - reduce - reuse - recycle) of sustainability, to promote awareness of climate change, to develop a love for nature, and to arouse creativity about addressing climate change.

Lessons Learned or Successes

- ▶ In the future, the team will raise funds from different sources to ensure that the children receive quality education consistently.
- ▶ Receiving books positively impacted the children and has encouraged them to read more.

Outputs - Responses from students interviewed about their vision of the world they would like to live in were both heartwarming and insightful. Specifically:

- ✓ Half expressed their wish to live in a world where the air is clean and fresh. This shows that the issue of air pollution is a concern that weighs heavily on young minds after learning about pollution.
- ✓ A third expressed their desire to live in a world that is free from factories, trash, and pollution highlights the need for sustainable development that is mindful of the impact on the environment.
- ✓ The remaining students expressed their wish to live in a peaceful, beautiful world full of trees. Clearly, nature plays an important role in the vision of an ideal world for many young children.

Outcomes - Each student was given two books - Fossils and Green Challenges. Students become more conscious of their environmental impact and are taking small steps to make a difference in their daily lives. This was the first time that many of them had received so many books.

Impacts - Two weeks after the program ended, a survey on using plastic was conducted which found that half of the participants have successfully reduced the number of plastic items they used. However, some participants admitted to still using plastic items, yet some of them found creative ways to repurpose them. The project believes that continued efforts to raise environmental awareness and promote sustainable practices will lead to a cleaner and greener area for all.





Challenges

Finances

- ▶ Transportation costs were not covered by the local farmer that had planned to support transportation fees for teachers, teaching assistants, and also deliveries.
- ▶ More students participated from different age groups which formed two classes: one for younger students ages 8 to 9 years old, and another for older ones ages 10-12. This also meant that the numbers of teachers and teaching assistants doubled, specifically 2 teachers and 4 teaching assistants.

Fortunately, the Sombath Somphone Memorial Fund provided much needed support, and the project was able to provide some compensation for teachers and teaching assistants although they received less than proposed, yet they all agreed to support the children's education.

Book issues - Only 15 items out of the 30 books "*Flip the flap: The environment*" were available. So other books were identified which resulted in providing a diverse range of books that were carefully selected to capture students' interests through stories and lively illustrations.

Feedback

Plastic - During a lesson on the negative impact of plastic on the environment and ways to reduce plastic use, an 8 year old boy asked "Why did you buy that bar soap even though you know it is wrapped in plastic?" Before the teacher could answer, a 12 year old girl replied, "It's because the teacher wants to show us not to buy it anymore," which demonstrated the girl's awareness about reducing plastic consumption.

Recycling and planting workshops - The children were enthusiastic about the workshops, and were immersed in the process as demonstrated by their willingness to learn and participate. The recycling and planting workshops were a great success. The children continued caring for the plants after the workshops.

Delighted to receive books - All of the students who received books were happy with their gifts. It was heartwarming to see the joy on their faces as they eagerly flipped through the pages and took in the colorful illustrations and engaging text. Many of them expressed a newfound interest in nature and the environment.

But the positive feedback didn't stop there. Parents were also delighted with the project as they saw firsthand its impact on their children. One parent shared that her daughter proudly displayed the books and read them almost every day. This parent was thrilled to see her child's enthusiasm for learning and was grateful that it instilled a love of nature and the environment in her.

Overall, the project was a resounding success, thanks in no small part to the generous support of the donors and the volunteers' hard work. The project has made a positive impact on the lives of these children and their families, and hope that this is just the beginning of promoting environmental awareness and social engagement among the next generation.

2023 Sombath Somphone Memorial Fund

Summary Overview by Country and Project

The Sombath Somphone Memorial Fund awarded 11 proposals to organizations in 4 countries: Laos, Myanmar, Thailand and Vietnam. These organizations have received a total of 27,844 USD to conduct activities that benefited 311,796 persons by projects implemented through local organizations.

4 Countries	11 Projects	Beneficiaries Please note that not all projects had information about indirect beneficiaries.	Target Group	Funds Awarded USD
Laos	Creative Educational Games for Interactive Learning	Total = 4,471 students, children, teachers and parents Direct - 1,000 students Indirect - 3,471 children	School students from 5 provinces in Laos	3,000
Myanmar	Accessible Education for Internally Displaced Students in Kachin State	Total = 92 students, teachers and IDP families Direct - 15 students Indirect – 15 IDP households (75 persons) & 2 teachers	Internally displaced students in Kachin state	2,650
	Federal FM Media Project	Direct – estimated 300,000 persons listening to radio pod casts and through Facebook	Civilians in Karenni state affected by landmines, airstrikes and bombing	3,000
	Peace Strings	Direct - 177 students & teachers	Orphanage in Karen state and students from Karen state	3,000
	Education in Emergencies - Textbook Project in Sagaing region	Total beneficiaries = 3,900 Direct - 371 ✓ 300 students ages 5 – 16 years ✓ 61 teachers Indirect ✓ 750 HH with 3,539 family members	Students attending 3 schools in Sagaing region	3,000
	Sustainable Education Development Team - SEDT	Total beneficiaries = 608 Direct - 158 ✓ 148 students ✓ 10 teachers Indirect - 450 villagers and students' families	Students attending 3 schools in 3 villages of Karen state	3,000
	Youth Network Project	Total estimated = 1,080 Estimated direct - 80 children under age 12 Estimated indirect - 200 families or 1,000 persons*	Students from 2 monastic schools in Rakhine state	3,000

4 Countries	11 Projects	Beneficiaries Please note that not all projects had information about indirect beneficiaries.	Target Group	Funds Awarded USD
Thailand	Building Resilient & Sustainable Lives for Out-of-school Marginalized and Underprivileged Youth in Yala, Thailand	Total beneficiaries - 230 Direct - 30 youth between 18-25 years of age Indirect – 150 family members of youth	Out-of-School marginalized and underprivileged youth from Yala	3,000
Vietnam	Hope in Class	Total beneficiaries = 603 Direct - 440 children Indirect - 163 university students and a group of doctors and nurses	Primary school students in SOS Children's Village Hue village, and children who did not have the opportunity to go to school in Hue city	500
	SPERI	Direct - 20 families participated in activities with 3 families benefitting from transitioning their land from a mono crop to mixed species Indirect – family members (approximately 100 persons*)	Villagers, indigenous persons, from remote Dak Nen Commune	3,000
	Green Sprouts – project to raise environmental awareness among children in a remote area of Vietnam	Total beneficiaries = 535 persons Direct – 35 students and 35 student HH (140 persons*) Indirect – 100 HH with 360 persons	Disadvantaged primary and lower secondary school students ages 8 – 13 years	696
Sub-Total				27,844
INEB Admin Cost 10%				2,784
TOTAL	11 Projects	Total Beneficiaries = 311,796 Direct Beneficiaries = 302,546 Indirect Beneficiaries = 9,260		30,628

* Please note that families are estimated to have 5 members unless other information was provided.









The Sombath Somphone Memorial Fund and Its Partners

