



2021 Annual Report



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JOURNEYS WITHIN OUR
COMMUNITY ORGANIZATION

OUR THEORY OF CHANGE

Journeys Within Our Community (JWOC) is a youth development non-profit organization that has been partnering with low-income youth in Siem Reap for 15 years. To date JWOC has supported over 1,390 young people, focusing on the United Nations Sustainable Development Goals 4, 8 and 10 by providing quality education, supporting them to find decent* employment, and reducing inequalities. Guided by the three E's (Education, Employment and Engagement), we award Scholarships that enable young people to access higher education, vocational training or skilled jobs, and provide workshops and classes to improve their language skills, digital literacy, career progression, well-being and opportunities to develop as resilient youth leaders.

JWOC's theory of change is that providing education at critical points of transition allows youth to develop the means and motivation for both personal and community development. As youth enter our programs, they begin to fulfill their potential.

United Nations Sustainable Development Goals:

- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 10. Reduce inequality within and among countries

*According to the International Labour Organization (ILO), decent work involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

JWOC NEW LOGO IS OFFICIAL



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JOURNEYS WITHIN OUR
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To top-off the 15th anniversary celebration of JWOC, we have been hard at work revamping our image and brand identity starting with a colorful new logo. It was in October 2021 that we received approval from the Ministry of Interior to officially use this new symbol across our website, documents, student and staff T-shirts and more. Keep an eye out for this symbol throughout our classrooms, social media posts and fundraising campaigns for years to come.

The logo derives from the shape of the equilateral triangle, the strongest foundational shape. This reflects our 3 core pillars: building a solid base for youth to develop their skills in education, employment and engagement with their community.

The colors are inspired by the Cambodian countryside where many of our students come from (the red soil, the green rice paddy fields and blue sky). The playful arrangement represents youth of different ages and backgrounds on their journey towards a better future.

This figure represents our youth as they begin to fulfill their potential - graduating with decent jobs to follow, and a commitment to ongoing learning. The color green is symbolic of their ability to contribute to the sustainable development of Cambodia.

DIRECTOR'S NOTE

Welcome 2022!

We have been challenged throughout the whole of 2021. The pandemic continually interrupted everything in Cambodia. I remember the time we were put into Yellow and Red Zones; few people could leave their homes for over 2 months. Many students and staff sometimes couldn't even manage normal online communications. However, we made it through and we amazingly established even more positive and hopeful results than the previous year.

Our trainers became more skilled and better prepared for online training. Students were able to practice with technological tools for better learning. In student's reflections, they told us that the previous year's lessons prepared them to adapt and improve themselves in 2021. This resulted in a higher engagement level among all students and 90% of this year's curriculum being implemented.

Our youth were not only able to participate in all the sessions they were supposed to; but they also volunteered, implemented online projects and even gained some work experience through internships within our partnership network.

As Managing Director, I could not be more proud and appreciative of the JWOC staff, the Board of Directors and all the stakeholders. Together we were able to provide guidance and as much support as needed to build Cambodian youth capacity during such a difficult period.

Nevertheless, on behalf of the whole JWOC team, I must mention that we are grateful and thankful to those donors and supporters who never left us. We are thankful to them for providing us with matching funds, increasing their donation contributions, becoming monthly donors, sponsoring our students and for so much more. We could never achieve so much without your support and we want to let you know that you have changed many lives and left a positive impact for Cambodia.

Along with the success of the 15 year anniversary celebration, we also started the 3rd year of the new Youth Development Strategy. We are ready and eager to implement both the Scholarship and Better Future Programs at full capacity within the new normal of post-Covid Cambodia.

Please be with us as we look forward to more accomplishments in 2022.

Gratefully,
Konthea Mean, Managing Director

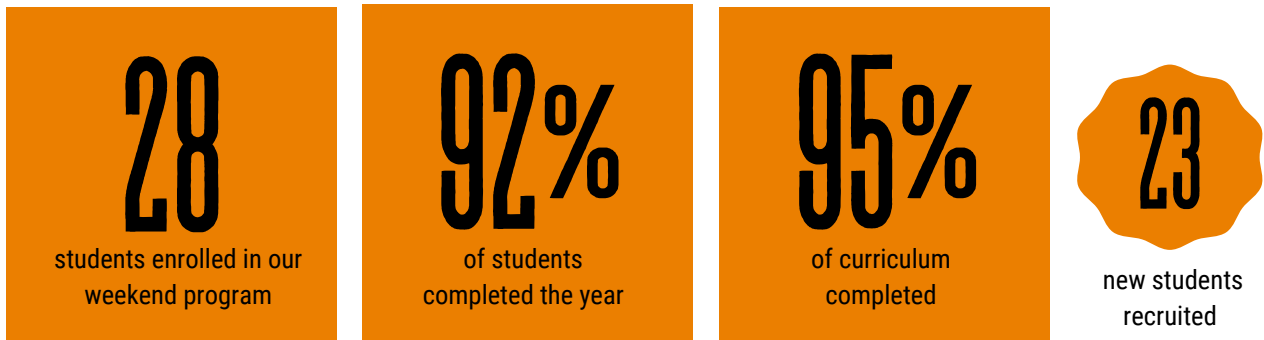
INDEX

- Impact Within Our Community 3
- Basic Skills 4-7
- Leadership Skills 8
- Work Readiness 9
- Engagement 10-11
- Supportive Networks 12
- Alumni Survey 13
- Financial Overview 14-15

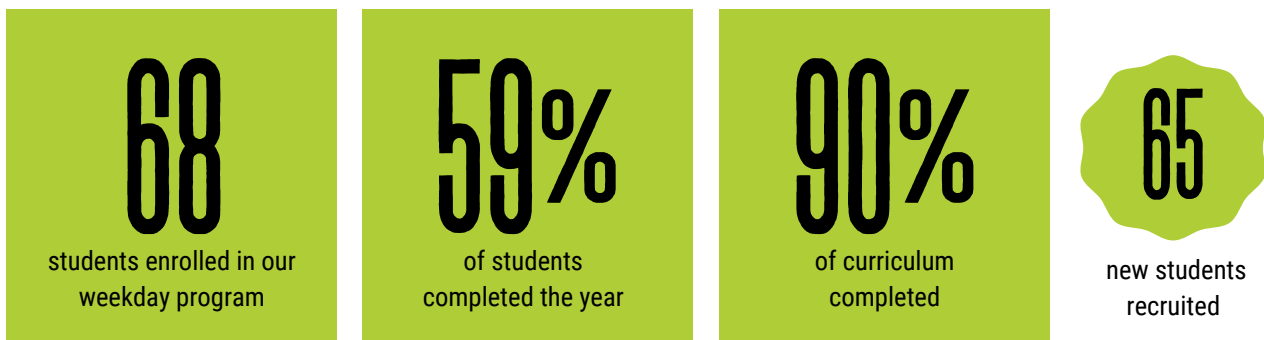


IMPACT WITHIN OUR COMMUNITY

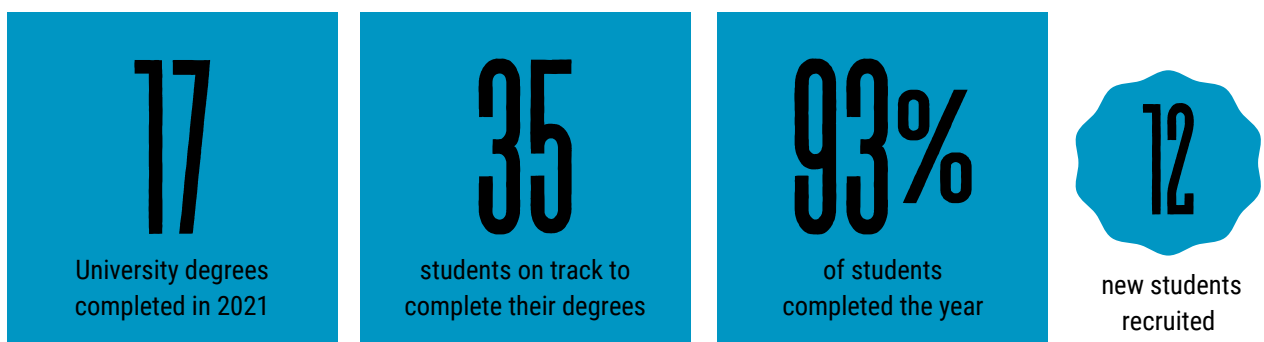
Better Futures Program (High School)



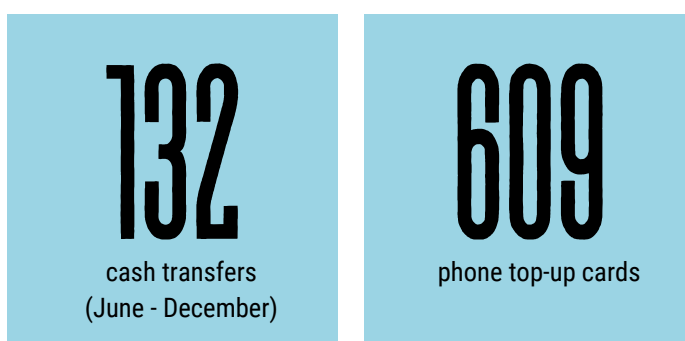
Better Futures Program (post-High School)



University Scholarship Program



COVID19 Emergency Relief



BASIC SKILLS

Better Futures High School

75%

improved their English ability to Elementary or Pre-Intermediate level

67%

passed the financial literacy assessment

47%

reached a satisfactory level of 21st century skills

29

of 31 High School students who continued with us have finished their second year

Reflections

The Better Futures program started in 2020 with 31 High School students (requiring two years participation) and 32 post-High School students (requiring only one year participation). We did not achieve a high retention rate with post-High School, as at the end of the year only 18% of the students stayed in the program due to conflicts of schedule, employment or insurmountable technological issues.

Overall, the 2021 student retention rate average is 79.5% (140 out of 176). This includes 93% of university Scholarships, 92% of Better Futures High School and the lowest being the Better Futures post-High School with 59% returning in 2021.

For Better Futures High School students, 92% (48 of 52) are continuing in the program, with 67% (32 of 48) female students enrolled.



Case Study:
LORN SREYNITH

Srey Nith is a 10th grade high school student in the Better Futures program at JWOC. She comes from a family of four siblings who all sell groceries at the fresh market.

Throughout this program, she has learned many things such as the soft skills necessary for teamwork, project management and leadership training. She also declared that the program has made a significant contribution to her future career by providing knowledge and experience which focus on English classes and financial literacy.

Srey Nith especially liked the staff and teachers at JWOC because they were friendly and inspiring. Her long-term ambition is to work as an Accounting Manager for a big corporation.

Throughout the year, 47% of Grade 11 students have reached satisfactory levels of the 4Cs including Communication, Collaboration, Creative Thinking and Critical Thinking. However, throughout 2021 we learned that 4C's application observation is not the most accurate tool in a self-report style survey. This was mainly because teaching online made it difficult to measure set indicators objectively and with certainty.

First, our initial expectations might be too high considering the difficulties faced with a sudden COVID outbreak (this has proven to be the case for both Better Futures Programs as well as the University Scholarships). Second, the observational approach needs to include accurate external ways to measure progress and indicators, even when lessons and meetings are conducted entirely online. This will be discussed among the team for next year's plan.

78% (31 of 40) of the Better Futures high school students reached the basic level of English, which is 22% above target. This is because our team has worked closely with them and updated the necessary teaching strategies to ensure they will have support and a flexible learning environment. In computer literacy, 82% (33 of 40) of high school reached the Basic Level (that is 22% over our target of 60%).



BASIC SKILLS

Better Futures post-High School

78%

improved their English
ability to Elementary or Pre-
Intermediate level

67%

passed the financial literacy
assessment

36%

reached a satisfactory
level of 21st century skills

95%

reported the work experience
"fairly helpful" or "very helpful" in
contributing to their career goals

In 2021, 68 new post-High School students enrolled in the Better Futures program. 40 students managed to complete the program successfully at the end of the year.

82% of post-High School students passed the basic digital literacy assessment, this was 22% above our baseline.

75% of post-High School students also reported they felt "Satisfied" or "Fairly Satisfied" in their leadership skills acquisition through the run of the program year.

For Better Futures post-High School, 21 of the students completed their work experience by November 2021. A reflection session was held afterwards and they reported learning many of the core skills needed in a real working environment such as communication, team work, speaking, listening, English proficiency, and computer skills.



Case study:
HENG LYTHEANG

Heng Lytheang is a Better Future program post high school student. His mother is a dressmaker, and he has six family members: parents, three sisters, and a brother.

He is grateful for the chance to learn a variety of talents, including English, computer, soft skills, leadership, self-motivation, general health, and project management. All of this enables him to form positive interpersonal relationships and have a better comprehension of 21st-century knowledge. On the other hand, it will assist him to become a successful team leader by motivating him to urge others to think positively about life. "I am really proud of JWOC since it is a non-profit organization that gives scholarship and training opportunities for young people from low-income households to develop themselves as leaders," Lytheang remarked.

He hopes to have a good job in the future and be able to support himself, his family, and his community.

BASIC SKILLS

University Scholarships

71%

passed the financial
literacy test

45%

passed the goal setting &
time management
assessments

Reflections

Overall 4C's skills application for the whole of 2021 is 42% on average, which is much lower than the initial target for reasons directly related to the previously mentioned pandemic effects and safety precautions.

That said, in the future leadership skills will be observed more closely, most crucially motivation. Once physical classes resume as expected in 2022, observation and more accurate data collection will be possible.



Case study:
LOAM LEURM

Loam Leurm is a third-year agricultural student at Build Bright University. Her father is 76 years old and mother is 66 and she has 4 siblings. Her sister is a widow with one child, and is unable to work due to an eye problem. Leurm is responsible for the entire family.

She says “the three years I was a JWOC Scholarship student taught me a lot about life skills”. With this University Scholarship, she is learning the skills necessary for earning a decent job and making a better life for her family.

Leurm added that she loves JWOC from the bottom of her heart because it has given her a new life and helped her achieve the goals she wants. JWOC is the second family who helps guide her onto the right track. Her ambition for the future is to create a flower and seed shop, which has been a dream of hers since she was a child.

LEADERSHIP SKILLS FOR LIFE AND WORK

45%

passed the work readiness
assessment test

89%

demonstrated work
experience contributes to
progress in their careers

42%

students demonstrated they
have personal qualities
needed for leadership

We can see the University Scholarship students' leadership skills application rapidly increasing from one quarter to the next. This is a positive development because although most of the activities are still organized online, their impact is felt in real life. That said, in the future leadership skills will be observed more closely, particularly motivation and participation. Once regular physical classes resume as expected in 2022, closer observation and more accurate data collection will follow.

The Leadership Qualities Skills assessment averaged rather low. This is likely due to the training lesson being too high level for students. 59% of Better Futures High School, 30% of post-High School, and 45% of University Scholarship students passed the assessment.

Feedback was provided to students along with support needed. Instructors also review lesson plans and pedagogy to improve student scores. Still, this data could become a useful baseline for the next generation of JWOC students.



WORK READINESS

42%

created specific career goals

60%

passed the mock application process (31 of 52 students)

74%

(26 of 35) Scholarship students are currently employed

59% of Better Futures High School students passed the Youth Work readiness training in Q2. With 30% of post-High School students and 45% of University Scholarship students also passing.

The faculty will develop our career guidance teaching techniques, lesson plans, materials, and its assessment models to make lessons more practical and realistic with each students' capacity.

To improve the pass rate, students need to build up their writing skills and interview techniques for better communication. For instance, highlighting relevant skills and experiences specific to the job applied for.



Case study:
KRIEL DA

Da is a third-year student studying Business Management at Pannasastra University of Cambodia because of the JWOC Scholarship Program. Da has three siblings and his parents have both passed away. His younger brother is in grade twelve, his older brother works as a construction worker, and Da now works as a hotel receptionist.

In the three years with JWOC, he says this program helped change him from an "indolent" to a person who is full of confidence and able to communicate with anyone. Da reaffirmed that this scholarship helps him to strengthen the essential skills which will be needed in his future career. He knows that having a degree grows his earning potential and makes him much more attractive to employers. He can expect a greater choice of jobs, and is likely to earn more income.

Da said that JWOC is a great role model because they provide the best education. JWOC always helps every graduate fulfill their commitment & potential to self-improvement and community development. In the future, he hopes to work as a trainer for an NGO; passing on his expertise to the next generation so that they can be self-motivated like him.

ENGAGEMENT SKILLS

6

volunteering projects
completed by year4
students

75%

of all students passed the
youth leadership
assessment

25

students completed volunteer
or mentoring experiences that
benefit their community

67

Better Futures students
participated in min-project
training

10

mini-projects designed
and implemented by post-
High School students

6

mini-projects designed and
implemented by High
School students

17 students in Year 3 and 4 participated in our Youth Leadership Project, giving them the opportunity to develop as socially responsible citizens. Year 3 Scholarship students to focus on needs assessments and setting clear objectives to guide them. Year 4 students were given the option to volunteer, mentor or fundraise to apply the skill-sets. They engaged 100 people (mostly youth) across a variety of social issues.

The mini project is introduced to all Better Futures students allowing them to exercise the leadership and 21st century skills they have learned throughout the year. The students discussed and formed into small groups, defining what societal issues need to be addressed and then they designed projects to address those needs together as teams. For Better Futures High School students specifically, their projects all take place on the JWOC campus. While most of the Better Futures Post High School students projects are more education and advocacy related.

To learn more about our BF students' projects from 2021, you can read more soon in this Facebook group dedicated to the student projects fb.com/JWOC-Youth-and-Community.



ENGAGEMENT SKILLS

In 2021, the Year 4 University scholarship program formed 6 projects (4 social projects and 2 fundraising) covering a wide variety of issues including personal and environmental health, youth upskilling initiatives, and the perils of social media and false online information.

17 students are moving into year 4, the time where they give back to the community. The students have chosen a wide variety of activities for engagement. 4 students chose to do projects centered on fundraising, 2 are interested in mentoring and 11 of them chose to do volunteer work.

Generally speaking, we didn't reach the expected target as most of the training was conducted online and therefore difficult to fully implement. Several projects were somewhat or severely delayed because of extreme COVID safety measures. This led to two projects being completed after the run of the program. We expect the results to be higher if the training were conducted in a timely and face to face setting. We expect 2022 to better reflect the impact of the student's social projects and community outreach.

CASE STUDY: YOUTH AND SOCIAL MEDIA STUDENT PROJECT



"I'm Ny Nou from group 2, and our project's theme is Youth and Social Media. My group selected this topic because we want to learn more about the internet habits of young people, particularly students. Some of them use social media effectively, while others do not, resulting in a significant amount of time being lost. Improper use of social media has a number of negative consequences, including health issues, lost time, wasted money on internet services, and a decline in education, to name just a few.

Overall, our team gained a lot from this project, including cooperation, project evaluation, problem-solving, solution-finding, and conveying young people's concerns about using social media. The young people who were trained by our team have reversed their unfavorable behaviors and are now using social media to their advantage as a result of our project. Time management, knowledge sharing, and understanding of the pitfalls of using social media more cautiously are among the skills that our team teaches young people."

SUPPORTIVE NETWORKS AND RELATIONSHIPS

10

3 BF and 7 Scholarship students requested tailored counseling

3

students implemented an action plan after receiving counselling

52%

demonstrate knowledge of basic healthcare

1

session on mental, physical and sexual healthcare provided

Our team met with students who reported “They have a problem and want to discuss it with JWOC.” Students were scheduled and met with staff for mentoring/counseling purposes related to academic performance, future career and business plans, and family issues. Most students were able to demonstrate action plans which were logical enough to work out minor problems and still be implemented. However, some cases required the involvement of external persons or additional time to implement.

To enhance the mentoring/counseling aspect and show stronger support for students, we plan to recruit external stakeholders to be student mentors, including alumni if possible. Ideally this on-going peer-to-peer support, advice and brainstorming will continue strong in the next year’s program.

Our Emergency Response is ongoing. As a result of our most recent needs assessment of all 140 our students, we found that:

- 20 students are classified as high risk (lack savings and have family debt)
- 62 are at medium risk (receive 50% of salary, have some savings)
- 58 students experience low risk (employed, family not affected, and have some savings)

Based on JWOC's finances, we will be evaluating our ability to support students at the highest level of risk with ongoing cash transfers for a 3 month period, only if absolutely necessary.



ALUMNI SURVEY

82%

remain employed despite
the lasting impact of the
Covid pandemic

73%

continue with ongoing
learning and development
after completing our program

82%

demonstrate social
responsibility

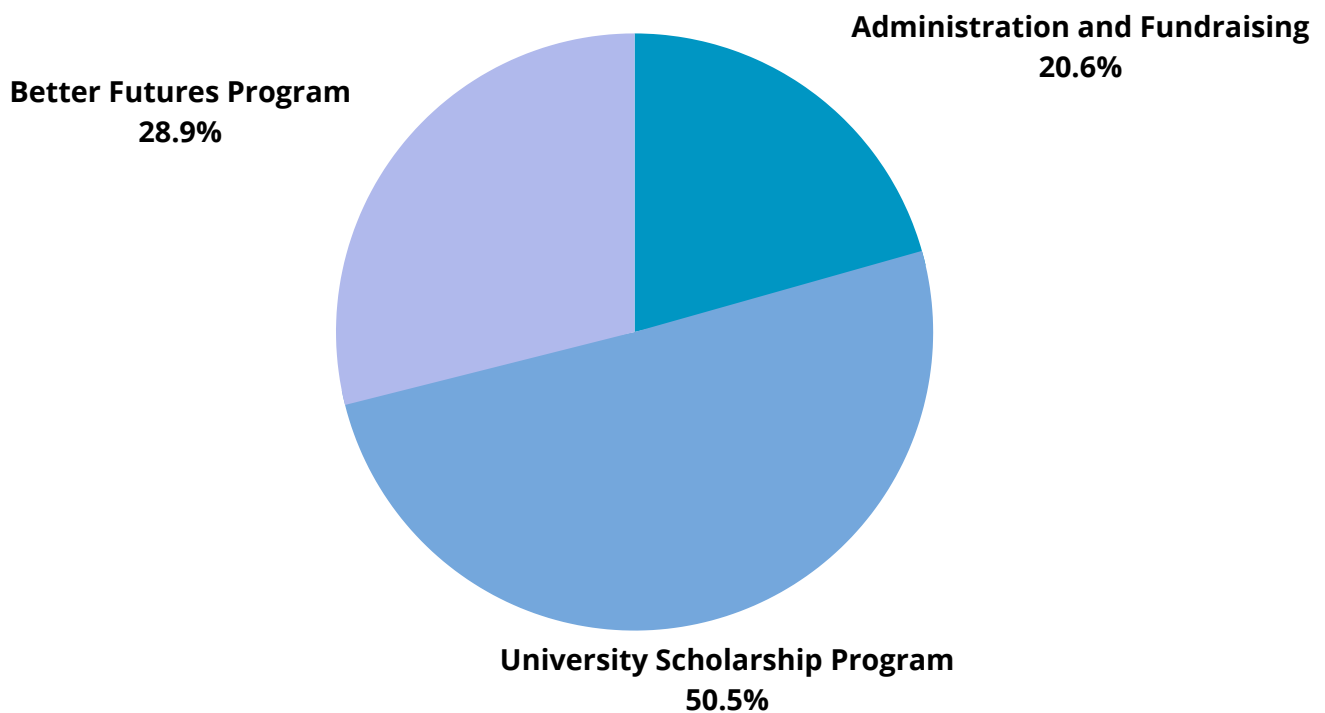
An Impact assessment was conducted as a pilot study with 11 scholarship alumni from the 2018 generation, meaning they graduated before the new strategy began. The assessment took place before the end of 2021, to make a comparison to our long term expected outcomes.

Despite the impact of the Covid pandemic, 82% of alumni remain employed. Although, only 18% have a decent job based on our definition (as defined by the ILO (International Labor Organization)). A bigger percentage, 73 %, continue with ongoing learning & development, and 82% have been socially responsible (not just helping themselves but others) which means that we achieved 2/3 of our expected long term outcomes. These results will be considered as baselines or targets for future generation metrics and expectations.



EXPENDITURE

Program	2021	2020
Scholarship	\$70,750.81 (-2.61%)	\$72,648.18
Better Futures	\$40,588.59 (+10.97%)	\$36,577.18
Administration & Fundraising	\$28,929.59 (-12.25%)	\$32,968.60
Community Classes	Ended in Q1 2020	\$2,344.50
Total	\$140,268.99 (-2.95%)	\$144,538.46

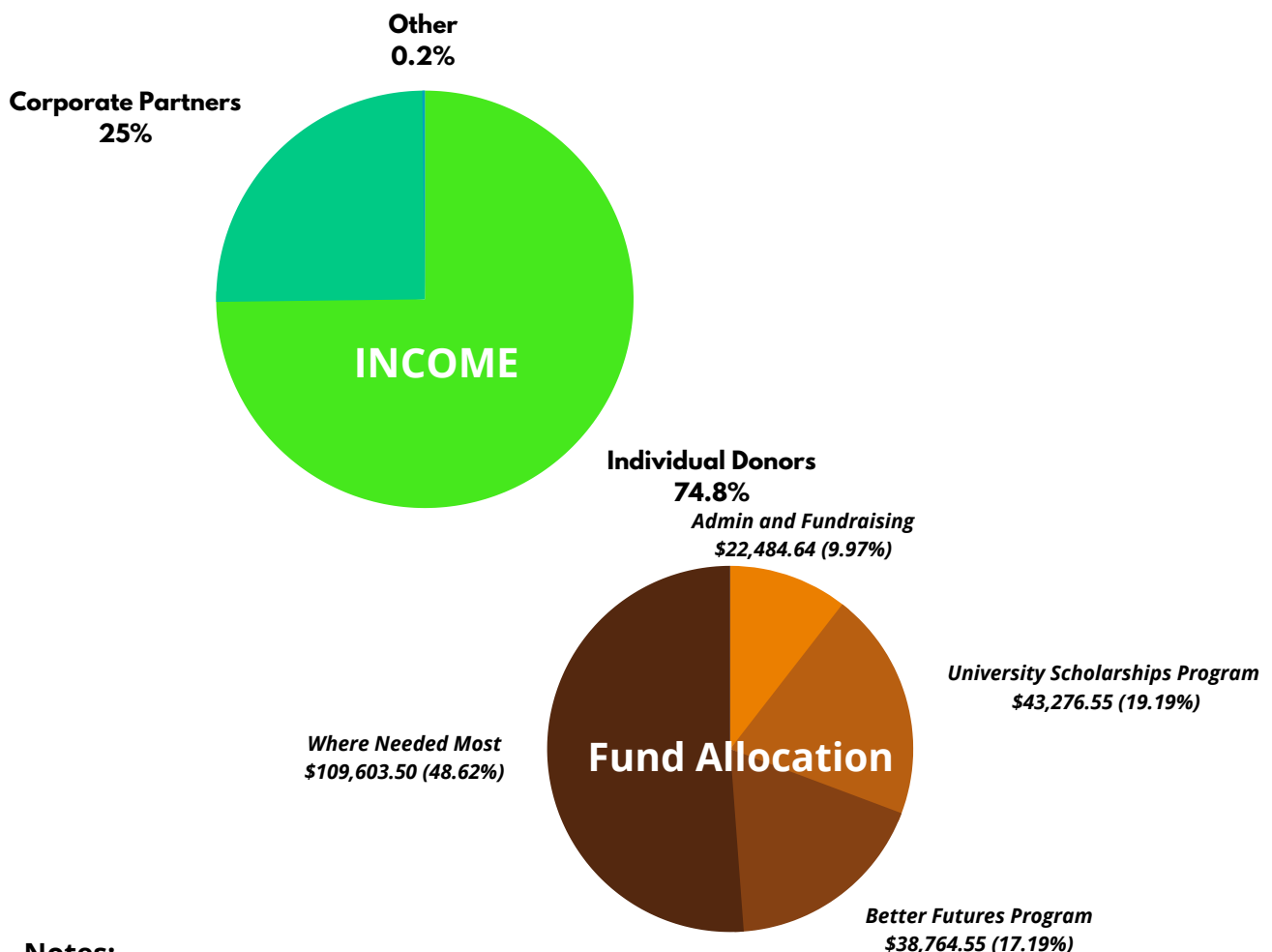


Notes:

- The original forecast for expenses in 2021 was \$156,350. We did not spend as much as we had anticipated, mostly because the Covid situation forced spending to be different than we predicted.

INCOME

Source		Amount
Individual Donors (total 74.8%)	Admin	\$22,484.64 (9.96%)
	Better Futures High School & post-High School	\$38,764.55 (17.2%)
	University Scholarship Program	\$43,276.95 (19.2%)
	Reserve Fund (both programs)	\$15,199.00 (6.74%)
	Events and others	\$48,882.46 (21.69%)
Corporate	Foundations and Corporate Partners	\$56,351.87 (25%)
Other	Banking Interest, unspecified income	\$448.01 (.2%)
Total		\$225,407.48



Notes:

- The initial fundraising goal for 2021 was \$147,550. Thanks to the amazing generosity of our donors and supporters, we were able to raise a total of \$225,407 which is 152.76% of our annual target (\$49,740 or 33.71% over the annual target).



Thanks for 15 years of journeys with JWOC!

It is our honor to dedicate the 2021 Annual Report to the memory of Mr. Kermit Heid.

He and his wife Noreen have been actively involved with JWOC student scholarships and programs since their first trip to Cambodia in 2008, when they helped sponsor our clean water project.

We are always thankful to our Board of Directors for the great efforts they make to promote and support our message. Thank you Asim Khan, Jed Petty, Philippa Nigg, Andrea Ross, Dawn Angelo, Richard O'Keefe, Sarah Johnson, and Narla Phay.

Board members and officers have raised more contributions and awareness in creative ways this year such as matching fund grants exemplified by former Board member Chantal Debreu DeSoto; as well as cooperation with companies like AMGEN, Intel Corporation, VMware and Fidelity among others.

We would also like to personally thank Colette Cares, GoPhilanthropic, the SHARE Institute, and the SE Asia Foundation for their generous support and funding throughout 2021.

JWOC is proud to thank some of our most esteemed individual donors. Enormous thanks to Ms. Susan Neely, Ms. Judy Parr, Ms. Jane Price, Ms. Amy, Ms. Sachi and Mr. Gary Uyemura, and Mr. and Mrs. James Brown for their generous support over many years.

[Make a Donation](#)



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