



Friends International supports the project

### **“Improving Equality of Opportunity and**

**Outcome of Cambodian children”** run by OEC for a 3 year-term, starting from November 2011. The project has planned focusing its three-year operations respectively in the following districts:  
**Year 1:** district KohKralor and RukkhaKiri (5 communes);  
**Year 2:** extending into district of Bovel and SampeouLoun (6 new communes, in addition to 5 in year 1) and  
**Year 3,** extending to district of Kamrieng and Phnom Proek (6 new communes, in addition to 11 communes in year 1 and 2), in total 17 Parents Associations and 17 Child Clubs will be established to work inter-cooperatively with District/Commune authorities, CCWCs and schools clusters for general mobilization to protect children from all forms of abuse and exploitation. For strategic objectives, the project adopts Education as Protection Measure and Process of Prevention, Rescue, Recovery, family Tracing, Rehabilitation and Reintegration, as relative solution.

#### **I- Process of forming Parents Association for Children Protection (PACP)**

In cooperation with local territorial officials, especially commune council members and the head of villages, the project team selected 35 people from the 4 villages of every commune. They have to organize vote among them to appoint a leading committee of 10 persons, composed of 1 President of association, 1 Vice president, 1 Secretary, 1 treasurer, 1 member in charge of cultural affairs and counseling, 1 member in charge of all forms of violation and 4 others as active members. The key persons in leading committee are 1 communal police officer, 1 representative of commune council, 1 CCWC member, 1 CCWC member, 1 school principal or head of secondary school and 1 head of cluster

#### **Role and duties of PACP:**

PACP works in accordance with: a Memory aid for training composed of detailed human rights, children rights and women rights, Memory aid for PA development, Guideline for PACP, -Function and activities of PA and Structure of PACP, handed out after training.

#### **II- Process of forming Club for Children Development (CCD)**

The total members of every CCD are 50 children selected from 3 primary schools and 1 secondary school of the commune. Through voting, they select 10 committee members composed of 1 Club leader, 1 Assistant-leader, 1 Secretary, 1 treasurer, 1 Cultural leader, 1 Social leader, 1 Entertainer, 1 Information collector, 1 Gender equality protector and 1 liaison. Each of the 4 schools (3 primaries and 1 secondary) has 10 team members of the club led by 2 sub-team leader (1 boy and 1 girl). The 3 primary schools select individually 2 members for standing in club leading committee, while the secondary school selects 4 members.

#### **Role and duties of CCD**

CCD works in accordance with: Child’s rights, Memory aid for CCD, Guideline for CCD, Function and activities of CCD and Structure of CCD.

#### **III- Achievement in Year II, only from November 2012 to June 2013**

##### **A- Training workshop for PACP**

During the reporting period, the project team could conduct training workshop for PACP in PrekKhpos, Ta Sda, ChreySema and SereiMeancheycommune, dealing with UNDHR, CEDAW and CRC. The team led discussion deeply on CRC/article 5 about parental guidance, 6 about survival and development, 9 about separation from parents, 12. Respect for the view of the child, 15 about freedom of association and freedom of peaceful assembly, 19 about Protection from all forms of violence and very important 29 about goals of education. The participants were 3 commune council members, 4 CCWC members, 2 police officers, 15 teachers and 113 villagers, which grouped in total 137 people/47F.

##### **B- Consecutive empowerment**

To deepen knowledge of PAs in matter of neglect and abuse, through its bimonthly meeting the team input first in relation to learning, the different types of neglect.- **Physical Neglect** (Failure to provide food, clothing, appropriate

for the weather, supervision, a home that is hygienic and safe, and/or medical care, as needed.); - **Educational Neglect** (Failure to enroll a school-age child in school or to provide necessary special education. This includes allowing excessive absences from school.);and **Emotional Neglect** (Failure to provide emotional support, love, and affection.This includes neglect of the child's emotional needs and failure to provide psychological care, as needed.). The team asked all PACP members to educate parents in their lieu to avoid these neglect that affect children learning. With these neglects, some young girls may fall into trafficker's material trap. Next steps the team led discussion on the following 5 mistakes that slows down physical and intellectual development of children. Sometimes that may cause escaping from home: Rejecting, Ignoring, Isolating, Corrupting and Exploiting.

### C. Counseling and recovery

The team brought PACP members to recognize the importance of counseling by using empathic style which is to:

- Provide support throughout the recovery process
- Believe in the possibility of change that is an important motivation.
- Have the victim responsible for choosing and carrying out personal change.
- Strengthen hope in the range of Arts.

The alternative approaches available.

- Use new strategy when a victim denies personal problems that requires reframing--offering a new and positive interpretation of negative information provided by the victim. Reframe "acknowledge the validity of the victim's raw observations, but offer a new meaning...for them".
- Advise the victim to not blame and punish oneself, but to transform sufferance in effort and perseverance to develop oneself in the aim at getting good future life through continuous learning or attending vocational education.
- Reinforce victim's moral by sensitizing him/her to see the future life with great hope and forgetting all the past sufferance.

To show clearly that, by not blaming the victim of sexual violation, but with good psychological counseling and encouraging manner, the victim can develop herself successfully, the team tells a short story of **Winfrey, Oprah** (1945-) as follows:



When Oprah was nine, her nineteen-year-old cousin raped her, who was babysitting her. This wouldn't be the only time she was sexually abused, she would then be sexually abused

by her cousin, a family friend, her mother's boyfriend, and her uncle during her stay in Milwaukee. Toward all these incidents, she never told a soul because the predators swore her to silence. At the age of thirteen Oprah ran away from home, this was due to her years of abuse and at the age of fourteen she became pregnant with an ill son who died shortly after birth. Oprah took the death of her son as she was given a second chance in life. Oprah's mother sent her to live once again with her father in Nashville, Tennessee. Oprah's father was very strict and made education the number-one priority for Oprah. Oprah soon entered into a public speaking contest where the grand prize was a scholarship to Tennessee State University. Oprah won the contest and received a scholarship to Tennessee State University where she majored in Speech Communications and Performing progressively. Oprah Winfrey in 1998 received an Achievement Award from the National Academy of Television Arts and Sciences. In 2011 Oprah Winfrey received a Jean Hersholt Humanitarian Award from the Academy Of Motion Pictures Arts And Sciences. *Forbes* magazine included her in its 2003 list of America's billionaires, the first African American woman to become one.

### Lesson learnt:

- Parents did not blame Oprah, but support her in learning.
- Oprah concentrated in her learning with firm commitment and strong effort by not keeping bad dream in mind, but thinking only to accomplish successful work responding to the public, that honors her glorious works with dignity and popularity.

### IV- Training Workshop for CCD

In this period, the team accomplished only one CCD two-day-training workshop at Bovel, participated by 30 members/ 15F, dealing with CRC, roles and function of CCD in cooperating with PACP, CCWC and schools clusters to protect children against all form of abuse and violations following the pamphlet Memory aid for CCD development, Guideline and Function for CCD activities. In addition the team led discussion on working harmony:

no discrimination, no selfish, but mutual understanding, mutual aid, good listener, communication clearly and fairly, constructive criticism, objective analysis and common decision making for common development rid of internal and external abuse. The other skills will be added through bimonthly meetings. To encourage children to make effort in learning, the team tells story of **Aesop** as example arousing them. Aesop is



by an almost universal consent, allowed to have been born about the year 620 B.C. and to have been by birth a slave. He was owned by two masters in succession, both inhabitants

of Samos, Xanthus and Jadmon, the latter of whom gave him his liberty as a reward for his learning and wit. One of the privileges of a freedman in the ancient republics of Greece, was the permission to take an active interest in public affairs; and Aesop, like the philosophers Phaedo, Menippus, and Epictetus, in later times, raised himself from the indignity of a servile condition to a position of high renown. In his desire alike to instruct and to be instructed, he travelled through many countries, and among others came to Sardis, the capital of the famous king of Lydia, the great patron, in that day, of learning and of learned men. He met at the court of Croesus with Solon, Thales, and other sages, and is related so to have pleased his royal master, by the part he took in the conversations held with these philosophers, that he applied to him an expression which has since passed into a proverb, "The Phrygian has spoken better than all." On the invitation of Croesus he fixed his residence at Sardis, and was employed by that monarch in various difficult and delicate affairs of State.

### Lesson learnt:

- Aesop, in quality of slave did not condemn himself. He always valued himself by working seriously with great patience and faithfully that attract love and sympathy from outside which allows him the opportunity to continue learning and developing himself, recognized later by the king. "God help those who help themselves"

### V- Conversion of negative into positive

During unexpected temporary absence of supporting fund for activities, the team used the full period January-April to collect individual biography of all PACP and CCD leading committee members.

The team spent the full February for collaboration with the program coordinator reviewing human rights and child's rights teaching methodologies, from reading picture to analysis and developing thinking capabilities related to important articles in CRC. The full March was used for deepening knowledge of the project team in text explanation with practice of establishing explanation plan for three different texts from Fontaine fables, Waterfall, the Cobbler and the Financier, the King of the Death and the Woodcutter, using Bloom's Taxonomy, Socratic techniques and principle of causality for reflective and critical analysis. The full April was used for preparation of tools to be filled and judged by PA and CC, as evaluation of the project at the end of year term and elaborating a draft of child violation for PACP and CCD to write report in happening case.

### VI- Rescuing victim of violation

The project team has cooperated with related agencies and local authorities, especially the CCWC of the district in year one, Rukkhia Kiri, rescuing a small girl violated by an old man of 60 years old. The criminal was arrested and sent to provincial court of Battambang. The girl was rehabilitated and counseled in WHI at Siem Reap from 5 March to 24 April, and then reintegrated in her family. WV, WHI with intermediate of OEC have paid contribution for building a new house in new position to avoid retaliation, which may be practiced by the family of the criminal.

### VII- Suggestion and recommendation

cing existing environment full of flattery, demagoguery, emotional threatening and individualism, the necessity of developing thinking power of CCD members through reflective and critical analysis for child protection need effective practical exercises in making presentation, debate, inter-groups working for reporting and complaining, that require augmentation of time for training workshops with common circle discussion among the full active communal CCD members (50 children) for every commune. One two-day training workshop/a year for CCD seem not to respond to real requirement.

### VIII- Activities in May- June 2013

The team conducted training workshops for PACPs in Ampil Pramdeum, Prey Khpos and Kdol Taken dealing with civil law and

penal law to let people understand the description of the rules of private law and to see its difference from the rules of criminal law. Civil law covers such matters as contracts, ownership of property, and payment for personal injury. These matters usually involve private citizens.

However, the state may become party to a civil suit when it enters into a contract or causes personal injury. Criminal law deals with actions that are harmful to society and that society has made a crime. This knowledge enables people to defend their rights effectively.

### ACTIVITIES BY PICTURES



