



I-Executive Summary

Sangker District is a district within [Battambang Province](#), in northwestern [Cambodia](#), having a total population of 22,711 families, 111,663 persons of which 54,158 males and 57,505 females. Twenty per cent (20%) of people in Sangker district are landless and do not produce their own food crops. A further 31% possess less than 1.0 hectares of land. About 1/3 of land is flooded by Tonle Sap lake during rainy season, impracticable for any farming. Another important dimension of poverty is a lack of physical assets with which to generate household income. Households lacking economic assets of their own are more exclusively dependent upon wage labor or common property resources to generate cash income to buy food and other basic needs. Around 15% go working in Thailand abandoning their children with grandparents or relatives. Some others gain their life by working for pay in cornfield, cassava field or rice field. There are in Sangker district 54 primary schools, 12 lower secondary schools and 2 upper secondary schools. Caused by instable standing of life, some children leave school for assisting their parents to earn their life. According to official statistics in 2008, Sangker district education had a repetition rate 5.8%, dropout rate 7.8% while in secondary school 0.8 for repetition rate and 18.8% for dropout. This economic situation affects also children living with family infected by HIV/AIDS and orphan children in poor condition.

In the view of strengthening the right to access to quality of education, to development and to liberty of opportunity, OEC has submitted a proposal to **KINDERMISSIONSWERK “Die Stern singer”**, which is a children relief organization of the catholic church in Germany. The organization accepts funding the project **“Improving Education and Health Care of the Poor/Orphan Children and Children in families affected by HIV/AIDs”** (K.IEHC) from 1st November 2012 to October 2013, renewable.

The project team pays great attention to reinforce school attendance and strong will in methodic learning of children at school and at home for a bright future. For this end, the project team decided then launching the project into 3 communes of Sangker district, namely Roka, Tapon and Reangkesei, starting from November 2012.

II- Criteria for selection of targeted children

The project team in cooperation with the head of communes, the chiefs of villages and the head of primary/secondary schools set then criteria for selection of targeted children as of:

- Family lacking of land for agricultural production,
- Family having uncomfortable shelter,
- Family having no stable job,
- Family working for pay with an income inferior to \$2.00,
- Family lacking of food security,
- Family living with HIV/AIDS or orphans living with guardians,
- Widow or widowers, which are learning in mainstream school with good result, having strong commitment to see a future change through education.

Apart from children at school, the project team focuses its activities also on assisting children drop out of school, having high age, not able to continue learning, by providing them with opportunity to attend vocational training according to their free choice. After spending 2 months of survey, from November to the end of December, the project team in cooperation with territorial authorities succeeded to select the targeted groups as below listed:

Commune	Primary	Secondary	University
Roka	6/4F	21/9	3/0F
Tapon	10//5F	15/2	0
RngKesy	8/6F	12/6F	0
Total	24/15F	48/27F	3/0F
Grand TT	75/42F		

Remarks: During the reporting period, all the 75 beneficiary students have completed their first semester at the end of March 2013. Only one student in grade 10 and another one in grade 11 failed their average score that force them to make great effort to obtain average score in second semesters.

III- Vocational training

To fulfill the right to development, open path for right to liberty of opportunity and to eliminate discrimination in education and complex of inferiority, the project supports vocational training for high aged children not

attending school as below listed:

Name	Vocational education
MellBunnara(M), 26 years old. in Norea village	Training fee = \$300 for a complete technique of motorbike repair with unlimited duration, payable in 2 terms.
Dam Sarom(M). 20 years old.inTapon village.	Training fee = \$300 for a complete technique of motorbike repair with unlimited duration, payable in 2 terms.
PhonPhanet(M), 21 years old. in DamnakDangkor village	Training fee = \$250 for a complete technique of motorbike repair with unlimited duration, payable in 2 terms.

IV- Health care service

By admitting that good spirit and intelligence exists in a healthy body, and with fulfillment of the right to protection, the project supports monthly and rotating medical examination of 7 children a round by paying examination fee of \$5 each, to maintain their regular attendance with clear mind for school and home learning.

Medical Examination from Nov.2012 to April 2013			
Commune	Total	F.	Remarks
Roka	18	7	Noticeable: 9 stomachache, 8 Catching cold, 1 pale and weak and 2 getting worm and 1F Getting leucorrhoea
Tapon	12	7	
Reangkesey	8	4	
Total	38	18	

Note: After examination, the clinic of the commune is in charge of treating the patients. All targeted children have individual medical checkbook.

V- Remedial class

In recognizing that the intelligence quotient (IQ) of children are not equal and the ones having low IQ may have complex of inferiority, not active in cooperative learning which can cause hopeless and class abandon, the project accept then paying remedial class fee for some weak children to reinforce their capability by attending special remedial class depending on their weakness.

Commune	Math	Physic	Chemistry	Lang.
Roka	2F	0	0	5F
Tapon	0	7/6F	7/6F	0
Reangkesey	8/3F	8/3F	0	1F
HS.Monivong	1F	0	0	1F
HS.Net Yang	1F	0	0	1F
Total	12/7F	15/9F	7/6F	8F

VI- Monthly food supply

Respecting CRC, article 4 about Protection of rights, article six about Survival and development with clear conception that good spirit and intelligence exist in healthy body, as well as alleviation of their family poverty, the project provides the 75 targeted children with monthly food supply as below listed:

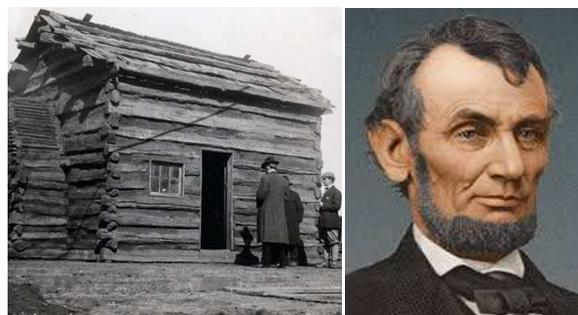
Items	Roka	Tapon	Rng.Kesei
Rice	2,700kgr.	2,250kgr.	1,800kgr.
Soy Sauce	180bt.	150bt.	120bt.
Frying Oil	180bt.	150bt.	120bt.
Sugar	180kgr.	150kgr.	120kgr.
Can fish	240c.	200c.	160c.
Salt	162kgr.	135kgr.	108kgr.
Shampoo	180lots	150lots	120lots
Garlic	15kgr.	12.5kgr.	10kgr.
Toothbrush	30b	25b.	20b.
Toothpaste	30t.	25t.	20t.
Bath Soap	30s.	25s.	20s.

VII- Deepening child's rights and discipline

Successively and progressively, during distribution of food supply, the project team organizes circle talk, sometimes combined with educative games, to deepen knowledge and implementation of children rights, women rights and the rights of persons with disabilities under the umbrella of Human Rights. The team leads discussion on Relationship between parents and children, family with school and community to build good learning environment at home, in the community and in school.

To encourage them to maintain constant effort with patience and firm determination to develop themselves for a bright future, the project team used to tell sometimes story of some persevering people or great man as one of below described:

ABRAHAM LINCOLN



Abraham Lincoln was born on Feb. 12, 1809, in a log cabin in Hardin (now Larue) County, Ky. Indians had killed his grandfather, Lincoln wrote, "when he was laboring to open a farm in the forest" in 1786; this tragedy left his father,.

Thomas Lincoln, "a wandering laboring boy" who "grew up, literally without education." Thomas, nevertheless, became a **skilled carpenter** and purchased three farms in Kentucky before the Lincolns left the state. In 1816 the Lincolns moved to Indiana, "partly on account of slavery," Abraham recalled, "but chiefly on account of difficulty in land titles in Kentucky." Land ownership was more secure in Indiana because the Land Ordinance of 1785 provided for surveys by the federal government; moreover, the Northwest Ordinance of 1787 forbade slavery in the area.

Indiana was a "wild region, with many bears and other wild animals still in the woods." The Lincolns' life near Little Pigeon Creek, in Perry (now Spencer) County, was not easy. Lincoln "was raised to farm work" and recalled life in this "unbroken forest" as a fight "with trees and logs and grubs." "There was absolutely nothing to excite ambition for education," Lincoln later recalled; he attended "some schools, so called," but for less than a year altogether. "Still, somehow," he remembered, "I could read, write, and cipher to the Rule of Three; but that was all."

Lincoln's mother died in 1818, and the following year his father married a Kentucky widow, Sarah Bush Johnston. She "proved a good and kind mother." In later years Lincoln could fondly and poetically recall memories of his "childhood home." Abraham Lincoln earned his first dollar ferrying passengers to a steamer on the Ohio River in 1827. In 1828 he was able to make a flatboat trip to New Orleans. His sister died in childbirth the same year. In 1830 the Lincolns left Indiana for Illinois. Abraham made a second flatboat trip to New Orleans, and in 1831 he left home for New Salem, in Sangamon County near Springfield. In New Salem, Lincoln tried various occupations and served briefly in the Black Hawk War (1832). This military interlude was uneventful except for the fact that he was elected captain of his volunteer company, a distinction that gave him "much satisfaction." It opened new avenues for his life. Lincoln ran unsuccessfully for the Illinois legislature in 1832. Two years later he was elected to the lower house for the first of four successive terms (until 1841) as a Whig. His membership in the Whig Party was natural. Lincoln's father was a Whig. Encouraged by Whig legislator John Todd Stuart, Lincoln became a lawyer in 1836, and in 1837 he moved to Springfield, where he became Stuart's law partner.

With a succession of partners including Stephen T. Logan and William H. Herndon, Lincoln built a successful practice. In 1856 he joined the newly formed Republican Party, and two years later he campaigned for the Senate against Douglas. Lincoln won the debates and his first considerable national fame. He did not win the Senate seat, however; the Illinois legislature, dominated by Democratic holdovers in the upper house, elected Douglas. In February 1860, Lincoln made his first major political appearance in the Northeast when he addressed a rally at the Cooper Union in New York. He was now sufficiently well known to be a presidential candidate. He went on to win the presidential election, defeating the Northern Democrat Douglas, the Southern Democrat John C. Breckinridge, and the Constitutional Union candidate John Bell. Lincoln selected a strong cabinet that included all of his major rivals for the Republican nomination: Seward as secretary of state, Salmon P. Chase as secretary of the treasury, and Edward Bates as attorney general.



and bearing suffering by losing Grandfather, mother and sister, especially moving from Kentucky to Indiana caused by seeking for fix installation. Lincoln's father was not a well-educated.

- 2- Abraham Lincoln was active and persistent in learning through diligent, a truly self-made man, self educated, exorable rising from manual to mental labor (Abraham Lincoln earned his first dollar ferrying passengers to a steamer on the Ohio River in 1827).
- 3- Abraham Lincoln, controlling his emotion, accepted moving and trying hard for job, learning from them, and progressing from employee to soldier, law partner, representative of lower house then finally becoming president of USA.

ABRAHAM LINCOLN IS A UNIVERSAL MODEL FOR SELF-DEVELOPMEN

VIII- Learning result in the first semester of school year 2012-2013

Learning cycle	Total	≥average	<average
Primary cycle	24/15F	24	0

Note: The team went visiting the two children failing average score at their home. In presence of their family members, the team encouraged them to make good effort in second semester to get annual average score for upgrading. The team reminded them of

Lower secondary cycle	41/25F	39	2
Upper secondary cycle	7/2F	7	0
Unitversity	3/O	3	0

famous example proved by President Abraham Lincoln. Therefore they have time to remedy. The important thing requires their change of learning style and active cooperation learning with courage of demanding help from their peer and teachers.

IX- Impact of the project

The outcome of the project is a partial contribution to strengthen children right to development, to eliminate discrimination in education and to improve children right to participation, importantly to help National Education for All to achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education (grade 9). Really, sustainability of the project will be spiritual and conceptual, that people and territorial authorities recognize values of education, and accept the idea that no sustainable development without education. They must then accept some sacrifice by facilitating their children learning and working cooperatively with local authorities and educational administration to discipline their children in school and at home for a future change. The successes of targeted children become attracting example encouraging other children to attend class regularly with constant effort for self-development.

ACTIVITIES BY PICTURES



