



**OPERATIONS ENFANTS
DU
CAMBODGE
OEC
ANNUAL REPORT
2014**

Children of all conditions in everywhere enjoy equal access to education, to protection and to liberty of opportunity

All people with disabilities of any cause gain full and equal enjoyment of all human rights and fundamental freedoms with better livelihood and dignity

All addicted people considered as in stage of disease have equal right to treatment without discrimination for restoration and building

healthy family

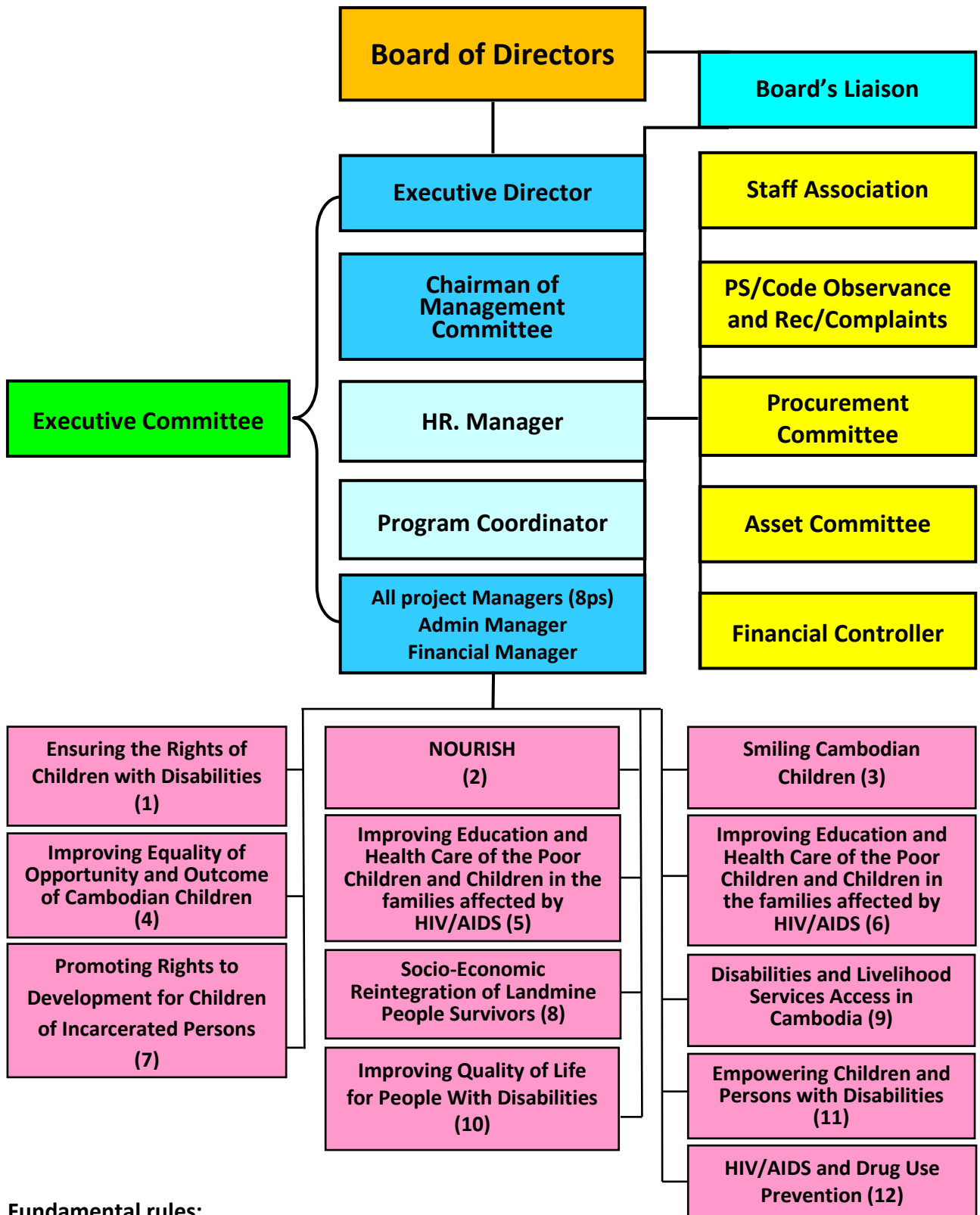
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Organizational Structure in 2014



Fundamental rules:

1- OEC By-law; 2- Code of Ethical Principles and Conduct; 3 - Human Rights Policy; 4-Child Protection Policy; 5- Gender Policy; 6- Minority Policy; 7- Drug Policy; 8- Statute of Staff Association; 9- Conflict of Interest Policy; 10 - Procurement Committee; 11- Asset Committee; 12-Internal Control; 13- The Permanent Secretariat for Code Observance; 14- Financial Policy; 15- Admin Policy and 16-Delegation of Authority Framework.

LETTER FROM

THE CHAIRPERSON OF THE BOARD OF DIRECTORS

On behalf of members of the board of director, and in my quality of chairperson of the Board of OEC, I would like to address our deepest thanks for the short or long term donation by UNICEF, Friends International, Adopt-A-Minefield, KHANA/USAID/Global Fund, EU/DFID/Handicap International, Safe the Children/IKEA, USAID/SAVE THE CHILDREN/NOURICH, SCHMITZ STIFTUNGEN, BICE/OAK, MISEREOR, KINDERMISSIONSWERK and SVENSKA POSTKODSTIFTELSEN/CMAC. With your faithful financial support over the years, completed successively by academic instruction: NGO financial management, human resources management, democratic management, leader and manager, code ethic for NGO and some other specialties, you allowed OEC to accomplish in 2014 the following activities: (1).Ensuring the Rights of Children with Disabilities; (2).Improving Quality of Life for People with Disabilities, ended on 31 May 2014; (3).HIV/AIDS and Drug Use Prevention ended on 31 December 2014; (4).Improving Equality of Opportunity and Outcome of Cambodian Children which will reach its end on 31 January 2015; (5).Socio-Economic Reintegration for Landmine People Survivors which will end on 31 March 2015; (6).Promoting Rights to Development for Children of Incarcerated; (7).Smiling Cambodian Children; (8) and (9). Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS in different operational areas; (10).Disabilities and Livelihood Services Access in Cambodia; (11). Empowering Children and Persons with Disabilities ended in 31 January 2015; (12). NOURISH starting from June 2014 focusing on children and pregnancy, fulfilling article 6 of CRC about survival and development of children.

Your valuable contribution has improved equal access of children in remote areas to quality of education, eliminated discrimination in education based on gravity of disabilities by improving inclusive education. People with disabilities and landmine victim survivors have benefited from your support income generating activities that improved their life standing and harmony in the family, a favorable situation for their children learning, a hope for bright future life.

Allow me to express faithful thanks also to local authorities, community members of operational fields and related agencies which have cooperated and involved actively in OEC's projects for common success.

Let me address to OEC and its staff that during our work for the past 8 years with KHANA in 16 communes of 4 districts, we succeeded to educate drugs users by bringing 147 persons to definitely stop consuming drugs and making 370 persons reduce half of their potential consuming, while 146 persons still in novice. I am asking then OEC to entrust all staffs of existing projects to profit in their proper activities awakening community members to continue combating drug for safe children and villages.

For continuous success, I am asking leading committee of OEC and its staff to always maintain love and friendship, compatibility, trust and acceptance which are founded on contentment with being with each other, communication and openness, respect of your partners and help them maintain their dignity and self-esteem, that are the best ways leading to continuous and successive success for final goal, positive changes.

We are most grateful to our donors, government and community leaders, and partners for dedicating their time and resources that ensure the life of vulnerable children and people with disabilities in Cambodia are improved through our organization.

Chairperson of the Board of Directors,

Vay Po

BOARD MEETING ON 23 JULY 2014



List of Donors in 2014

N°	Donor	Telephone	Email
1	Save the Children	023 223 403	henk.vanbeers@savethechildren.org
2	BICE/OAK Foundation / KINDERMISSIONSWERK/Misseeor	0241/44 61-60	kresal@kindermissionswerk.de Wenke.Hansen@misereor.de lucia.ramirez@bice.org
3	KINDERMISSIONSWERK	0241/44 61-60	kresal@kindermissionswerk.de
4	UNICEF/FI	(66) 084 644 3788	kanchan@friends-international.org
5	Schmitz Stiftungen	+49 211 3983 770	MBehmenburg@Schmitz-Stiftungen.org
6	KINDERMISSIONSWERK	0241/44 61-60	kresal@kindermissionswerk.de
7	Adop-A-Minefield	202-448-4670	TDyall@unausa.org
8	EC/DFID	077 930 195	op.coord1@hicambodia.org
9	CMAC /SvenskaPostkodStiftelsen	012-800-137	opse@cmac.gov.kh
10	KHANA	017 588588	osopheap@khana.org.kh
11	UNICEF	012 948 506	cplong@unicef.org

OPERATIONAL ZONES IN 2014 ★



BACKGROUND

Who is OEC?

Operations Enfants du Cambodge is an organization not-for-profit, non-governmental, not to be part of, or controlled by, government or an intergovernmental agency and not affiliated with any political party.

OEC is working to save and protect the rights of children, without any exception, distinction; without discrimination based on race, colour, sex, language, religion, political or other opinions, national or original origin, state of wealth or birth. OEC is focusing principally on having the poor children, children with disabilities, orphans and vulnerable children affected by HIV/AIDS, children of landmine survivors and children addicted drug users, enjoyed equal opportunity, as their similar of normal conditions, for basic rights, especially for equal access to good quality of education. They are then equipped with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and

responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy, rule of law and transparency which is fundamental role in good governance.

In implementing the concept of Education for All, “Equal access to quality education and lifelong learning”, with development of the Four Pillars of learning, learning to know, learning to do, learning to live together and learning to be, reinforced by the concept of Freedom, Equality and Justice for forming Democratic Citizenship, OEC is working harmoniously with international donors and territorial authorities to empower people with disabilities and landmine victim survivors. The sincere cooperation allows OEC to succeed promoting their standing of life and developing their thinking power for social, cultural and economic participation with strong self-confidence, leading progressively to build inclusive society.

Our Vision

Cambodian children, normal or with disabilities and young people living in poor condition, or with vulnerability in anywhere enjoy basic child’s rights to succeed their sustainable livelihood. Cambodian people with disabilities, poor, facing difficulties, empowered by the six principles of human rights, have equal opportunity and outcome to build their standing of life, with a spirit of mutual assistance, tolerance and friendship in peaceful and prosperous society.

Our Mission

Our mission is to build and raises capabilities, and good living condition of the above-targeted people by means of primary health care, rehabilitation of working possibilities, reproductive health; support human rights education in formal and non-formal settings in education and life skills development, by strengthening existing communal structure, and supporting logical initiatives of local people for cooperation.

Our Core Values

We use our integrity in endeavouring to respect, protect and promote the fulfilment of children’s rights and obligations of all Cambodians to solve children problems based on national laws, international bill of rights and the real existing conditions. We therefore commit ourselves to the following:

- To be non-partisan and non-discriminatory,
- To promote equality of access, equality of opportunity and equality of outcome of Cambodian children,
- To adhere to the principles of democratic governance.

FOCAL PERSONS OF OEC

No	Name	Function	Phone Number	E-mail address
1	Mr. Vay Po	Chair Person of Board/Drs	N/A	oecc@camintel.com
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5	Mrs. TithKannya	Financial Manager	012 389 991	oecc@camintel.com
6	Ms. ChhimVannara	President of Staff Association	017 281 865	oecc@camintel.com
7	Mr. Lek Hay	Project Manager and Liaison Officer, OEC-BOARD	092 981 382	oecc@camintel.com
8	Mr. MeasVicheth	PM. and Chairman of Procurement Committee	012 994 616	oecc@camintel.com
9	Mr. VoeunVannchhiv	Project Manager	089 996 888	oecc@camintel.com
10	Mr. ChhoeungChhun	Project Manager	012 376 318	oecc@camintel.com
11	Mr. HakSokly	Project Manager (OEC Sub-office Pursat province)	077 77 22 43	oecc_pst@camintel.com
12	Ms. Vin Sophon	Project Manager	012 925 827	oecc@camintel.com
13	Mr. SengPhin	PM and Chairman of Asset Committee	012 724 337	oecc@camintel.com
14	Mr. OeurKimhai	Project Manager	012 73 98 78	oecc_shv@yahoo.com
15	Mr. Din Peng An	Project Manager	012 50 13 26	pengandin@gmail.com

Staff Capacity Building in 2014

N ^o	Training Topics	Participant	Organizer/Facilitator	Training Plane
1	Analyzing Cambodian Education Law focusing on article 35: Rights and Obligations of Learners and Article 37: Rights and Obligations of Educational Personnel	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
2	Analyzing and Interpreting article 14 of CEDAW seeking to find objectives for Rural Women Empowerment Program.	OEC Staff	Management Committee, facilitated by Program Coordinator	OEC Office
3	OEC's Core Values and Good Governance	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
4	Importance of educative games, reading picture, story commenting to develop thinking power of children and strengthening children rights.	OEC Staff	Presentation of the 3 groups followed by common discussion, synthesized by program coordinator.	OEC Office
5	A week prior to monthly meeting, asking all project managers to identify important points in the 2013 global annual report for personal demonstration the meeting day, followed by common discussion. (to develop summarizing and exploring capabilities)	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
6	Follow up process	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
7	Necessary data information for annual Report	OEC Staff	Management Committee/ Common discussion/Synthesized by program coordinator	OEC Office
8	10 examples of actions that build strong and lasting characters.	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
9	Learning pyramid	OEC Staff	Presented by 3 assigned followed by common discussion and synthesized by program coordinator.	OEC Office
10	Discussion, analysis, interpretation and drawing lesson learnt from "The two donkeys"	OEC Staff	Management committee: Brain storming, grouping commonly and then developed by program coordinator.	OEC Office
11	Revision of methods of using questions	OEC Staff	Management committee Interactive discussion Conducted and synthesized by program Coordinator.	OEC Office
12	Constant development for positive change	OEC Staff	Management committee Conducted by Seng Phin, added by program Coordinator.	OEC Office

EXECUTIVE SUMMARY

INTRODUCTION

Operations Enfants du Cambodge (OEC) has established its strategic plan 2011 - 2015, by setting 3 programs, Children's Rights Development Program (CRDP), People with Disabilities and Landmine Victims/Survivors Empowerment Program (PWD/LVS/P) and Rural Women Empowerment Program (RWEP), with one project, extra-program, fighting drug as special project.

The overall goal of the Children's Rights Development Program (CRDP) is to empower children in remote areas deprived of public school, vulnerable children, and children without appropriate care, children with disabilities and children of persons with disabilities to enjoy their basic rights and realize progressively the four principles of Child Rights.

The overall goal of the program People with Disabilities and Landmine Victims/Survivors Empowerment Program (PWD/LVS/P) is to promote and protect the human rights and fundamental freedoms of all persons with disabilities following the eight General Principles of the convention (Non-discrimination; Full and effective participation and inclusion in society; Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; Equality of opportunity; Accessibility; Equality between men and women; Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities); including those who require more intensive support, in order to take all appropriate measures to eliminate discrimination based on degree of disability.

The overall goals of Rural Women Empowerment Program (RWEP) is to empower rural women through right to development, gender equality, liberty of opportunity and outcome and mean to access of opportunity, enabling them to enjoy financial power, sustainable livelihood participating in social, economic, cultural and political life of their community, supporting their children in their right to education.

FUNCTIONING PROGRAM AND PROJECTS IN 2014

In 2014, OEC enters in its year four of its Strategic Plan 2011 – 2015, having functioned following programs:

I- The CRDP covers 6 projects:

1-The project “Ensuring the Rights of Children with Disabilities” supported by Safe the Children operating in 6 provinces: Pursat, Kampong Chhnang, Koh Kong, Siem Reap, Preah Vihear and Kampong Cham. In 2014 the project succeeded in supporting .958 (369 girls) CWDs wherein (131/54 new enrolment and 24/10 re-entry, partly divided in Pursat: 242 (109 girls), among them 33 (17 girls) new enrolment, 8/2 re-entry; in Kampong Chhnang: 155 (54 girls), among them 7/1 new enrolment, 1/1 re-entry; in Koh Kong: 36 (18 girls), among them 7/3 new enrolment; in Siem Reap: 204 (78 girls), among them 24 (10 girls) new enrolment; in Preah Vihear: 138 (54 girls), among them 19/6 new enrolment, 12/5 re-entry; and in Kampong Cham: 193 (59 girls), among them 41/17 new enrolment, 3/2 re-entry by cooperation with local authorities, education sector, social agencies and mainly with CCWC. Apart from children with disabilities, the project supported also children of the poor families, in total 818 (457 girls) Poorest Children, 130/73 new enrolment, 24/12 re-entry, partitioned in Pursat: 315 (189 girls), among them 1/0 new enrolment, 4 (3 girls) re-entry; in Koh Kong: 82 (47 girls), among them 31 (25 girls) new enrolment; in Kampong Chhnang: 176 (103 girls), among them 15/11 new enrolment; in Siem Reap: 63 (23 girls), 28 (15 girls) new enrolment; in Preah Vihear: 120 (68 girls), among them 10/5 new enrolment, 18/8 re-entry and in Kampong Cham: 62 (27 girls), among them 45/17 new enrolment, 2/1 re-entry.in total 1,776/826F children supported by the project. The project integrated minority children in the program to promote equal right to access to education: 88 (45 girls) Ethnic Minority Children, 10/5 new enrolment, 7/4 re-entry, partitioned in Pursat: 35 (15 girls), among them 1 (1 girls) new enrolment, 1 (1 girls) re-entry and in Preah Vihear: 53 (30 girls), among them 9/4 new enrolment, 6/3 re-entry. The principal activities are: developing inclusive education, empowering 12 school councils, rehabilitation, provision of learning materials, uniforms and transport mean to some children living far from school; organizing training workshop for CCWC and parents, treating child's rights, human

rights of children with disabilities, health care, rehabilitation, welfare service, special care and psychological needs, prevention against all forms of abuse; another training workshop for CCWC members, POE, POSVY and DOE staff, treating inclusion process, learning-friendly environment and elimination of all barriers against inclusion to make learning meaningful for all.

2-The project NOURISH supported by Save the Children, funded by USAID to fulfil article 6 of CRC about survival and development by concentrating activities on maternal nutrition during pregnancy, breast feeding, nutrition for infant and toddler, including water, sanitation and hygiene, including behavioural change for the first phase of the program operating in 3 communes of Samlot district and 2 communes in Rattanak Mondol district, Battambang province. Up to now, only legalization process for activities at level national, provincial, district and communal has been completed with WASH data collection in the operation areas.

3- The project “Smiling Cambodian Children” funded by triple sponsors through International Catholic Child Bureau/OAK Foundation, MISEREOR, and KINDERMISSIONSWERK “Die Sternsinger” is strengthening child - friendly spaces for child protection in Prey Nup and Kampong Seila district of Sihanouk province. The main activities in 2014 are creation of 6 NFE classes, 2 in Prey Nop district and 4 in kampong Seila district having in total 159/83F students; creation of 6 parents associations (PA) of 183/118F participants, 6 child-clubs (CC) of 164/84F participants and 3 child-friendly spaces for children from 3 to 6 years old, a total of 74/43F. The NFE uses child-centred techniques, the six cognitive of Bloom’s taxonomy, learning by doing with integration of child’s rights through daily lesson. The 6 PAs are educated of human rights, women rights, child’s right discussing largely on child abuse and protection measure with inter-cooperation with CC and CCWC and NGO working in child protection. The child friendly spaces have as methods learning by playing.

4- The project “Improving Equality of Opportunity and Outcome of Cambodian children” under 3PC scope, funded by Friends International/UNICEF plans to protect 1,513 children and youth in 17 communes (6 8 villages). The project is divided in 3 periods: I-2011-2012: 2 communes in Rukkhakiri, 3 communes in Kah Kralor; II-2012-2013: 3 communes in Bovel district, 3 communes in Kamrieng ; III-2013-2014: 3 communes of Sampeou Loun, 4 commune in Phnom Proeuk. The first quarter of Year III **of the project started from November 2013 to January 2014** operating in Sampov Loon and Phnom Proek district. In this time, the team established 6 CCs in 6 communes of the both district, but only 1 PA in O-Baraing Thleak commune, Phnom Proeuk district, due to delay of supporting fund. The project team made great effort to organize separately in the both district a two-day training for CC grouping the 30 leading committee members of its 3 communes. In total 60 CC members were trained on CC management (Function and activities, Guideline for CC). The Phnom Proek PA composed of 33 members/7F received a two-day training on Human Rights, Child’s Rights, Women Rights, and Law on marriage and family abuse. OEC assisted technically and theoretically Phare Ponleu Selpak (PPs) in its full day training workshop for 44/29F participants to comprehend children rights under the umbrella of Human Rights. From February to April 2014, due to delay of supporting budget for running the activities, OEC with technical advice of UNICEF and close cooperation of Mr. FARLEY James from Friends International succeeded to produce three manuals: Child abuse, Safe migration and Family preservation, elaborated by Meak Marin, program coordinator of OEC, checked by James and doubled check by Plong Chhaya of UNECEF. With money advanced from OEC, The team conducted 4 training workshops treating Child abuse, Safe migration and Family preservation, well received by 4F/CCWC, 4CC members, 32LAs/12F (police officers, teachers and chiefs of village) and 105community members/35F, in total 145people/51F. Later the team conducted from March public awareness campaign discussing and analyzing the above topics in Rukkhakiri, Koh Kralor and Bovel district wherein the participants came attending more than having planned.

5-The project “Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS” has been supported by KINDERMISSIONSWERK since 2011. In 2014 the project has continued operating in Roka, Raing Kesi and Tapnn commune of Sangker district, Battambang Province. The student beneficiaries were 24/16F in primary schools, 40/24F in lower secondary schools, 8/2F in upper secondary schools and 2/1F in university, in total 75/44F. The project team used the time of bimonthly food supply distribution to develop children rights, thinking power, learning disciplines

and family-children relationship by common discussion on some storytelling, education games and picture reading related to important articles of human rights and children rights. The project encouraged poor and weak children to develop their capabilities by allowing 41 children (3/1F primary and 38/20F secondary) to attend remedial class, opting subjects according to their choice based on record in school report book, enabling them to have similar capabilities with their classmates. Always in the aim at creating suitable learning atmosphere, the project accepted to repair 3 houses, build new 2 houses and construct 3 toilets for good sanitation, allowing 25 poor families to exercise income generating activities (18 raising chicken, 3 raising pig, 2 practicing cow cooperative and 2 performing grocery merchants). In the view of maintaining learning regularity with strong mind, the project organized a rotating of 9 children a month to have medical checked up, 59 with slight disease treated by medic. As result, among 75 beneficiaries in school year 2013-2014, seventy five got their promotion, only 3 children failed, object that the team caused discussion between children, parents and communal staff to find the cause of the 72 successful for lesson learnt and enhancement.

6- The project “Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS” has been supported by SCHMITZ STIFTUNGEN since 2007. In 2014, the project operated in 2 communes of Ek Phnom district: a- Prek Khpop commune (Village of Prek Sno, Sna Pimuk, Prek Khpop, O-Kambot and Khvett) ; b- Peam Ek commune (Village of Peam Ek, Chong Chdor, Ta Korm, Kok Dong, Kong Tum and Ang Pheah), supporting 60 children in providing them with learning materials, bimonthly food supply, remedial class for 27 weak students (4 primary and 23 secondary). Five bicycles were distributed to students living far from school to maintain regular attendance. Apart from food supply, the project organized a rotating medical checkup of 5 students a month. The project used distribution food time for strengthening morale and discipline, thinking power and deepening children rights alternatively with reinforcement of good parenting and parents-children relationship for good learning atmosphere. At the end of school year 2013-2014, among 60 supported children, only 3 children failed, one in baccalaureate exam and two in diploma exam.

7- The Project “Promoting Rights to Development for Children of Incarcerated” is supported by Kinder MISSIONWERK, operating in Battambang, Pailin and Banteay Meanchey province focusing on children living with their parents in prison and children placed temporarily with relative or caregiver in the villages, except children in foster care or in wealthy family. The 64 targeted children are from 6 to 19 years old placed in 10 families in Battambang province, 10 in families in Banteay Meanchey and 10 families in Pailin. Children of incarcerated have been provided of monthly food supply, learning materials. During the day of food distribution, and the follow up, the team talked with them very friendly bringing them to understand successively the CRC and the eight fundamental rights of incarcerated’ children: 1. Children have the right to be kept safe and informed at the time of their parent's arrest. 2. Children have the right to be heard when decisions are made about them. 3. Children have the right to be considered when decisions are made about their parent. 4. Children have the right to be well cared for in their parent's absence. 5. Children have the right to speak with, see and touch their parent. 6. Children have the right to support as they face their parent's incarceration. 7. Children have the right not to be judged, blamed or labelled because their parent is incarcerated and 8. Children have the right to a lifelong relationship with their parents. With the idea of improving life standing of the care takers which can parallelly improve nutrition for the placed children, allowing them to develop their learning, The project provided care takers with capital livestock to improve income generating (Battambang: 8 families: 2 raising pig and 2; Banteay Meanchey: 5 families raising chicken; Pailin: 5 families raising chicken) with a cost equal to \$50 each. To ensure success of their feeding, the project organized in every targeted province a full day of training workshop treating animal farming followed by preventive measure against disease and infection including vaccination and studying symptom. Simple financial management was also discussed and analyzed insisting mainly on capital, buying price, expense and duration for feeding, determination of selling price and determination of benefit

II- The PWD/LVS/P covers 3 projects:

8- Socio-Economic Reintegration of Landmine People Survivors” supported by Adopt-A-Minefield is the second and final prolongation project from 1st April to 31 December 2014 which is the final term. The project team worked with existing beneficiaries of 480/15F in Moungrussey, Sompovloun, Somlot, Bovel, RatanakMondul, Kohkralor, 6 districts of Battambang province by only supporting physical rehabilitation, intervention to new ERW victims, provision of school materials to PWD's children and follow up income generating activities of PWDs, with giving consultation and counselling. The PWDs receiving rehabilitation service from 1st April to 31 December, 2014 are : 4 from Pailin, 5 from Moungrussey, 3 from Bovel, 1 from

Samlot and 3 from Ratanak Mondul, in total 18, their round trip paid by the project with daily pay of \$! to their householders during their stay in rehabilitation centre. In the reporting period there were 7 new explosions that caused 1 dead and 11 injured/3F, each of their family received condolence with sadness part of \$140 as alleviation of their expense. In return, all the families expressed their grateful thank to AAM for alleviation of their pain through OEC. Their 299/112F children got 2463 note books, 677 blue pens and red pens to continue learning.

9- The project “**Disabilities and Livelihood Services Access in Cambodia**” has been supported by EU/DFID through Handicap International, TIGA II which enters in its 4th year, operating in 4 districts of Battambang province, Bovel in 4 communes supporting 64PWD, 16F/PED, in total 80Small business holders (SBHs); Thmor Kaul in 3 communes supporting19PWD, 23F/PWD, in total 42SBHs; Banan in 5 communes supporting 35PWD, 39F/PWE, in total 74SBHs; and Maung Russei in 4 communes supporting 52PWD, 22F/PWD, in total74SBHs, Grand Total: 270SBHs (170PWD,100F/PWE). First, the team organized 3 full-day training workshop for 11 peers in Maung Russei focusing mainly on planting pine apple and sugar cane , soil preparation; selection of healthy sugar cane and pineapple plant; how to split the sugar cane stems into foot-long pieces; how to dig furrows in a sunny planting spot; how to fertilize the sugar cane with nitrogen and cutting procedure. After the training the project team brought the trainees to go observing the successful farm practiced by the experienced farmers. Finally they got individually a starting capital of \$75.00. A second training was Community Vocational Training according to people’s choice, conducted by agricultural specialist treating pig raising for 79 SBHs, chicken raising for 98 SBHs and vegetal planting for 8 SBHs. Other 49 people opted to exercise technical professions referred to private workshop, such as tailoring, motorbike reparation, hairdresser...etc, training fee paid by the project. Among all the trainees, the project offered only 85% of professional kits, depending on their capabilities and living status. The financial management for small business was conducted for them to know clearly the capital, buying price, maintenance fee, feeding cost, complementary expense and how to determine selling price and calculate the benefit. Additional knowledge was saving money using bank system and how to expend their business with consideration of risk. The team introduced in the same time hygiene and sanitation to keep safe environment and family healthy. The SBHs in Maung Russei district received 104 professional kits, Banan district 38, Thmor Kaul 43 and Bovel district 67 professional kits. At the end of 2014, the project can close 62 cases in Maung Russei, 70 cases in Banan, 30 cases in Thmor Kaul and 65 cases in Bovel, in total 227 cased. . The constraints come from having no animal species resource for selection, therefore the project accepts animal from the local market which sometimes carrying already disease in their body. A very small number of PWD’ s family members already integrated in the project 1.16% abandoned the project emigrating to have job outside of Cambodia.

10. The project “**Improving Quality of Life for People with Disability**”, supported by SVENSKA POSTKODSTIFTELSEN through Cambodian Mine Action Centre (CMAC) reached its end on 30 May 2014. The primary objective of the project is to improve the Quality of Life for People with Disabilities including landmine survivors and low income families, enabling them to participate in the decision process in their community, related to their rights, that require Five project activities including (1) workshop training on life skill and appropriate capital investment support, (2) workshop on human rights, child rights and rights of people with disabilities, (3) health care for people with disabilities and physical rehabilitation services support, (4) acceptable shelter through home repairing support and (5) support and mainstreaming children of the people with disabilities in the mainstream school by provision of learning materials and transportation means. The targeted groups of the project are 150 people with disabilities and poor families 50 of PWDS. As achievement, 47 targeted people trained of human rights and law on the protection and the Promotion of Persons with Disabilities; afterward they attended life skill workshop training, enabling 45 people to raise chicken, 2 people raising pig and some other profession, 2 people running grocery and Ice cream, 1 machine reparer after learning from private workshop paid by the project. 50 target groups of Svaychek district received grant for their own small business activities; other 22 received grant for home repairing,(13 at Svay check, 6 at Preah Netpreah, 3 at Thmar Puok). Additional 30 targeted people received fund for home repairing, offered by the Cambodian Mine Action and Victim Assistance (CMAA) (10PWDs in Phreah net Phreah, 10PWDs in Svay Chek and 10PWDs in Thmor Puork districts). The project referred 14 PWDs/2F PRC for rehabilitation with going-trip paid by the project and returning-trip by PRC. The other 74PWDs/13F used mobile team of PRC for adjustment of their assistive device in the lieu. For strengthening equal access to education and eliminating discrimination in education, the project provided 295 PWDs’

children with school materials (2,835 writing books, 1,117 pens, 683 pencils, 295 rulers, 295 pieces of rubber and 138 writing slate). Sixty (60) bicycles were offered to the ones living far from school for regular attendance.

The project produced very good effect. Before, there was discrimination based on formers origin, KR and Governmental soldiers; former soldiers and original villagers. After training workshop discussing and analysing together UDHR, CRPWD, LPAPPWD they recognized the tragic and illogical war and then accepted the principle of article one of the UDHR living in peace and harmony for common well-being.

11-The Project “Empowering Children and Persons with Disabilities” supported by UNICEF From the 1st July 2014 to 30 September 2014, operated in 36 villages, 4 communes of Pailin and 43 villages, 4 communes of Salakroa districts that means to build confidence, insight and understanding, and developing personal skills, enabling them to analyze situations and communicate more effectively with others, enjoying their rights to development and to liberty of opportunity, mainly to eliminate discrimination based on living status, poverty and gravity of disabilities. By the fund of UNICEF passed through Ministry of Social Affairs, Veterans, Youth and Rehabilitation (MoSVY). The project team in cooperation with CCWC selected targeted people in Pailin 14PWDs with 5CWDs/4F, then selected in Salakrao 19PWDs/1F and 11CW/7F, in total 50 targeted people. The main activities are creation of 3 child clubs of children with disabilities in the public school and conduct bimonthly meeting to reinforce friendship, mutual aid for intellectual, technical development to protect the right of CWD and elimination of discrimination ; support of quarterly meeting performed by CCWC in 8 communes, namely Bor Yakha, Sala Krao, Pailin, Stoeung Traong, Stoeiung Kach, O-Andong, O-Tavao and Tuol Lovea for analyzing and solving problem of women, children rights and the rights of persons with disabilities; provision of 46 bicycles, 1026 note-books, 1,560 pens, red and blue, 260 rulers, 260 rubbers, 130 chalk-boards and 780 pencils, to CWDs/children of PWDs for the new school term; referral of 9PWDs and 2CWDs to PRC for rehabilitation; coordination with CCWC, parents association and school administration for integrating CWDs in to mainstream school based on equal access to quality of education and inclusive education; support of parents meeting to reinforce good parenting, strengthening parents-children relationship, prevention against child abuse, pregnancy hygiene and food for development; exercising monthly community follow-up to collect information and feedback, study and solve problem practically leading to inclusion.

12-SPECIAL PROJECT: “HIV/AIDS and Drug USE Prevention

Operation Emgamts du Cambodge started working as partner of KHANA since 26 April 2006, running the project “ HIV/AIDS and Drug USE Prevention” till its ending on 15 December 2014. The Goals of the project are to improve knowledge about danger of drugs on personal helth while using it in short long term (Yama, yaba, methamphetamine in tablet or powder, ice and ecstasy); to improve health care against HIV/AIDS infection, danger of reproduction, caused by using drugs; to improve the use of health care serice to controll sexuality transmited infection (STI), voluntary counseling testing (VCT) and voluntary counseling and confidential testing (VCCT) for treatment; to improve morality, individual, falilial, social and national disciplines including humen rights of drug addict for treatment, reduction of potential consumption leading to stop absorbing definitely. To reach these goals, OEC used 3 methods: (1)- Drug education;

(2)-Sensitization and (3)-Participation in response.

From 2006 to 2007, the project team focused on community members, young children out of and in schools for preventive measure and mobilizing these people to point out addict people in convincing them to present and participate in the project. In this phase the project selected Peer Educators (PE) from the villages for assistants. **From 2008 to 2014** the project focused only on drugs users and addicts. In this phase, the project used peer facilitators (PF) selected from drug users or addicts in the villages in replacement of peer educators. In the both periods the project cooperated with territorial authorities at provincial, district and commune with educational sectors to coordinate affairs in selecting PE and PF including favorable places for meeting and group discussion. After recruiting PEans PF by counsulting with territorial authorities, the project team organized training sessions at their intention for 2 days adding successivley by monthly meeting. These trainees must afterward conduct meeting in their own place at the reason of 10 times a month. PE and PF must go participating in mothly meeting organized in OEC office to present their report and discussing or solving problem opportunely. At that time complementary training has been conducted. The project team went disseminating message, collecting monthly information and feedback from groups

discussion in the villages. Except having urgent or particular problem the team hurried to respond to the call of the lieu. The project team organized joint monthly meeting with information council composed of provincial secretary controlling drugs, municipal or district police officer, head of commune, communal police officer and medic officer...etc in OEC office to discuss and exchange viewpoints for alternative objectives or setting working strategies. OEC set instructional program by considering Program for training PE and PF (Study the type, characteristics and effect of every drug; Study the consequence and effect of drugs; Study behavioral change of drug addict; Study the conditions that drugs cause HIV/AIDS infection and Study prevention measure). The project team raised discussion on Method approaching non drug users and drug users. discipline of PE and PF followed by Human Rights of Drug Users. Methods of mobilizing community members to participate in prevention, elimination of drugs and undertaking response were vividly discussed and clarified. These methods were applied to 7 Communes of Battambang district, 4 communes of Sanger district, 2 communes of Thmor Kaul district and 3 communes of Banan district. Finally OEC succeed to get following result: Among drug users 442 people in Battambang district participating in the project, 115 of them can stop consuming drug definitely, 247 can reduce half of consuming potential, while 80 still remain as habitude. Among 175 drug users in Sager district 22 can get them out of drug slave, 93 can reduce half of consuming potential and 60 still remain as habitude. The 51 drug users in Banan, 10 of them can stop consuming definitely, 35 can reduce half of consumption and 6 still under drug influence. In summary 22% become free from drug, 16.13% reduce half of consuming potential leading to stop finally in an expected time.

FINDINGS

The 6 projects in the CRDP aim at promoting equal access to good quality of education for CWDs, vulnerable children, children of poor family and children in remote areas to eliminate inequality and discrimination in education based on social status, wealth and gravity of disabilities. It is then a program uniting countryside with town or city for social harmony and going to strengthen inclusive education.

The 4 projects in the PWD/LVS aim at empowering PWDs and LVS to improve their livelihood eliminate discrimination against persons with disabilities, concretizing article 1 of UDHR "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Migration to neighbouring country for getting job causes some constraint for some project activities.

A cultural education before leading study trip is a good method to enlarge horizon of children against cultural war.

The extra project, fighting drug aims at progressively building healthy society with 0 drug users. Interruption of the project may be regrettable.

The use of education games and reading pictures in some projects for making analysis and comment is a good method facilitating comprehension and discussion by going from concrete to abstract. It is worth continuing.

COMMENT

- OEC should make effort for fulfilling article 29 of CRC, helping to develop learning and teaching techniques in schools as application of CRC in CRDP.
- OEC should study the possibility to get the "Rural Women Empowerment Program" (RWEP) appeared substantially to implement article 14 of CEDAW.

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ACHIEVEMENT IN 2014

I-CHILDREN'S RIGHTS DEVELOPMENT PROGRAM (CDP)

The CDP working to realize the basic rights of children in the scope of human rights comprises 6 projects with different complementary activities resulting in the below success:

1- The project “Ensuring the Rights of Children with Disabilities” having as theme: Children without Appropriate Care and Child Protection, operated in six provinces, Pursat (PST), Kampong Chhnang (KCHH), Koh Kong (KKG), Siem Reap (SRP), PreahVihear (PVH) and Kampong Cham (KCH), supported by **Safe the Children/IKEA, SoF 75200024** to empower children with disabilities, improve equal access to education, eliminate neglect and discrimination in education.



a- Working strategy: By sincere approach with concerned head of Provincial Education Offices (POE), District Education Offices (DOE) and directly with 60 Commune Committees for Women and Children (CCWC) of 355 members/154F, making them comprehend clearly about goals, objectives and activities of the project, wherefrom the project team got full participation in selecting targeted children in 3 categories from 59 communes:

Province	Identification of children under 18 years		
	CWD	Poorest	Minority
PST	453/191F	315/189F	35/15F
KCHH	281/94F	176/103F	0
KKG	46/22F	82/47F	0
SRP	571/207F	63/23F	0
PVH	219/93F	138/54F	53/30F
KCH	486/162F	193/59F	0
Sub total	2,056/769F	967/475F	88/45F
Gd. Total	3,111/1,289F		
Province	CWDs selected for Target Groups		
	Total	New Enrollment	Re-entry
PST	242/109F	33/17F	8/2F
KCHH	155/54F	7/1F	1/1F
KKG	36/18F	7/3F	0
SRP	204/78F	24/10F	0
PVH	138/54F	19/6F	12/5F
KCH	193/59F	41/17F	3/2F
Grnd total	958/369F	131/54F	24/12F

Province	Poorest children for Target Groups		
	Total	New Enrollment	Re-entry
PST	315/189F	1/0F	4/3F
KCHH	176/103F	15/11F	0
KKG	82/47F	31/25F	15/11F
SRP	63/23F	26/15F	0
PVH	120/68F	10/5F	18/8F
KCH	62/27F	45/17F	2/1F
Grnd total	818/457F	130/73F	24/12F



b- Strengthening the Rights of CWDs and Parent Responsibilities:

The project team organized several full days in targeted provinces to strengthen the rights of children with disabilities to live, to protection, to development and to expression. Importantly the team focused principally on the roles and obligations of parents toward their children with disabilities, physically, materially, psychologically with good learning environment, rid of all forms of abuse, and equipped with capabilities of practicing physical therapy, maintenance of assistive devices including state of adjustment to keep free mobility of children in learning. The prevention against disabilities and rehabilitation were largely discussed, followed by some histories of famous disabled people in the world to value education of children with disabilities.

Training Activities for Parenting CWDs			
Province	#Training	#Participants	#Females
PST	12	320	243
KCHH	12	185	178
KKG	12	187	144
SRP	5	88	63
PVH	15	282	214
KCH	17	311	273
Grd Total	73	1,373	1,065



The follow-up conducted later after training proved that 93% have improved daily life living condition and facilitated home learning atmosphere, only 14% under poor condition and forced by farming effort cannot reach desired satisfaction.



c. Reinforcing Equal Rights to Quality education:

In the aim at building relationship between school, teachers, parents and community with having firm belief that a healthy mind in a healthy body, the project team organized a full day training workshop in the targeted provinces for the intention of CCWC, District Education Officer, Provincial Education Officer, and Provincial Social Affairs Officer, treating children rights, rights of children with disabilities, the benefits of inclusive education, the importance of disability identification by diagnosis, the necessity and process of rehabilitation with recalling of the roles of CCWC in child protection. **Absence of health and rehabilitation, children with disabilities cannot enjoy equal right to quality of education.** Therefore, a common understanding in harmonious assistance for CWDS and their parents to succeed rehabilitation and access to inclusive school is obligatorily required.

Statistics of Participants in Training Workshop

Province	Total	Females
PST	150	54
KCG	104	20
KKG	75	27
SRP	207	43
KCM	72	27
PVH	72	27
Grand Total	740	183



d. Developing children rights through Children Council (CC):

d.1-Understanding the Children Council Aspect:

In the view of ensuring the rights of children and supporting the Children Councils created by Cambodian Education Ministry in conformity with the dimension 5 of Child-friendly school, the project team assisted technically and methodically in piloting children councils of 2 primary schools in every targeted province.

First, the team tried to lead children council members to comprehend clearly and successively that the children council is concretizing Universal Declaration of Human Rights, article 19: Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. United Nation's Convention on the Rights of the Child, article 12: State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child; article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing; article 15 (Freedom of association): Children have the right to meet together and to join groups and organizations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of other by conducting principles of free speech, free association, and freedom to choose their own activities, to prepare students for

democratic citizenship and empower children, with adequate capacity, knowledge and skills.

Additionally the project team had the participants analyze article 35 of the Cambodian Education Law: Rights and Duties of learners, principally the right to free expression of academic views; the right to freedom of study, the right to access the quality of education and the right to assemble as groups or clubs of the learners for educational purposes.

The project team led discussion to admit in drawing consequence from the above interpretation that the Children Council is a real form to socialize children by forming them in democratic citizens, because the individual liberty, freedom of opinion and expression, equality and dignity of the individual are the framework of democracy to give children a voice for a high values of education and for reaching the highest level of education.



d.2-Function of Children Council: Before identifying the functions of the children council, through inter-collaborative learning, the team led participants to review CRC, article 3 about best interest of the child, article 12 about respect for the view of the child, article 29 about goals of education, and then to guess objectively the principal key factors for an effective school, which are good learning environment, effective teachers, disciplined students having reflections as structure for leaning (What do I know? What do I need to know? How does what I now know contribute to what I already knew? How well and how much do I now understand?), with frequent monitoring of pupil progress, strong administrative leadership, positive home-school relations, that make school effective. In conclusion, the Student Council is to work in partnership with technical committee of teachers, principal of the school, parents association supporting the school and local authority of the lieu for the benefit of the whole school community. It seeks then to build a relationship based on mutual respect and trust with all in the school, and supports the staff, management and parents in their efforts to create and maintain an environment conducive to educational and personal development.



As main roles and duties, the children council listens to what students in the school have to say; it represents the students and is the voice for their opinions and ideas, consults and cooperates with all of the other members of the school community on issues that are of concern to the students, keeps the rest of the school informed about the issues being discussed, decisions taken and events planned, through the use of notice boards, or other possible way, actively tries to find out the opinions, ideas and concerns of students by carrying out surveys/questionnaires, establishes links with other schools and their children councils, helps school discipline by being involved in the planning of school policies, e.g. anti-bullying policy, helps to improve the relationship between teachers and students by keeping the lines of communication open all of the time, suggests ideas and comes up with plans to improve the school environment for students, gets itself involved in activities for the benefit of the local community e.g. social affairs, religious or fundraising etc. participates in a process that leads to proposals being brought to the wider school community.

d.3- Qualities required to be Children Council members: dedicated, confident, honest, organized, reliable, team worker, trustworthy, sincere, listener, responsible and having mutual and common interest spirit.

d.4- Analytical thinking development: To develop critical and analytical thinking skills, build capability of analysing the root causes of event or problem, form ideas and make decisions, perform investigation and write report, or to take action and communication, the project team conducted discussion session on how to implement the 5Ws and 1H (Who, What, When, Where, Why and How) followed by the 5Whys and 4Hs (Head, Heart, Hand and Health (HEAD: Knowledge, Reasoning and Creativity Competencies, HAND: Vocational/Citizenship Competencies and HEALTH: Health/Physical Competencies). These capabilities give them the possibility to organize inter-cooperative learning, meeting and debate successfully.



d.5- Children Council Meetings in primary schools technically and methodically assisted by the project team in cooperation with education staffs

	#Meetings	Total Participants	#Females
1-Pursat	7		
O-Tapong	3	48	31
Leach	4	55	24
2-Kpg Chhnang	10		
PreahTheat	5	16	9
Prey Muol	5	49	27
3-Koh Kong	11		
Cham Yeam	5	26	19
Ty RuomKhet	6	38	23
4-Siem Reap	6		
Krabey Riel	3	35	18
TrapeangPor	3	35	18
5-Preah Vihear	7		
Phnom Penh	3	21	10
Pal Hal	4	22	12
6-Kpg Cham	4		
WatThmei	2	15	9
Prey Chakkrey	2	20	13
Grand Total	41	391	213

Every Children Council has female members between 50%-60%. The project team led

participants to analyze and understand the different steps for effective facilitation of a meeting,



d.6- Quality of Effective Facilitator:

Creates the Agenda; states start and end times along with time limits for each topic; asks people within the meeting, for topics they need included in the meeting; including a brief description of their topic; has Rules and Procedures in Place and clearly defines the behaviour expected at the meeting; has participants function as teams; keeps the meeting flowing more smoothly, allowing participants to have their questions answered at specified times during the meeting; accepts each individual as valuable in his or her own right; trusts in the ability of each individual to discover his or her own solutions to problems; recognizes individual strengths and efforts to change; focuses on the individual, not the behaviour; provide feedback that focuses on observations rather than judgments; summarizes the final solution or decision; assures that all members accept the common decision.



Situation 2: Muddled and Confused Participants: Coax the speaker to re-state the point more explicitly. For example, "My understanding is that you think we should... Am I correct?"

Situation 3: The Broken Record Syndrome: Intervene to save the meeting's valuable time. "I think we all relate to your point on that issue, but another perspective would be useful. Should we hear the opinion of someone else?"

Situation 4: A Participant Makes a Habit of Providing Vague or Unclear Suggestions: Clarify the suggestions before allowing the discussion to proceed. "Could you be a little more specific? What are your plans for this idea and when do you see them unfolding?"

Situation 5: A Participant Interrupts Other Participants While They're Speaking: This may be acceptable if the speaker is being corrected on a factual error. Similarly, a humorous interjection may be useful in keeping the discussion on friendly, cooperative terms. If not, then the leader must keep control of who speaks and when. For example, "Could we have your point of view after Kusal has finished speaking? She may answer it for you if she's allowed to continue..."



Situation 6: A Participant Persistently Chatting to His Neighbor: Draw attention to the matter at hand and encourage everyone to pay attention. A direct question can be effective in keeping people listening actively. For example, "Could I ask your thoughts on Sukha's last point, Sothy?"

Situation 7: The Cynical Employee Challenging Other Participants' Ideas: Ask him to suggest a better idea. For example, "You're challenging this idea. Perhaps you could recommend something better?" Or change negativity into something positive by asking him what he thinks is good about the presented idea. For example, "Now that you've let us know what you *don't* like about the idea, tell us what you *do* like about the concept."



d.8-Function of the 8 committee of Children Council:

d8.1: Committee of Disciplines and Movement of Children's Three-Qualities:

The project team had participants reviewed and analyzed deeply the three main disciplines, individual disciplines, moral disciplines and social disciplines. Concerning the 3 qualities of children, the team insists large discussion on children-parents relationship, starting first by "La Joie de Vivre" which asks the child to always be happy with what one has and be satisfied. A child should not be always looking at what others have and what he himself does not. One should accept the situation that one is. This idea of Plato is to maintain courage, hope and confidence in succeeding his life learning and creating permanent harmony in the family. A child must then have love, respect, kindness, self-control and courage to discuss all problems with parents or family members to overcome any difficulties and to avoid following the crowd, especially when the crowd is engaged in bad/dangerous activities. Patient and hard learning is the good quality of an ideal child. Members of CC must be vigilant in realize these qualities.



Related to **Good students**, the Successful students attend classes regularly; demonstrate that they care about their grades and are willing to work to improve them; attentive in class and participating

actively and creatively in cooperative and inter-cooperative learning; do homework and accomplish all assignments on time; plan a definite time for studying every day; know the purpose of and understand each assignment before leaving class; predict the amount of time needed for each assignment; adopt peer or group learning to implement textbook reading strategy, the SQ4R, or to cooperative writing responding to a purpose. The project team reminded the CC members that according to the principles of learning style, students can gain capability rate of 10% of what they read, 20% of what they hear, 30% of what we see, 50% of what they see and hear, 70% of what they talk about with others, 80% of what they experience personally and 95% of what they teach to others. Therefore good students must try to have these learning activities done for their development.

Good friends are loyal and sticking with their friends no matter what the situation is and they can always count on each other; they respect dignity, values, interest and thoughts of their friends without making bad influence, but trying to analyze and commonly decide everything together for common progress and well-being to avoid falling down in wrong way; they are sensitive that allows them to understand the thoughts and feeling of others leading to resolve everything together in a flexible way, rid of conflict; they are honest, listeners and humorous bringing others to see things optimistically for good learning atmosphere, eliminating hopeless and depression. Good friends are openly generous in personality, character, and time and learning materials which can be shared for successful learning; they know and respect family members of both sides;

d8.2: Committee of Education and Library:

The project team brought participants to identify first the meaning of education which is the process by which people acquire knowledge, skills, habits, values, or attitudes. The word education is also used to describe the results of the educational process: Informal, formal, non-formal and vocational education. The article 26 of UDHR states that everyone has the rights to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Article 28 of CRC states that all children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. In 1960 the UN Conference at its eleven-session adopted the Convention against Discrimination in Education UNESCO, UNDP, UNICEF and the World Bank

launched Education for All in 1990 with four pillars of learning:

Learning to know: This pillar of learning implies in the first place for application of what learners have learned or known. 'Learning to know' includes the development of the faculties of memory, imagination, reasoning, problem-solving, and the ability to think in a coherent and critical way. It is '**a process of discovery**', which takes time and involves going more deeply into the information/knowledge delivered through subject teaching. 'Learning to know' presupposes learning to learn', calling upon the power of concentration, memory and thought', so as to benefit from ongoing educational opportunities continuously arising (formally and non-formally) throughout life.

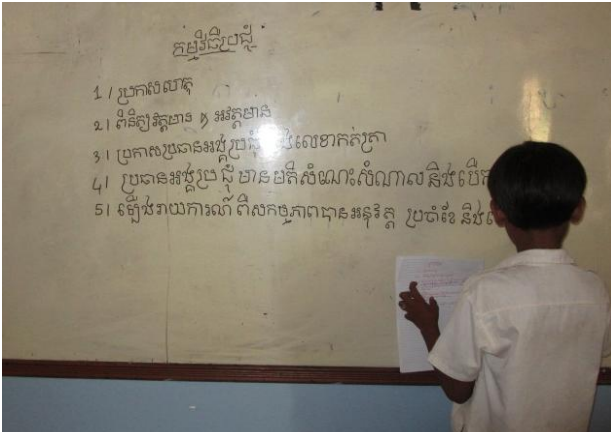
Learning to do: This pillar of learning implies in the first place for application of what learners have learned or known into practices; it is closely linked to vocational-technical education and work skills training. However, it goes beyond narrowly defined skills development for 'doing' specific things or practical tasks in traditional or industrial economies. The emerging knowledge-based economy is making human work increasingly immaterial. Learning to do calls for new types of skills more behavioral than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationship. **Learning to do** thus implies *a shift from skill to competence*, or a mix of higher-order skills specific to each individual. 'The ascendancy of knowledge and information as factors of production systems is making the idea of occupational skills obsolete and is bringing personal competency to the fore'. Thus 'learning to do' means, among other things, ability to communicate effectively with others; aptitude toward team work; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency in transforming knowledge into innovations and job-creation; and a readiness to take risks and resolve or manage conflicts.

Learning to live together: This pillar of learning implies an education taking two complementary paths: on one level, discovery of others and on another, experience of shared purposes throughout life. Specifically it implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behavior in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards

common objectives: **Stability, Peace and Prosperity.**

Learning to be: This type of learning was first conceptualized in the Report to UNESCO in 1972, Learning To Be (Edgar Faure et al), out of the fear that ‘the world would be dehumanized as a result of technical change’. It was based on the principle that ‘the aim of development is the complete fulfillment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments – as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer’. ‘Learning to be’ may therefore be interpreted in one way as learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring universally shared human values; developing aspects of a person’s potential: memory, reasoning, aesthetic sense, physical capacity and communication/social skills; developing critical thinking and exercising independent judgment; and developing personal commitment and responsibilities.

In summary, the education committee must try to make Learning to know, Learning to do, Learning to live together and Learning to be, happening substantially through cooperative learning in class and self-group learning in favorable time initiated by the committee.



d8.3: Rescuing committee and social helping:

First of all, the project team tried to bring the participants to identify the cause and effect of different forms of child abuse remarked in actual society: **Neglect** (physical, educational, emotional and medical), **physical abuse** (Punching, beating, kicking, biting, burning, breaking bones, hair pulling and shaking a baby), **fetal abuse** (absorbing during pregnancy the following: tobacco, marijuana, cocaine, methamphetamines, heroin), **sexual abuse** (Non-touching sexual abuse, touching sexual abuse and sexual exploitation), **emotional abuse** (Rejection and Ignoring, Shame and Humiliation, **Terrorizing**, Isolating and Corrupting) and **spiritual abuse** (Authoritarian and Suppresses Criticism).

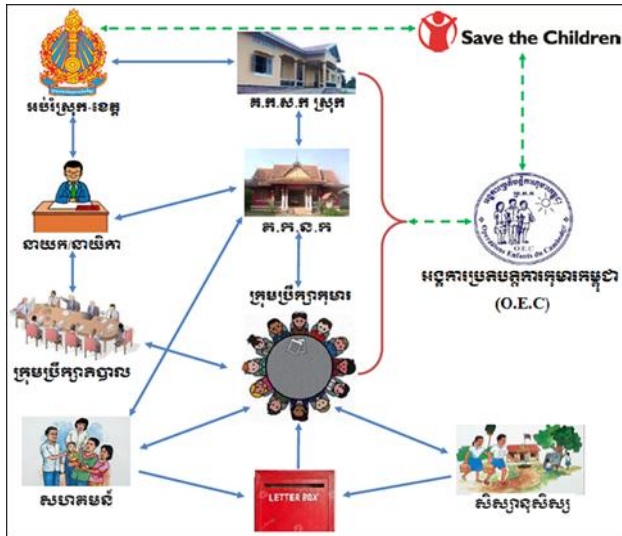
After that the working groups presented their common findings asking all members of CC to seriously pay their attention to domestic violence and reporting the case to CC president for analysis and approaching the CCWC after consultation with the board of CC that may result in conducting parenting education or direct warning with clarification of child’s rights to prevent recurrence. All information related to sexual violation require rapid signal for effective rescue depending on gravity of the case which needs intervention of communal security and police officer.

For social affairs, the committee discusses internally then consults the Board and finally decides to take action for the interest of community and children life. The participation in community activities are considered as learning to know, learning to do, learning to be later good citizens and learning to live together in peace.

d8.4: Administrative and Financial committee:

In term of administration, it is in charge of drafting policy and constitution for approbation by CC, endorsed by the Chair of leading committee and approved by the Board. It plans and schedules periodic and extra-meeting of CC with establishment of all minutes. It receives all communication and information papers wherefrom after screening, it submit suggestion or proposal to CC leading committee for examination and taking further action by participative decision making. It is a liaison body with extern unit or organization, mainly school administration, CCWC, humanitarian organization and legal NGOs. In financial affairs, it receives contribution, raises fund for specific activities in consultation with the board. The Chair of the committee with the first deputy and the Head of leading committee are responsible for putting and withdrawing money from the District Bank. It take in charge also of publishing and transmitting all official papers or instruction of School

administration, mainly information concerning abuse and violation plus successful activities of CC.



d8.5: Publication Committee: The team remind participant members of article 13 and 14 of CRC about freedom of expression and freedom of thought compared to article 35 of the Cambodian Education Law stating the Rights and Obligations of Learners, especially the right to free expression of academic views and the right to participate actively and fully in order to develop educational standards at institutional and national levels, directly or through their representatives, that are ground base for publication. Two other sources for orienting publication are **the pillar learning to be** (good analyzer, good reasoning, good critical thinker) and **the pillar learning to live together** (sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives).

The team advised Publication Committee to respect the above spirits and to submit all draft for the decision of leading committee of CC.



d8.6: Committee of Arts, Sports and Culture:

First of all project teams led participants to define Arts and Culture, so they can conduct activities properly according to their possibilities.

Art is a diverse range of human activities and the products of those activities, usually involving imaginative or technical skill. In their most general form these activities include the production of works which includes the creation of images or objects in fields including painting, sculpture, printmaking, photography, and other visual media. The purpose of works of art may be to communicate ideas, such as in politically, spiritually, or philosophically motivated art; to create a sense of beauty (aesthetics); to explore the nature of perception; for pleasure; or to generate strong emotions example songs, dance and poetries.

Culture is a term used by social scientists for a way of life. Every human society has a culture. Culture includes a society's arts, beliefs, customs, institutions, inventions, language, technology, and values. A culture produces similar behavior and thought among most people in a particular society. Culture is in the words of Edward Burnett Tylor, a British Anthropologist "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." To learn about a culture, one may ask such questions as these: What language do the people speak? What do the people of the society wear? How do they prepare their

food? What kind of dwellings do they live in? What kind of work do they do? How do they govern themselves? How do they judge right from wrong? As example Cambodia is classified in Betel Culture, while China and Vietnam are classified in Chopsticks Culture.

The team advised to organize discussion between Culture/Art committee and Education committee to determine object to be learnt or researched.

Sports are organized athletic activities played individually or in teams. Most sports can be played by men and women and boys and girls. Many people participate in sports as amateurs for personal enjoyment, the love of competition, or as a healthful form of exercise.

Team sport includes football, volleyball, Basketball. Gymnastic is physical exercise or activities. A combat sport, or fighting sport, is a competitive contact sport with one-on-one combat like boxing, Kickboxing, Judo, Karate,

Aikido and Tae Kwando called also martial art practicing for a variety of reasons: self-defense, competition, physical health and fitness, entertainment, as well as mental, physical, and spiritual development. CC members can choose practicing which one depending on their possibility and willingness. Competition inter-classes worth organizing during vacation.



d8.7: Committee of Health, Hygiene, Environment and Life Skills: To keep healthy, the team reminded participants of the Cambodian Education Law, Article 41: Right of learners and educational personnel to health checks that mean they can use freely healthcare service of the state. Being Buddhists, they must admit that people cannot have healthy life by just physically, but mentally and emotionally as well. To exercise their mind, they should read good books or stories and solve puzzles or play games. They must prioritize developing meaningful relationship by surrounding

with good friends, which make them happy and helping them develop.

A second and important ways is to use the six essential nutrient groups with good balance:

1-Water transports other nutrients to cells, carries wastes away, aids digestion and more. It makes up more than half person weight.

2-Proteins found in winged bean-seed, soybean-seed, Watermelon-seed, Sesame seed, cashew-nut, Green Peas, fish, meat, chicken, eggs, milk, and soy beans.

3-Minerals: Iron found in red meat e.g. beef and lamb. Green leafy vegetables, whole meal breads and fortified breakfast cereals; Calcium found in milk, cheese and yogurt, (low fat varieties have the same amount). Smaller amounts are found in white bread, nuts, green leafy vegetables and tinned fish.

4-Vitamins A, B, C, D, E and K found in milk, meat, vegetable and fruits, breads and cereals'.

5-Carbohydrate complete: ("starches"): breads, noodles, grains, cereals, potatoes, nuts, seeds, dried beans, lentils and peas, vegetables, and some fruits. Carbohydrate simple: table sugar, powdered sugar, brown sugar and "natural" sugars in honey, corn, and some fruits.

6- Fat provides energy and "fatty acids," and helps digestion. Too much fat can be harmful.

Concerning Hygiene, the team just made a review of their precious lessons concerning home and every daily life hygiene, especially hand hygiene, respiratory hygiene, classroom hygiene, toilet hygiene, food hygiene at home, Personal body hygiene that CC members must keep close watch and repeatedly warning children through sub-branch committees to practice permanently to get rid of any infection.

Related to **Environment**, the project team tried to describe it clearly which is the sum total of what is around something or someone. It includes living things and natural forces. The environment of living things provides conditions for development and growth, as well as of danger and damage. Living things do not simply exist in their environment. They constantly interact with it. Organisms change in response to conditions in their environment. **The environment consists of the interactions among plants, animals, soil, water, temperature, light, and other living and non-living things.** Vegetation covers a considerable portion of the earth and has an effect on weather and climate. Vegetation influences both albedo of the earth and the amount

of water vapor and carbon dioxide in the air. **Therefore we must protect the environment**, to keep it safe. The important things in the environment that we value are called **natural resources**. For example fish, sunlight, and forests. These are **renewable** natural resources because they grow naturally when we use them. **Non-renewable** natural resources are important things in the environment that do not come back naturally, for example **ores and fossil fuels**.

Article 29 (Goals of education):....“It should also help them learn to live peacefully, **protect the environment** and respect other people”. Recognizing the results and effect of the environment above and respecting the article 29 of CRC, the team asked committee member to disseminate these ideas to prevent destruction of environment, such as destroying forest and troubling water resource. Without such a feeling, the next generations **will be deprived of the bare necessities** of their existence, thus endangering the very existence of the people in the country.

The committee should also pay their attention to **“learning environment”** which term also encompasses the culture of a school or class, including how individuals interact with and treat one another, the ways in which teachers may organize an educational setting to facilitate learning, conducting classes in relevant natural or utilizing audio, visual, and digital technologies for children development, principally parents association, school administration and local authorities work harmoniously to support education.

According to UNICEF, "Life skills" are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. The team introduced Bloom's Taxonomy to develop thinking skills: 1. Remember: Recognizing, recalling; 2. Understand: Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining; 3. Apply: executing, implementing; 4. Analyse: Differentiating, organizing, attributing; 5. Evaluate: checking, critiquing; 6. Create: generating, planning, and producing. The last three are considered as higher thinking skills.



d8.8: Child Club (Young Resource)

The Children Council has in total 8 committees which are: Committee of Disciplines and Movement of Children's Three-Qualities, Committee of Education and Library, Rescuing committee and social helping, Administrative and Financial committee, Publication Committee, Committee of Arts, Sports and Culture, Committee of Health, Hygiene, Environment and Life Skills. The first-seven committee play all important roles for children development. The Child Club (Young Resource) with a president, a vice-president, a secretary and chiefs of groups become a strong body to maintain order, discipline and reinforcing the implementation of decision or instruction decided by the first 7 committees. They play roles of police of Children Council by keeping an eye on all domestic abuse at home and in school, then propose solution to the CC for further action. They take in charge of all investigation and reporting to the CC. The team have them to exercise as follows: 1-Designthe Data Collection Methods, 2- Collect the Data, 3-Summarize and Analyze the Data,



4-Assess the Validity of Findings.

Finally the project team advised CC to work in participative decision making that demands all the 8 head-committees with the Chairperson and the 2 vice-chairs study and analyze all object together and decide commonly.

2-Project: “NOURISH” supported by Save the Children and funded by USAID, starting activities from June 2014 having as objectives promoting good maternal nutrition during pregnancy, breast feeding, maintaining good health of infant and toddler by managing daily diet and nutrition hygiene.

Achievement during the starting period:

- Legalization process from national to communal level was completely performed;
- Friendly approaches with local authorities, PDRD, PHD, ODs to clarify the objectives of the program, necessary need of cooperation and collaborations to identify targeted areas and ways to succeed the program;
- Regional office of NOURISH program was completely set up within 2 months;
- Official launching of the whole program with participation of high rank of provincial officials and related service was organized in Battambang before effective operations;
- The organization has conducted a community feasibility study following the launching of the program, using all the 3 provincial team, Battambang, Prusac and Siemreap;

Next activities:

Participative management and decision making will be done responding to the real requirement and actions planned.



3- Project: “Smiling Cambodian Children”

The project “Smiling Cambodian Children” is to strengthen child - friendly spaces for child protection in Sihanouk province, funded by triple sponsors through International Catholic Child Bureau/OAK Foundation, funder of civil society organizations across the world that address issues of global, social and environmental concern, (BICE/OAK), MISEREOR, a German Catholic Bishops’ Organization for Development and Cooperation and KINDERMISSIONSWERK “Die Stern singer”, a children relief organization of the Catholic Church in Germany, starting from 2008.

a. Project Objectives in 2014

To establish 6 non-formal education classes (NFE), 6 child club (CC), 6 parents association groups (PA), 3 Child-Friendly Spaces (CFS).

b. Achievement:

b1. Creation of Child-Friendly Spaces:

Village	CFS leader	Total Students	F
Ma Ou	Rotung Samphos	20	10
Thmei	Van Chhorvy	40	23
Thmar Kieb	Rey Srey Mom	14	10
Grand Total		74	43

Children attend the three CFSs are from 3to 6 years old. Three trainings were conducted for CFS leaders, enabling them to lead children learning by playing and learning by doing. By playing together, children learn how to respect choices and are exposed to a variety of thought processes. They learn from the consequences of their actions, and then realize why they were or weren't asked to do something, learn to take control and are capable of making their own decisions. Interactions with others help develop communication skills and personality development with creativity. (Cooperative play, Competitive play, Dramatic/Fantasy play, Associative play, Physical play and Constructive play). The team led CFS leader to know how to use picture for developing analytical thinking of children. Learning materials, writing slate, chalk and educative material for playing were provided to children.

Additionally the team caused discussion on how to protect children against trafficking, sexual exploitation and domestic violence. Right of children to Development, to Participation and obligation toward community were also treated.

At the end of school term, 20 children of CFS were sent to NFE, and the other 11 were integrated into public school mainstream.



Children in CFS learn by playing, working together and interacting, to play or create something in an organized and purposeful way.



NFE class at O-Kruos built by harmonious understanding of the head of village and its villagers, initiates by the project team lack board

To prevent diarrhea, the team advice teachers to instruct their children to wash their hands frequently, especially after discharging waste. Practice safe food-handling. Always wash hands before and after handling food. Use care when preparing raw poultry or meat. Food should be cooked to the recommended temperatures. Avoid raw or rare meat and poultry. Utensils coming in contact with raw food should be cleaned in soap and hot water. Fruits and vegetables consumed raw should be thoroughly rinsed in clean water. Use water filter of boiled.

At the end of this school term, 3013-2014, fifty two NFE students were allowed to be integrated in public mainstream school.

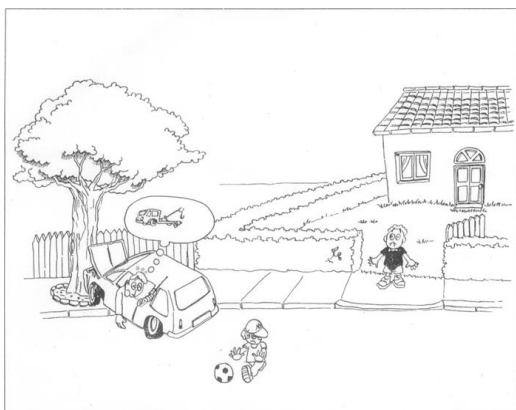
b2. Creation of NFE class:

1class in a Village	Teacher	Total Students	F
Ma Ou	Ms.Seth Chanthorn	36	16
Trapeang Rong	Ms.Pen Chanthorn	16	10
Kilo 11	Ms.Thay Sokny	35	20
Kraing Arth	Ms.Math Mayom	24	17
O Kruos	Ms. Pum Siyoeun	24	10
Samdech Ta	Ms. Soth Sophat	24	10
Grand Total		159	83

b3. Creation of Parents Associations

Parents Associations in	Name of Leaders	Total members	F
Ma Ou	Seth Chanthorn	30	24
Trapeang Rong	Pen Chanthorn	40	23
Kilo 11	Rith Nary	31	15
Kraing Arth	Math Mayom	25	19
O Kruos	Pum Siyoeun	27	21
Samdech Ta	Soth Sophat	30	16
Grand Total		183	118

The project team conducted 2 training workshops reinforcing teaching techniques and sanitation. Technically the team introduced fables for storytelling to develop listening capacity, memory capacity, speaking capacity and analytical capacity by using Socratic method and then asking students to rewrite the story. Another method was creative writing from observing a picture to develop capacity of observation, interpretation, giving opinion based on character and activities noted in the picture. The below picture caused a large discussion related to child's right and responsibilities of parents.



Circle talk with parents association to enhance parenting and improving child protection.

In 2014 four training workshops were organized, bringing parents to discuss largely the causes and consequence of physical neglect, educational neglect, emotional/psychological neglect and medical neglect, followed by good parenting and relationship between parents and

children which is an encouraging source for children learning. The team caused analysis of danger and prevention against human trafficking and against sexual exploitation. For this end PA members must work closely with CCWC and Child Club as protection network.

b4. Creation of Child Club

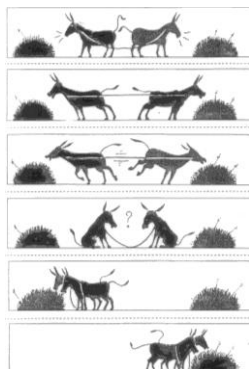
The members of Child Club are recruited from children in the village and children of NFE, among children from 5 to 13 years old. The project team organized yearly 6 training workshops followed by 6 discussion sessions.

By children-centered technique and inter-cooperation learning, the team had them analyzed successively following main articles: Article 2 (Non-discrimination); Article 3 (Best interests of the child); Article 4 (Protection of rights); Article 12 (Respect for the views of the child); Article 13 (Freedom of expression); Article 14 (Freedom of thought); Article 15 (Freedom of association); Article 28: (Right to education) and Article 29 (Goals of education).

Using Socratic techniques and some related pictures, the team led discussion on how to use these articles, what are the people having duties to strengthen these rights, what are the rights to be respected by children; in what conditions these rights are violated and with whom CC should approach for resolution.

Child Club Village	Name of Leader	Total members	F
Ma Ou	Tom Usman	36	21
Trapeang Rong	Chou Men	16	7
Krang Arth	Nhan Sreineang	24	13
Samdech Ta	Uon Thavy	24	10
Kilo 11	Tang Sreineang	40	23
O Kruos	Khemara Thida	24	10
Total		164	84

The team asked all members to keep in mind the purpose and function of CC which is to protect children rights and to socialize children for future good citizens. Many fables and Khmer code of conducts and some pictures were used to develop thinking power of CC members.



FROM CONCRETE TO ABSTRACT

- 1- Individualism, selfish with not respecting other people right is a mistake.
- 2- Mutual respect, open mind and discussion together enlighten solution.
- 3- Union and planning allow people to live together peacefully.

b5. Celebration of the 65th Anniversary International Children's Day:

On 1st June 2014, the project team in cooperation with district administration of Kampong Simar, celebrated the 65th Anniversary International Children's Day with participation of 128 people, composed of NFE teachers, PA members, and NFE students, under presidency of Mr. Seng Sinat, deputy-head of district. Starting from the theme "Together Eliminating the Violence against Children", Mr. Seng Samnang took its words by inviting all participants and villagers around to remember Khmer proverb "The Bamboo shoots will replace the Bamboo" that mean adults and parents must protect the bamboo shoot from being deformed by cutting all small branches around the bamboo shoots, allowing them to grow freely straight higher. This means we have to protect children and in other way we must clean ourselves also for good example. In the contrary our bamboo shoots will be unusable.

The project manager Oeur Kimhai began its second speech by reminding participants of demographic situation of member countries of ASEAN: **Cambodia:** 15-24 years: 21.9% (male 1,625,366/female 1,652,657); **Thailand:** 15-24 years: 15.1% (male 5,160,079/female 4,958,618); **Vietnam:** 15-24 years: 19% (male 8,974,221/female 8,400,162). This statistics show inferiority of our intellectual force against the ones of our neighboring countries that force all of us to pay more attention to building healthy families in accepting some sacrifice with a strong concept of "All for democratic children" enabling them to have strong physical, strong mind full of moral, technique, economic and socio-political capacities to replace us in the existing country connected with modern democratic world. Therefore we must create safe learning environment and protect children against all forms of abuse, especially educational and sexual abuse that cause long pain for children life. The ceremony ended after a short declaration of students representative to work seriously responding to the hope of parents and community members.



b6. Inter-cooperation activities:

In 2014, the project team attended 12 times the joint meeting organized by District Child Protection Committee (DCPC) at Prey Nop and Kampong Seila district. During the meeting every participant unit,

Health service, CCWC, district Social Affair, NGOs relevant and OEC reported to the meeting individual accomplishment, difficulties and suggestion for enhancement by collaborating activities or complementary support. The joint meetings reinforce good relationship and inter-cooperation to succeed common objectives, children in safe environment and have equal opportunity to access to good quality of education without discrimination.



Constraints and solutions:

a) During rainy season some poor NFE children followed their parents to work in rise-fields for pay. The project team advised the proper teachers to do revision with application exercises and home works, so they can gain equal capabilities with their friends constantly learning.

b) Sanitation problem: Majority of people living in targeted district have no designed toilet. They defecate outside in fields, close proximity to the living space. This behavior comes from practices and lacking of access to toilets. Eliminating open defecation is the main aim of improving access to sanitation by provision of toilet and education proving infection and other various diseases caused by open defecation. The project team propose available fund for solving this problem which may relate also to sexual violation, when a young girl goes defecating alone quietly far from living space, cause worth considering.

4- Project “Improving Equality of Opportunity and Outcome of Cambodian children”, from 01/10/2014 to 30/09/2014.

A. Project Objectives:

The project funded by Friends International has three following main objectives:

- 1,513 children and youth in 17 communes (68 villages) are adequately protected from child’s rights violations through the establishment of functional Parents Associations, Child Clubs and strengthened commune officials.
- Children victims of abuse in 17 communes (68 villages) are rescued, protected and legally defended.
- 17 parents associations and 17 child-clubs in 6 targeted districts are actively promoting general mobilization for child protection to the wider community

B. Operational Fields:

The Three-Year project is subdivided as follows:

Year I: Rukha Kiry district in Prey Trolach, Prek Chlik commune; Koh Kralor district in Don Ba, Prah Phos and Thipadei commune.

Year II: Bovel district in Ampil Pram Doeum, Kdol Taken and Prey Khpos commune; Kamrieng district in Boeung Reang, Trang and Ta Krey commune;

Year III: Sampeuo Loon district in Ta Sda, Chrey Sema and Serei Meanchey; Phnom Proeuk district in Pich Cheda, Tuol O-Baraing Thleak and O-Rumduol commune.

C. The purpose of creating Child club is to:

- Develop personality, talents and mental and physical abilities of children to their fullest potential.
- Protect and prevent children from all forms of discrimination, neglect, violence and exploitation,
- Concretize participation of children in social, cultural economic and political of the country.

D. The purpose of creating Parents Associations is to:

- Support Boys and girls to have effectively equal rights in human rights, fundamental freedoms, economic, social, cultural domain and in any other field;
- Have children recognized as ‘holders of rights’ and CRC implemented for all children living within their community;
- Allow boys and girls to have their right to participate and to be involved in decision that has impact on their lives;
- Empower children and families by harmoniously working with Child Club

members and Commune Committee for Women and Children (CCWC) bringing children to be informed about their rights and to be provided with opportunities to express their views, and to be in consequence recognized as social across both in their own lives and in society, whereby the well-being of all children is important, but priority should be given to the most disadvantaged;

- Get parents, families and communities recognized as primary caregivers, protectors and guides of boys and girls to develop their full personalities, capabilities, talents and spirit in free society;
- Take responsibilities to recognize and implement human rights of children by protecting them from being violated and commercially exploited by a third party, and then building strong learning environment for the good of all children capable of replacing adults in a prosperous future.

E. Functioning structure of PA and CC

With the reason of reinforcing existing local authorities, mobilizing communal human resources for working harmony in child protection the functioning structure of PA and CC is as below listed:

Structure of PA with 35 members selected from its 4 villages		
10 Leading committee members elected from the 35	Key persons in the PA	Roles and duties of PA
-1 President of Association -1 Vice President of Association, -1 Secretary -1 Treasurer -1 PA in charge of cultural Affairs and counseling, -1 PA in charge of all forms of violence, and -4, members	-1 communal police officer, -1 Representative of commune council members, -1 CCWC member, -1 School principal or head of secondary -1 Head of cluster	Work in accordance with: -Memory aid for training composed of detailed human rights, children rights and women rights, -Memory aid for PA development, -Guideline for PA, -Function and activities of PA -Structure of PA
Total: 6 communes = 6 PAs = 210 members		

Structure of CC with 50 members selected from 3 primary school and 1 secondary		
10 Leading committee members selected 4 from secondary and 2 from each primary school	Composition	Roles and duties of CC
-1 Club leader, -Leader's assistant -1 Secretary, -1 Treasurer -1 Cultural leader, -1 Social leader, -1 Entertainer -1 Information collector -1 Gender equality protector -1 Liaison	1 Secondary school 3 Primary schools -Each school has 10 team members of the club led by 2 team leader (1 boy and 1 girl) -The 3 primary schools select individually 2 other members for club leading committee, while the secondary school selects 4.	Work in accordance with: child's rights -Memory aid for CC development, -Guideline for CC, -Function and activities of CC -Structure of CC
Total: 6 communes = 6 CCs = 300 members		

F. Activities and Outcome in 2014

F1. Activities respecting initial objectives:

The first quarter of Year III of the project started from November 2013 to January 2014 operating in Sampov Loon and Phnom Proek district. By above structures, the team succeeded to establish 6 CCs in 6 communes of the both district, but only 1 PA in O-Baraing Thleak commune, Phnom Proeuk district, due to delay of supporting fund. The project team made great effort to organize separately in the both district two-day training for CC grouping the 30 leading committee members of its 3 communes. In total 60 CC members were trained on CC management (Function and activities, Guideline for CC). The Phnom Proek PA composed of 33 members/7F received two-day training on Human Rights, Child's Rights, Women Rights, and Law on marriage and family abuse. OEC assisted technically and theoretically PPs in its full day training workshop for 44/29F participants to comprehend children rights under the umbrella of Human Rights, using adult learning methods through concrete experience, reflection and observation and abstract conceptualization.



F2. New program responding to urgent circumstance from February 2014

From this time, the project was oriented to run the program of Family preservation; Migration and Child abuse.

F3. Working strategy:

From February to April 2014 there was delay of supporting budget for running the activities. The time was then used to produce training manuals by OEC with technical assistance from UNICEF and a specialist from Friend International, Mr. FARLEY, James who went to OEC several times for discussion together about division into parts of main sections in order, main principles and ideas to be described and checklist positioning. These training manuals were handed out to trainees during training sessions. The important chapters treated in the manuals. The three manuals elaborated by Meak Marin, program coordinator of OEC, checked by FARLEY, James of FI and doubled check by Plong Chhaya of UNECEF, were completed at the end of February 2014.

With money advanced from OEC, The team conducted first 4 training workshops treating Child abuse, Safe migration and Family preservation, well received by 4F/CCWC, 4CC members, 32LAs/12F(police officers, teachers and chiefs of village) and 105community members/35F, in total 145people/51F. Later the team conducted from March public awareness campaign discussing and analyzing the above topics in the following communes:

Date	Location	#Participants
26/03/14	Tuol Koki vl/Sdok Prevouk com/Rukkha Kiri dist.	98/59F
27/03/14	Boeung Preah vl/Preah Phos com/Koh Kralor dist	119/85F
08/04/14	Po vl/Prey Khpos com/Bavel dist	112/61F
Grand Total		329/205F

During these campaigns, to improve ownership spirit, the team allowed one CCWC to lead discussion on Family preservation, one Police officer to undertake discussion on Migration and one DCWC for Child abuse, and coordinated by project team. The sessions were discussed vividly, especially the topic of migration.



In the third quarter of Year III, 6 training were held on 19-20 May 2014 at Phnumpreok Commune; on 21-22 May 2014 at Baraingthieak Commune; on 07-08 July 2014 at Buor commune of **Kamrieng District**, then on 25-26 June 2014 at Takei Commune; on 14-15 July 2014 at Beungraing Commune and on 16-17 July 2014 at Trang Commune of **Bovel district** for the intention of **205/52F** participants (10/9F/DCWC; 5/5FCCWC; 7/0FCC; 21/1FPrincipals; 20/9Fteachers; 31/7F/Chiefs of villages; 7/0F/Communal Police and 4/0F/Key persons).

Public Awareness campaigns:

Four Public Awareness campaigns were successively organized in Sampov loun District : On 10 July 2014 at Tasda Commune; in Phnom Proek District: On 24 June 2014 at Phnumpreok Commune; on 27 June 2014 at Baringteak Commune; on 22 July 2014 at Takrei Commune for a total participants of 433/282F (Student: 151/73F; DCWC: 4/4F: CC: 3/0F: CCWC: 3/2F; Chief of Village: 6/0F; Villager/Families =241/190F; Teacher : 20/3F: Communal Police: 2/0F).

Notice:

Mr. and Mrs, Seng Dy, deputy of Rukkha Kiry district, Mrs. Khuon Savery, deputy of Koh Kralor DCwC Mrs, Mey Yon, member of Kamrieng district council, Mrs. Muon Kiry, head of Phnom Proek DCWC and Mr. Ros Kaob, head of Takrey commune and Mrs. Suong Sakan, head of DCWC of Bavel district praised the project which has chosen training subjects responding to the real need of Cambodian situation, secondly the team has methodically started first the training and completed by awareness session that enabled participants to have some notion for discussion and causing clarification compared with the problems seen in the current development, rejection of illegal workers from Thailand.





The participants in awareness campaign through public forum planned only for 300 people became 433 people, effect of having territorial officials and education staff involved actively in the project. They were very active in discussion. Respecting UDHR, article 3 about right to life, 13 about right to free movement in and out of the country, 23 about right to desired work and 25 about right to adequate living standard, comparing to the real condition, all partner members feel impossible to stop migration movement, just only trying to warn them of danger caused by trafficking and by illegal migration.

Operation Enfants du Cambodge
Project: Improving Equality of Opportunity and Outcome for Cambodian children
3PC Case Study

Name of recorder: Seng Phin, project manager
Location : Prey Khpos commune, Bavel district, Battambang province
Date of recording: 01 October 2014

Title of Story: More learning more retaining



Mr. Path Sitha, 46 years old, married and father of 3 children, was moved from Monkol Borey to be lieutenant and chief of commune Prey Khpos post, a remote area, bordering Mongkol Borei, and in a distance of 16Km from Bovel district center, Battambang province, since 1991. In quality of police officer he has attended training course in Battambang for 4 months, on subject of Criminal Code, Code of Criminal Procedure and Migration before taking position as Chief of Post.



On March 2014, he participated commonly with DCWC, CCWC member, commune council member, head of school cluster, primary school principal, head of college, teachers and head of village with key person of the village, in the training workshop treating Child Abuse, Safe Migration and Family Preservation, wherein all participants through groups working and inter-active-cooperation learning, have expressed their finding and exchanged their viewpoints vividly. Afterward, they have recognized their obligation and principal need of building strong intercommunication, cooperation and collaboration to accomplish common goal, elimination of child abuse, strengthening learning environment in the community and discouragement of illegal migration.



Later, after the end of Public Forum conducted on 8 April 2014 by project team, lieutenant Path Sitha, accepted direct interview conducted by Seng Phin, openly in presence of CCWC and DCWC. Asked, how does he see the 3 topics launched by FI and treated by OEC team, Mr. Path Sitha, answers with frank smiling that factually he had studied already the lessons in quality of police agent to maintain security, order and protect people against all criminal acts, but actually in taking post in Prey Khpos, he has noted that social environment and working spirit seem to remain individualistic and separated from each other, thinking only to one's own working domain, neglecting participation, inclusiveness and frank collaboration, that favor laissez-faire.



Arrival of OEC treating the 3 main activities, Child Abuse, Family Preservation and Migration in creating Parents Association for Child Protection, through democratic election for nomination of committee members, by mobilizing existing local community members in the project, wherein he has been elected as leading committee member in charge of Domestic Violence, is a strong stimulus awakening and reactivating all responsible persons of the commune to unite together, discussing, analyzing, finding solution, deciding and taking action commonly following clear attribution. The passivity and the idea of living according to everyone's possibility disappear. The sense of common interest and the need of working in network system and in harmony appear concretely.



Asked to show the difference before and after having participated in the project activities, especially after the past training workshop, he tells that the workshop is a forum allowing all related institutions to have opportunity to meet each other, study analytically relative problems and decide to undertake actions with active collaboration of PA, CC and CCWC, supported by communal security service. In the early 2014, around 1500 people, adult and young children migrated unlawfully to Thailand, or internally to find job in other districts or provinces. Path Sitha promises to work collaboratively with existing network to disseminate the learnt message for reducing illegal migration and inciting young children to make reasonable balance between getting immediate money but killing their future living course and accepting some present sacrifice in constant learning for a bright future.

F4. Inter-cooperative activities

On 13 November, Seng Phin, 3PC project manager in quality of honorable guest participated in the ceremony of National Day for Promoting Rural Hygiene, held in RatanakMundol secondary school, presided by Mr. ChanSopha, Battambang provincial governor with participation of local authorities coming from 5 communes, including principals, teachers, villagers and student of the lieu, a total of 650 people. The governor's speech focused on personal hygiene, classroom hygiene, school and environment hygiene plus water sanitation and domestic hygiene, followed by some competitive games to concretize hygiene activities.



On 15 November 2014, Seng Phin, the project manager of 3PC, participated in a meeting held in Provincial Office, under the presidency of the Minister Oeng KanthaPhavi going to evaluate the implementation of CEDAW and the related national laws about promoting livelihood, role and duties of women in social development in Battambang province. The participants were 12/10F from governmental services and 13/8F from local NIGOs.

On 5 December 2014, Mrs. Jutta, Country Program Officer of APLE in Battambang went visiting OEC for exchanging some working strategies and practical activities in child protection.

During the period 4-5, December 2014, Mr. Sam Phon, project assistant of 3PC went participating in the Seminar held in NGO/CRC Office, sponsored by PLAN as orientation for using Training Manual about Family wellbeing. Participating members were in total 32 persons coming from provincial NGOs.

The project team went distributing felicitation to the six district social workers from 8 to 10 December 2014, as thankfulness manner and maintenance of good relation for further opportune cooperation.

From 15 to 17 December 2014 the project team assisted TIGA project in organizing National Day of People with Disabilities in coinciding with International Day of People with disabilities. The actual celebration was organized at night 16

December 2014, starting from 6:30pm to 11:00pm in Maung Russei high school, opening ceremony by the head of Maung Russei district, followed by film projection about activities and production accomplished by the targeted people, accompanied by concert entertainment, intercalated by intellectual games awarded, and ended by distribution of award to the four best practitioners of TIGA project.

5- The project “Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS” has been supported by **KINDERMISSIONSWERK** since 2011. In 2014 the project has continued operating in Roka, Raing Kesei and Tapon commune of Sangker district, Battambang Province.

I-Purpose of the project:

The main purpose of the project is to eliminate discrimination in education and to improve the right to equal access to good quality of education by providing poorest children and children of family affected by HIV/AIDS with scholarship.

II-Objectives of the project

- To eliminate discrimination in education based on income, wealth or social status,
- To promote equal access to good quality of education and improve liberty of opportunity they need to succeed and reach their full potential,
- To remove barrier to children development and provide them with special support so that they can enjoy their rights fully,
- To reduce poverty of children family, leading to eliminate domestic forced labor that enable children to attend class regularly and having good learning atmosphere at home,
- To strengthen good parenting style in close relation with community and school administration that support effective learning effort of children in conformity with the basic rights of children,
- To respond to the best interest of young high aged children by provision of vocational training as mean of eradicating poverty,
- To repair annually 3 houses for targeted families allowing children to have good learning condition,
- To build annually 2 new houses for the poorest family,
- To build annually 3 latrines for targeted families for promoting hygiene and sanitation,

III-Criteria for selection of beneficiaries, commonly decided with CCWC:

Children 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 and having strong commitment to see a future change through education

IV-Achievement:

1- Statistics of targeted children

No	Description	Total	Female
1	Primary	24	16
2	Lower secondary	40	24
3	Upper secondary	8	2
4	University	2	1
5	Study at middle sch. health	1	1
Total		75	44


2- Strengthening children rights of human rights:

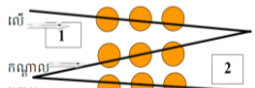
The project team used the time of supply distribution for rights education successively and progressively. Sometimes the team used storytelling, educative games or picture to deepen comprehension of important articles, especially to develop thinking power or strengthening learning discipline.



From this picture, through inter-active and cooperative learning, the team led discussion clarifying article one of UDHR about the right

to equality, men and women, and spirit of brotherhood with article 2 of CRC about non discrimination to reinforce friendship and mutual assistance for common learning success in school and at home.

1  The team allowed children to play this educative game of Gary Kroehnert by asking them to draw (1) 3 broken line segments consecutive

2  passing through the 9 dots, application of article 14/CRC about freedom of thought and article 29/CRC about development of talents and abilities

to the fullest including working skill in team. After 5minutes, the team led common discussion drawing out the following principles: (a)-One must not limit his/her thinking, but develop and enlarge it; (b)-Some problem cannot be solved internally, but needing intervention from outsider (parents, teachers, scholar or friend country); (c)-Knowledge getting from outside should serve the 3 levels of the people,

3- Strengthening parenting:



Relationship between parents and children has influenced on children learning. During supply distribution, the team

profited time to discuss friendly and honestly with parents in the view of improving parenting successively. The team used this picture to raise discussion about emotional neglect that affects children learning and to remind all parents of article 18/CRC stating that parents have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern. Therefore parents not dispute against each other in face of children. They are invited to keep good familial atmosphere for joyful learning.



With the second picture, the team asks parents to observe familial atmosphere of the family,

estimate time and then try to guess its feeling. Finally lead them to draw out that parents should have a time gathering all family members in a suitable place, complimenting children for their good qualities, communicating positively with children, allowing children to tell their school or homework and involving in children work, if possible. After a short time disperse children to do individual homework. This meeting is a way to build familial harmony and ensure children that the parents love them.

4- Building capabilities of weak children:

Majority of poor children do not have good living condition, with parents incapable of assisting them learning, and sometimes bearing emotional neglect, are weak. The project team, after reading their school report book and getting clear promise of making effort supported by proper parents, accept to allow some weak children attending remedial class for attaining similar capabilities of their classmates, heightening their hope and regular attendance. The subjects opted for learning are Khmer, English,

Math, Chemistry, Physic and Biology. Depending on their real weakness noted in their school report book, some learn only one subject, some others learn several subjects depending on their choice.

List of students attending remedial class

Cycle	Grade	# learners	#Subject	Total
Primary	6	3	1	3
Secondary School	7	6	2	6
	9	22	5	22
	10	6	4	6
	11	2	4	2
	12	1	4	1
Grand Total				40

Remarks: students in upper secondary school nearly to undergo Baccalaureate seek to learn many subjects.



The Project Manager accompanied by social worker visited the remedial class at Tapon

5- Medical examination

Recognizing that a healthy mind exists in a healthy body, the project accepted to pay examination cost to have a monthly rotating round of 9 students examined by communal clinic. The clinic supported medicine for treatment.

List of students presented to medical check up

Disease	# students	Remarks
Bladder inflamed	1	
Temporal bone inflamed	1	
Nose inflamed	4	
Having worms	6	
Catching flu	10	
Throat inflamed	5	
Stomach inflamed	9	
Dermatological	2	
Fatigued	5	
Pale	3	
Headache	11	
Catching caught	1	
Asthmatic	1	
Total	59	



6- Provision of bimonthly food supply

To alleviate familial expense and to keep children in normal physical growth and healthy, allowing them to attend classroom regularly for self-development, the project provide them with bimonthly food supply as below listed:

Quantity of food supply in 2014

No	Name of items	Unit	Quantity	other
1	Rice	Kg.	6,540	
2	Soybean Sauce	Bt.	436	
3	Frying oil	Bt.	363	
4	Sugar	Kg.	436	
5	Can Fish	Can.	722	
6	Salt ion	Sag	430	
7	Garlic	kg.	73	
8	Body soap (Lux)	Piece	148	
9	Fish Sauce	btle	73	
10	Dried White Radixh	sag	73	
11	Detergent	Sag	1387	



7- Provision of Learning materials

To improve student motivation to attend classroom and learn effectively the project provided them with enough learning materials, uniforms and bicycles for the ones staying far from school as below listed:

Items	Roka	Tapon	Reang kесеi	Total
Uniforms	25	25	25	75
Shoes	25	25	25	75
Note books	300	300	300	900
Blue pens	315	315	285	915
Red pens	140	140	140	420
Pencils	90	90	80	260
Rulers	25	25	25	75
Rubbers	29	29	30	88
Erasers	35	35	31	101
Bicycles	5	5	5	15



7- Housing and sanitation

In thinking to children interest, exactly to their development through education, a suitable shelter for sleeping and learning with good sanitation is needed. Therefore, the project accepted to repair 3 houses and build 2 new houses for the poorest families in targeted communes, plus 3 toilets to enhance sanitation, eliminating infection caused by open defecation.



8- Improving life standing through income generating

Good life standing creates familial harmony and strong parents-children relationship that open joyful atmosphere for children learning. Therefore the project provided 25 poor families with capital grant for income generating activities (18 raising chicken, 3 raising pig, 2 practicing cow cooperative and 2 for grocery merchants) after attending a training workshop of 2 days/a commune about technical farming and familial financial management.



V- Learning result:

Amongst the 75 beneficiaries, 72 gained their promotion, only 3 children failed. Factually 96% got satisfaction in learning, a proof showing to other children in the district that poverty is not really obstacle to learning, when students have firm determination, strong personal discipline, supported and encouraged by generous organization and healthy family.

6- The project “Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS” has been supported by SCHMITZ STIFTUNGEN since 2007.

I- Objectives of the project in 2014:

To strengthen access of poor children and children of family affected by HIV/AIDS to quality of education and eliminate illiteracy:

- To promote liberty of opportunity and right to development by provision of learning facilities to children in difficult condition permitting them to attend regularly daily classroom.
- To eliminate discrimination in education based on social status, gender or living condition by reinforcing friendship, mutual assistance, tolerance through deepening of basic child’s rights during circle discussion, the time of food supply distribution.
- To strengthen individual, familial, school and social discipline of targeted children for effective learning and participation in communal activities.
- To improve relationship between children and parents through common discussion on good parenting and on the role and duties of children toward parents in order to build living harmony and eliminate all forms of domestic abuse and neglect. Especially in this year, to make large campaign on safe migration and danger of illegal migration plus strong hygiene to avoid EBOLA.
- To assist weak pupils by supporting extra class fee, depending on their weakness and choice of learning subject for strengthening their learning capability.
- To maintain good learning condition of targeted children by conducting monthly medical check at a rotating number of 5 children from each commune, with additional hygiene and sanitation campaign for health care development, in the families, allowing children to learn with clear mind, and to conduct public talk about nutrition and prevention against disease and infection.
- To support bimonthly food supplies for 60 targeted children.
- To provide annually targeted children with a shirt, cut for pay by former targeted young girls, and learning materials.
- To allow project team and social workers participating in the monthly staff meeting in OEC office, which will be followed by their own monthly assessment for alternative objectives.

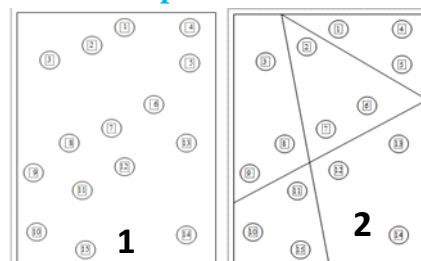
II- Targeted Areas:

The project operated in 2 communes of Ek Phnom district: a-Prek Khpop commune (Village of

Prek Sno, Sna Pimuk, Prek Khpop, O-Kambot and Khvett) ; b-Peam Ek commune(Village of Peam Ek, Chong Chdor, Ta Korm, Kok Dong, Kong Tum and Ang Pheah).

III- Strengthening learning effort and good parenting

a- Developing thinking power and discipline of children:



The project team used successively and progressively distribution time of bimonthly

food supply to introduce education game, reading picture or fable for circle talk building skills in team work and critical analysis, including deepening important children rights. The Tennis Balls above of GARY KROEHNERT asks participating groups to divide the 15 tennis ball in (1) into 5 groups; each contain 3 tennis balls, by using 3 broken line segments.

Ten minutes later, ask the group finding solution (2) to demonstrate followed by common discussion, and then leading to draw out the following lessons

- The game develops capability of making decision;
- One must find out solutions responding correctly to the conditions of the problem;
- The group’s members in (2) tell that one must choose staffs or employees who have capabilities serving the assignment, but not sincere friends or relatives (not 1, 2 with 3).



Presenting the disputing picture to students, ask them by brainstorming to find the consequence for the both, winner and

loser (physical, financial, moral and learning). After discussion and synthesized by the project team, using Socratic technique, lead analysis to draw out the following disciplines for good students in recalling article 1/UDHR, “ human being should act towards one another in a spirit of brotherhood” .

-Cooperation: Working together for the good of all.

-Honesty: Being truthful in your thoughts, words and actions.

-Kindness: Being considerate and thoughtful towards others.

-Respect: To treat everyone fairly and with understanding.

- **Responsibility:** Being accountable for your own thoughts, attitudes and actions.

b- Strengthening parenting:



Sometimes, during food supply distribution, the team tried to strengthen parenting. The project team distributes this picture to parents and then asks them how do they feel when observing these pictures?

The team leads them to read out the meaning of each picture and then bring them all by Socratic ways to come out with the following qualities: Enjoy Each Other; Never Fight in Front of the Kids; Encourage Sibling Harmony; Be Flexible; Showing love in small ways every day; Looking for the positive instead of the negative; Creating a positive environment in the home; Remembering and celebrating birthdays and special occasions; Listening carefully, without distraction; Helps eliminate isolation, loneliness, and alienation; Walking, shopping or hiking together in family. These qualities are to create happiness in the family and psychologically to encourage children to enjoy learning.

IV- Food supply

Food makes children live and grow. Nutrition is essential to healthy child development. Healthy children who continually receive proper nutrition will thrive developmentally, while malnourished children may suffer problems in physical, cognitive and behavioural development. Children of poor people face insufficient food that affects their learning. Recognizing this problem, the project assists them in providing complementary food to support them physically and mentally allowing them to attend class room regularly.



ANNUAL QUANTITY OF FOOD SUPPLY

Nº	Food	Quantity
1	Soy sauce	480btles
2	Sugar	480Kg.
3	Can fish	960cans
4	Fish sauce	120btles
5	Frying oil	390btles
6	Detergent	480bag
7	Toothpaste	480units
8	Toothbrush	120units
9	Rice	5,400Kg.



V- Health care for children

To attend classroom regularly and learn with good result, children need to be in good health. From this idea, the project organized monthly rotating medical checkup by having 5 children from each commune checked, checking fee paid by the project, but medical treatment by communal clinic.

ANNUAL HEALTH STATUS

Nº	Type of disease	#Patient	Remarks
1	Throat burned	5	The communal medics have treated and rehabilitated all patient children with delivery of individual health book for further consultation
2	Intestinal worms	21	
3	High fever	0	
4	Powerless	4	
5	Catching cold	19	
6	Head ache	6	
7	Rib pain	2	
8	Eyelid burnt	1	
9	Catch cough	0	
10	Abdominal pain	2	
11	Fatigue	1	
12	Insufficient sugar	1	
Total		42	



VI- Remedial class

In general people have no equal intelligence quotient. The living condition and the learning facilities are also factors influencing learning capabilities. Poor children are remarked to be weaker than children of high living condition. In the view of enhancing learning capacity of the poor children, the project allowed 27 weak students, selected by examination of their school report book, to attend remedial class according to their choice of subject to learn. This offer encourage them a hope of gaining equality with other classmates, that can create self-confidence and dream for good future,

List of students attending remedial class

Cycle	Grade	# of learners	# of Subject	Total
Primary	5	2	1	2
	6	2	3	2
Secondary School	7	2	2	2
	8	2	1	5
		3	1	
	9	5	3	9
		4	2	
	10	2	2	2
	11	3	5	3
	12	2	4	2
Grand Total				27

VII- Learning materials and uniforms

To alleviate parents expense and motivate children to learn effectively the project provided them with learning materials, clothes and bicycles for the ones living far from schools, decided by consultation with CCWC.

Annual materials distributed

Items	Prek Phpo ;	Peam Ek	Total
Uniforms	30	30	60
Shoes	30	30	60
Note books	270	270	540
Blue pens	90	90	180
Red pens	60	60	120
Pencils	90	90	180
Rulers	30	30	60
Rubbers	30	30	60
Erasers	30	30	60
Bicycles	4	1	5



VIII-Learning Result:

In 2014, after noting the failure of children, one failed his exam at the end of lower secondary school and two the exam of baccalaureate, the project team awaked the attention of all concerned children and parents during the day of distribution of food supply to remember article 5 of CRC concerning responsibilities of parents to direct and advice their children to exercise their rights in a manner consistent with the evolving capacities of their children. They should assist children to develop their personality, talents and abilities to the fullest in conformity with article 29 of CRC. Good parenting can save children from failing their study. If the unfortunate three children had worked hard by understanding this idea, they would not have failed their study. The project team urged children to have good dream for future by keeping in mind that Schmitz-Stiftung has also provided strong children with scholarship to continue learning in university which is a good bridge for children already inscribed in the present project which should make great effort to use this opportunity for their bright future. The team encouraged the 3 children of grade 12 in the present school year 2014-2015 to make their effort with solid determination to pass their baccalaureate at the end of school term.

IX- Constraint and solution

According to Cambodia Economy Profile 2014, approximately 4 million people live on less than \$1.25 per day, and 37% of Cambodian children under the age of 5 suffer from chronic malnutrition. More than 50% of the population is less than 25 years old. The Cambodian Government is working with bilateral and multilateral donors, including the Asian Development Bank, the World Bank and IMF, to address the country's many pressing needs; more than 50% of the government budget comes from donor assistance. Cambodia's poverty still touches much of the population who struggle to survive on their meager incomes. The migration for work in the country nearby creates attraction and causes also problem for young learners.

Facing these problems, the project team makes great effort based on morale, psychology and world development, inciting young children to have large vision and conception for a bright future positive change, coming from their present sacrifice by constant and patient learning in taking Aesop and Abraham Lincoln as ideal model.

Cases Study

I

Name of beneficiary student : Rith Supharos
Name of staff recorded : Lek Hay
Location : Prek Chdo village, Peam Ek commune, Ek Phnom district.
Recording date : 25 December 2014

Title of Story: People do not live for suffering



Rith Supharos, 16 years old, is the eldest among four daughters of Mr. Van Rith and Mrs. Sok Suphann, farmers with low income. Supharos has been selected to benefit from Schmitz-Stiftung's scholarship since 2012. She is now in grade 10 of school term 2014-2015.

Asked how does she feel about her present family standing, Supharos answers with a smile that all people have not the same living standard because of different social status, some have good standing coming from their inherited position, others become rich by their own achievement due to capabilities and possibilities of running their business. As a daughter of farmers, I must be content to accept my real situation. What I am always joyful in learning comes from clear comprehension of children rights that all children, poor or rich, have the right to be free from discrimination and have equal right to access to quality of education. All my classmates work with a spirit of mutual assistance for common development that encourages me to continue learning hopefully.

Asked about effect of poverty on her study, Supharos explain that every one cannot quit or go out of him/herself to be in a new position. Therefore all people must be content with their lot but to know how to use their rights by imitating strong model people as having learnt from the stories told by the project team, Abraham Lincoln and Easop. Additionally the generous assistance of Schmitz-Stiftung is really an encouraging source for my determination to constant learning. In consequence I would like to express through OEC my grateful thanks to Schmitz-Stiftung who has large vision in strengthening equal access to education by supporting Cambodian poor children.

Case Study

II

Name of beneficiary student : Deap Kamsan
Name of staff recorded :Lek Hay
Location : O-Kambot village, Prek Khpop commune,
Ek Phnom district.
Recording date : 25 December 2014

Title of Story: God helps the one who helps oneself.

Deap Kansan, 19 years old, eldest among 6 children, daughter of Mr. Meak Diep and Mrs. Chea Kamsot, living in O-Kambot village is actually in grade 12, beneficiary of Schmitz-Stiftung's scholarship. Her parents practice daily work as sub-branch of cake maker with an income for just living.



Asked about effect of her daily work assisting her mother in producing a quantity of cake responding to the order, Deap Kamsan answers conscientiously that all children should be grateful to parents by assisting them in daily work or providing them with necessary service to please or make them feel happy. It is then my obligation to assist my mother for subsistence of the family. In fact, my mother does not use me in all producing time; she allows me to have enough time for my home learning.

Speaking about fatigue which can be caused by assisting her mother, Deap Kamsan explains that by habitude of regular work with satisfaction and love, I do not feel any fatigue. In the contrary, I feel happy to having done that and I start learning with clear mind at home or in classroom. Comparing with children from wealthier families, I must endeavor to work hard with great patience, expecting to succeed my baccalaureate at the end of school term.

When asked what she think of Schmitz-Stiftung, Deat Kamsan answers with a smile: I am pleased to express my grateful thanks to OEC and Schmitz-Stiftung for choosing me as scholarship holder. I promise to learn seriously responding to the valuable generosity in a hope of getting again my scholarship for the future university which will allow me to choose optional learning subject responding to labor market.

7-The Project “Promoting Rights to Development for Children of Incarcerated” is supported by Kinder MISSIONWERK.

a- Project Purpose: To fulfil the right to protection and to development of incarcerated people’s children, permitting them to enjoy equal access to good quality of education, health care and recreation without discrimination based on any ideas.

b-Targeted areas: The ground floors of the projects are prison in Battambang, Pailin, and Banteay Meanchey province and their surroundings in which some children of incarcerated are placed.

c- Targeted children: Children living with their parents in prison and children placed temporarily with relative or caregiver in the villages except children in foster care or in wealthy family.

d- Project Objectives:

- To establish MOU with related official services for organizing non-formal class or safe learning space in targeted prisons;
- To create free learning opportunity and friendly space for children following their parents in prison, respecting equal access to quality of education;
- To build self-confidence and self-esteem of children following their parents in prison, free from the charge on their parents;
- To assist children of incarcerated, placed with relative or caregiver not wealthy, allowing them to access to education;
- To participate with national and international agencies for improving learning condition of incarcerated people’s children.

e- Activities and outcome:

e-1. Statistics of children of incarcerated

Battambang, living with care takers			
#Children	Age	#Care takers	Grade
17	6 to 15	10	1 to 9
Banmteay Meanchey, living care takers			
22	6 to 15	10	1 to 9
Pailin, living with care takers			
25	6 to 19	10	1 to 9
Total			64 children

To serve the right to education and the right to development especially to eliminate discrimination in education, the project improved liberty of opportunity of the children by providing them with annual learning materials and monthly food supply encouraging them to continue learning with confidence and emotionally calm.

e-2. List of Annual food supply:

No	items	Unit	Qty
1	Rice	Kg.	3,190
2	Soy Sauce	Bt.	311
3	Frying oil	Bt.	310
4	Sugar	Kg.	310
5	Fish Sauce	Bt	311
6	Salt	Kg.	263
7	Milk powder	can	3 for baby in the prison



e3. Learning materials distributed

- 1-Note books = 676
- 2-Red pen = 192
- 3-Blue pen = 500
- 4-Pencil = 258
- 5- Ruler = 64
- 6-Rubber = 128
- 7-School bag = 64



e4. Child’s right education:

Profiting the time of food distribution and follow-up, the project team caused discussion directly with the concerned children and their care takers in making interpretation on the below principal rights of incarcerated children:

- Children of incarcerated people have the right to:
- Be kept safe and informed at the time of their parent's arrest.
 - Be offered and/or their caregivers basic information about the post-arrest process.
 - Have the right to be heard when decisions are made about them.

- Have the right to be considered when decisions are made about their parents.
- Have the right to be well cared for in their parent's absence.
- Have the right to speak with, see and touch their parent.
- Be supported by supporting their caretakers.
- Have the right not to be judged, blamed or labeled because their parent is incarcerated.
- Have the opportunities to communicate with their parent and support each other.
- Have the Rights to Development.

e5. Improving life standing of the care takers

With the idea of improving life standing of the care takers which can parallel improve nutrition for the placed children, allowing them to develop their learning, the project provided the care takers with capital livestock as below listed:

1-In Battambang: 8 families: 2 raising pig and 2 raising chicken.

2-In Banteay Meanchey: 5 families raising chicken

3-In Pailin: 5 families raising chicken.

In total, 8 families accepted to improve their life standing through livestock raising, getting from the project animal capital in a cost individual equal to \$50.00. To ensure success of their feeding for generating money, the project organized in every targeted province a full day of training workshop treating animal farming followed by preventive measure against disease and infection including vaccination and studying symptom. Simple financial management was also discussed and analyzed insisting mainly on capital, buying price, expense and duration for feeding, determination of selling price and determination of benefit.



e5. Learning Ruslut

At the end of school year 2013 – 2014, the children placed with care takers; by supporting food and learning materials from Kinder MISSIONWERK succeed to get promotion as below listed:

Grade	1	2	3	4	5	6	7	8	9	10	11
Battambang											
→		0	2	3	3	2	1	2	4	0	0
Banteay Meanchey											
→		4	4	3	3	1	3	2	1	1	0
Pailin											
→		10	2	4	1	3	1	3	0	1	0
Total		14	8	10	7	6	5	7	5	2	0
Grand Total: 64 children											

General impression:

1-On 8 December 2014, Mrs. Peou Samnang, former seller of drug, imprisoned for 2 years, was liberated from Battambang prison. Arriving home, when meeting the project team, she addressed great thanks to Kinder MISSIONWERK for its humanitarian generosity in entrusting OEC to go assisting materially and psychologically her 2 daughters in their study with school success.

2-On 28 December 2014, Mrs. Nang Kim On former seller of drug, imprisoned for 2 years, was liberated from Battambang prison. She expressed grateful thanks for Kinder MISSIONWERK allowing OEC to go supporting her 2 children attending grade 7 and 9 of Allung Vill lower secondary school, the time where she was in prison.

3-On 20 December 2014, Two women, Mrs. Mom Man and Sam San, imprisoned for 2 years, were liberated from Pailin prison, Reaching home, they felt very happy by seeing their children succeeding to get promotion. They expressed their deep thanks to Kinder MISSIONWERK through OEC for the assistance in education.

4-On 3 September 2014, Mr. Kaong Ha, former drug seller, imprisoned for 2 year was liberated from Banteay Meanchey prison. At his liberation, he received information from his 2 children in grade 1, about assistance of OEC funded by Kinder MISSIONWERK, permitting them to learn successfully. He presented then his thankfulness to Kinder MISSIONWERK having supported their children learning. Without that his 2 son would have no possibility to learn in equal access to other children in the same village.

Conclusion

The project has been welcome by local authorities, the concerned incarcerated people, the families of prisoners and children themselves which have a chance of learning without interruption. The main effect is the elimination of discrimination in education, and the promotion of equal access to education, now accepted by people of the lieu.

II- PEOPLE WITH DISABILITIES AND LANDMINE VICTIM/SURVIVORS EMPOWERMENT PROGRAM (PWD/LVS/P)

The PWD/LVS/P is to improve: economic, social, cultural, standing and human rights of people with disabilities, including landmine victims and survivors, opening opportunity of their children to enjoy their rights to access to good quality of education. This program comprises presently the “Socio-Economic Reintegration of Landmine People Survivors” supported by Adopt-A-Minefield; the “Towards Sustainable Income Generation Activities for People with Disabilities and their Families” TIGA II, supported by EU and the “Svenska PostkodStiftelsen” which is to promote a positive and sustainable change for mankind and nature by supporting organizations and short-term projects that work towards a better world

1-Socio-Economic Reintegration of Landmine People Survivors supported by Adopt-A-Minefield is the second prolongation project from 1st April to 31 December 2014 and the final term.

a. Project objectives:

To Promote welfare of PWDs, landmine/ERW victims through provision of quality rehabilitation, social services, life skills, education for children, emergency support for new victims and disseminating public awareness of national and international convention on disability, law on disability, children’s rights of human rights in target areas (MOUNGRUSSEY, SOMPLOUN, SOMLOT, BOVEL, RATANAKMONDUL, KOHKRALOR, 6 districts of Battambang province, Pailin province and Malai district of Banteay Meanchey province).

b. Total Statistics of Targeted People

District	From 2010 To 2014	1leg cut	2leg cut	1 arm cut	2 arm cut	o ther s
Pailin	60/2f	55	1	3	0	1
MoungR ussey	60/2f	53	0	7	0	0
Malai	60/1f	56	2	0	0	2
Sampovloun	60/3f	45	1	4	0	10
Bovel	60/4f	42	2	4	1	11
Samlot	60/0f	55	2	1	0	2
Ratanak Mondul	60/0f	52	2	4	0	2
Koh Kralor	60/4f	52	1	1	0	6
T O T A L	480/15f	410	11	24	1	34

From April 01, 2014 to Dec 31, 2014, second prolongation and final term, the project team worked with existing beneficiaries by only supporting physical rehabilitation, intervention to new ERW victims, provision of school materials to PWD's children and follow up income generating activities of PWD, with giving consultation and counseling.

c. List of PWDs received rehabilitation service from 1st April to 31 December, 2014

Target Districts	Artificial leg
Pailin	4
Moung Russei	5
Bovel	3
Samlot	1
Ratanak Mondul	3
TOTAL	18

All PWDs going to provincial rehabilitation center benefit from OEC their round-trip fee, with support of \$1 per day to his/her family during his/her stay in rehabilitation center. Specially, for the new victim of landmine explosion, the project pays primary medical care of \$50, the transport from accident place to hospital, \$15 and rice support to family for 3 months, \$25.

d. Assistance to victims of new explosion

In the period from 1st April to 31 December there were 7 new explosions in the following places:

1. Village O Lmoun, Phlov Meas commune, Rattanak Mondol district caused 1 injured man and 1 dead man.
2. Reaksmei Sangha, Reasmei Sangha, Rattanak Mondol district caused 1 injured man;
3. Sre Thnot, Treng, Rattacak Mondol caused 1 dead man;
4. Trav Chou, Sirei Meanchey, Sampoue Loun caused 2 injured men;
5. Ta Chen, Ta Kream, Banan caused 1 injured woman;
6. Ang Roloem, Po Tavao, Pailin caused 2 injured men and
7. Chnok Roka, Samlot, Samlot caused 1 injured man.

After getting information from communal authorities, the project team hurried to see the family of the victims presenting condolence or sorrow at their loss or pain in making sadness part of \$140.00 for each family. In return, all the families

expressed their grateful thank to AAM for alleviation of their pain through OEC.

e. Education

With recognition that education is a fundamental base of all development and in participation to achieve the Cambodian Millennium Development Goal 2, the universal nine-year basic education by 2015, the project team assist PWDs by providing their children with necessary learning materials: In this school year term, 2014 - 2015, the project supports school materials to PWD's children, in total 299/112 female with 2463 note books, 677 blue pens and 405 red pens.

f. The last follow up activities

This period is the last and final activities of OEC team working in the project funded by AAM since 2004. Therefore the main activities are to reinforce Landmine Victim Survivors' morale and their continuous development. The team brings them to acknowledge that all project has an end and no one can support them for all their life. AAM gave us an opportunity of starting with enough practical time for continuous development and sustainable livelihood. Day by day, the team reminded them of what having learnt to keep all in mind for daily life activities. Successively the team caused discussion on Universal Declaration of Human Rights, Convention on the Rights of Persons with Disabilities, Cambodian Law on the Protection and the promotion of the Rights of Persons with Disabilities already learnt and clearly understood that remain always basic ground for their living with dignity and integration in social and democratic society. They must remember that the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights specifically guarantee the right to equality before the law. Article 12 of the Convention on the Rights of Persons with Disabilities further describes the content of this civil right and focuses on the areas in which people with disabilities have traditionally been denied the right. Article 3 of the Convention on the Rights of Persons with Disabilities enumerates the following General principles: a. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; b. Non-discrimination; c. Full and effective participation and inclusion in society; d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; e. Equality of opportunity; f. Accessibility; g. Equality between men and women; h. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. Factually the second and last

prolongation of the project become a favourable period for revision of all rights protecting persons with disabilities, encouraging them to run peacefully their own business without fear of any unreasonable pressure, but allowing them to participate in social, cultural, economic and political activities of the communities peacefully and with dignity.



g. Conclusion and Message of LVS

The 480 LVS/15f having chance participating in "Socio-Economic Reintegration of Landmine People Survivors" supported by Adopt-A-Minefield have now improved their life standing, thanks to rights education, provision of fund for starting own business and giving water source for safe drinking, facilitated by AAM. During friendly talk along follow up, they asked OEC to transmit to AAM their grateful thanks for generosity improving Cambodian LVS' life, the same to OEC organization and its staff, which worked with patience and great effort to reach them.

2- The project "Disabilities and Livelihood Services Access in Cambodia"

has been supported by EU/DFID through Handicap International, **TIGA II** which enters in its 4th year, operating in 4 districts of Battambang province, Bovel in 4 communes, Thmor Kaul in 3 communes, Banan in 5 communes and Maung Russei in 4 communes.

a. Criteria for selection of beneficiaries

First of all, the project team in collaboration with district social affairs, district women affairs, district agricultural service, commune council and communal disabled representative person establishes criteria for selection of targeted groups:

- Person having fixed installation registered by the commune, PWDs or family member of PWDs
- Proving their firm determination to improve their life standing;
- PWDs or PWDs' family members having large dependents in household,
- Adults or young people from 16 year old

The person with disabilities unable to run the business by him/herself entrust his/her family member to run the business for his/her interest.

b. Statistics of beneficiaries

Commune	#PWD	#F/PWD	TOTAL
Bovel district			
4 communes	64	16	80
Thmor Kaul district			
3communes	19	23	42
Banan district			
5communes	35	39	74
Maung Russei district			
4 communes	52	22	74
Grand Total	170	100.	270

c- Technical training

To succeed the project and respond exactly to the real needs of the community member, especially to PWDs or their family members, the project team subdivided the training in 4 categories as below listed:

c1. Training workshop for Peer

The project team organized 3 full-day of training workshop for 11 peer in Maung Russei focusing mainly on planting pine apple and sugar cane, soil preparation; selection of healthy sugar cane and pineapple plant; how to split the sugar cane stems into foot-long pieces; how to dig furrows in a sunny planting spot; how to fertilize the sugar cane with nitrogen and cutting procedure. After the training the project team brought the trainees to go seeing the successful farm practiced by the experienced farmer. Finally the trainees got individually from the project a starting capital of \$75.



c2. Community Vocational Training

The project team in cooperation with territorial authorities selected targeted groups in the 16 communes, and then organized vocational training workshop according to their choice. Majority of them opted to practice family farming (Vegetable and livestock). To provide them with clarity and good practice, the project team invited agricultural specialists to conduct the workshop. The subjects treated focused mainly on the following:

- Pig raising: The trainer insisted on selection of, Kinds of pig which eats very well; making a lot of noise while eating; long body or slim; a broad breast; short mouth; robust bottom; smooth quality to its hairs and clean skin; it wags its tail frequently; its ears stand upright; its tail thin, long and dangling behind. About shelter they were advised to keep clean, open to fresh air, space large enough for 2 or

3 pigs to live together, or for 2 hogs to live easily, approximately 3m x 4m, with straw roof and concrete floor to ease cleanliness. **Total trainees: 79 people.**



Feeding

Healthy food for pig does not require artificial pig food with chemicals to speed up their growth. Let them eat vegetables and grass and weeds. For hogs farmers should provide them with well-balanced diets. Carbohydrates from corn and green plants provide energy. Meals made from soybeans, linseed, cottonseed, peanuts, fish and meat scraps, tankage, supply protein. Tankage is a feed made from the bones, tendons, and other parts of animals.

Diseases

The most common diseases that attack hogs include respiratory infections, flu, and digestive disorders that cause diarrhea. Mange is a skin disease caused by tiny organisms called mites that burrow into the hog's skin. Hogs also may become infested with lice. Farmers kill mites and lice by spraying hogs with insecticides. Pork infested with trichina worms can cause the disease trichinosis in people who eat the pork. Proper cooking of pork kills trichina worms. Hogs infested with trichina worms are rare.

- Chicken raising: The trainer advised the participants to choose Asiatic class chickens which have large birds with feathers on their shanks and feet. The three Asiatic breeds, Brahmas, Cochins, and Longshan have red earlobes and lay eggs with brown egg. Generally, chickens selected to produce meat have larger bodies than do chickens selected to produce eggs. Larger birds yield more meat but tend to produce fewer eggs than do smaller birds. Additionally, the trainer made in detail the prevention against infection and disease, beginning first by studying symptom of Avian Influenza, Ornithabacter (ORT), Colibacillosis - Also known as E-Coli or Cellulites, followed by treatment of diarrhea, rout, gape, scaly legs and vaccination.

Total trainees: 98 people.





- **Vegetable farming:** The trainer asked participants to know market and customers, and then to start growing vegetables that are popular with people in the area. They must select vegetable seed which produce quality of vegetables good for having best way to sell them to customers. All crops require nutrients (nourishing substances) and water to grow. Soil supplies most of the nutrients. It also stores the water that the crops need. Crops take root in the soil and absorb the nutrients and water through their roots. Therefore, the trainer insists on preparation of soil, watering in accordance with variety of vegetable. The trainer demonstrated also the process of making compost, a kind of soil conditioner made from partly decayed plant material. Gardeners mix it with the soil to loosen the structure of the soil. Most compost also provides nutrients (nourishing substances) to the soil. Vegetable planted by using compost is more popular than the one using chemical fertilizer. **Total trainees: 8 people.**



- **Seasoning farming:** Maize is the second important crop after rice. Trainer gave instruction of Soil Management for Baby Corn. Baby corn grows well in a wide range of soil types but it thrives best in loose soil, which drains well. A suitable soil for baby corn has a wide pH range, from 5.5 to 7.0. It can also grow in quite very acid soil, but cannot grow in wetland with low drainage. As for temperature, the plant prefers full sunlight necessary to its growth. Consequently, successful growth requires a minimum average temperature of 72 or 75 °F. Nevertheless, when daytime temperature exceeds 85°F, baby corn may be injured, and have to suffer slow growth. It can be grown before and after rice in paddy field or in irrigated rolling upland.

- **Seasoning plant: First crop:** Planting during late April to mid-May and harvest during July until September. **The second crop:** Planted from October to January and harvested during the end of March or early April. **Total trainee: 5**



-**Other business:** 49 people: Some technical professions were referred to private workshop, such as tailoring, motorbike repair, hairdresser...etc, training fee paid by the project. Among all the trainees, the project offered only 85% of professional kits, depending on their capabilities and possibilities.



-**Small business financial training.** A course of financial management for small business were conducted for them to know clearly the capital, buying price, maintenance fee, feeding cost, complementary expense and how to determine selling price and calculate the benefit. Additional knowledge was saving money using bank system and how to expend their business with consideration of risk. The team introduced in the same time hygiene and sanitation to keep safe environment and family healthy.



d- Provision of professional kits: After training the project provided the trainees with professional kits allowing them to start their own business.

- Maung Russei district = 104 SBHs
- Banan district = 38 SBHs
- Thmor Kaul district = 43 SBHs
- Bovel district = 67 SBHs

e- Encouragement and technical reinforcement

To encourage practitioners and improve technical application, the project team organized internal visit in Bavel district within February, and inter-district, from Maung to Bavel, bringing new practitioners to observe the activities accomplished by good experimenters and their success in the period March. Ninety small business holders were involved in the process. The visitors pay much attention to raising pig, chicken and planting vegetable, which can supply local market.

f- Health care service:

Recognizing the fact that strong and healthy body is the main capital source for any development, and to reinforce self-confidence of 6 PWDs by improving their mobility for daily work, the project accepted referring 6 SBHs to PRC for rehabilitation, round trip travelling paid by the project: 4 got new artificial devices, leg; 1 got wheelchair and the last one got hearing aid paid by the project. Apart from that, 131 SBHs were sent to medical clinic or to Referral Hospital Battambang for consultation or medical check, round trip travel supported by the project.

g- Closing cases:

The project performed evaluation in three steps, the first, 6 months after starting business, the successful practitioners were closed, leaving them to continue by their own way. The non-successful were allowed to continue their practice within the project for 3 months again. The second evaluation would be held again at the end of the first prolongation. Some of them might be closed except the lowest ones still have a second and last prolongation to perform their practice. At the end of 2014, the project can close cases as below listed:

-Maung Russei district	= 62 SBHs
-Banan district	= 70SBHs
-Thmor Kaul district	= 30 SBHs
-Bovel district	= 65 SBHs
In total	= 227 SBHs

h- Successful factors of the project:

The successful factors of the project come from:

- Participative management of the project team which always respects and implements democratic governance and having strong commitment to combat passivity and promote ownership and positive thinking in people mind, that embrace the affirmative in their thoughts, their feelings, their actions, their reactions conducting to their growth and success,
- Human skills of all project staff with open communication in creating working harmony in the operational field,
- Solid morale in maintaining firm neutrality working only for social and economic development, respecting dignity of all partners with consideration of their feedback and initiative.

j- Constraints

In this year the project team faced some obstacles:

- Some families of people with disabilities already accepted as SBHs left the project, migrating to Thailand for job, 1.11% abandoned the project.

There is no resource for finding good animal species. Animal bought from the market, sometimes having already disease in them.

8. The project “Improving Quality of Life for People with Disability, 11A092” supported by SVENSKA POSTKODSTIFTELSEN through Cambodian Mine Action Centre (CMAC) reached its end on 30 May 2014

1. Summary of project

The Project of “Improving Quality of Life for People with Disabilities” for a period of one year, starting from 1 June 2013 to 30 May 2014, has chosen Svay Chek for new targeted area because it is in the north of Banteay Meanchey Province, in north-western Cambodia. The district capital is Svay Chek town located around 22 kilometers north of the provincial capital of Sisophon by road. The district shares a border with Thailand to the west. The western part of Svay Chek district is part of the heavily mined K5 belt which lies just inside the Cambodian border with Thailand, wherein many people, soldiers and civilians were affected by landmines, keeping only follow-up for previous targeted district, Phmor Puok and Preah Netpreah.

The main 5 project activities including (1) workshop training on life skill and appropriate capital investment support, (2) workshop on human rights, child rights and rights of people with disabilities, (3) health care for people with disabilities and physical rehabilitation services support, (4) acceptable shelter through home repairing support and (5) support and mainstreaming children of the people with disabilities to attend the school through learning materials and transportation means support were well implemented and achieved a remarkable results as follows:

- 150 people with disabilities and poor families (50 PWDS of Svay check target groups) selected,
- Two workshops training organized,
- 47 target groups completed human rights workshop training,
- 47 target groups completed life skill workshop training,
- 50 target groups received grant for their own small business activities in new target group of Svay check district,
- 22 target groups received grant for home repairing,(13 at Svay check, 6 at Preah Netpreah, 3 at Thmar Puok.
- 30target group received home repairing by the Cambodian Mine Action and Victim Assistance (CMAA)(10PWDs in Phreah net Phreah, 10PWDs in SvayChek, 10PWDs in ThmorPuork districts)
- 88 people with disabilities received physical rehabilitation services, and
- 295 children received school materials and transportation means.

2. The Project Goal and Objectives

The primary objective of the project is to improve the Quality of Life for People with Disabilities including landmine survivors and low income families, enabling them to participate in the decision process in their community, related to their rights.

The specific objectives of the project are:

- 1- to provide good quality of rehabilitation and health care services to landmine survivors, children with disabilities and poor families in collaboration with concerns agencies,
- 2- to enable children of landmine survivors and poor families to receive education in school nearby their resident,
- 3- to motivate landmine survivors, children with disabilities and poor families to accept changes by learning possibilities of works and social skill,
- 4- to provide emergency support to injured people caused by landmine and reinforce people with disabilities' self-confidences based on their rights protected by the law, and
- 5- to promote awareness raising related to landmine incident prevention for the target communities.

3. Results and Effects of the project

3-1: Results:

3.1.1 Social Worker Recruitment

To start and smooth run the project, OEC has recruited one social workers, Mr Theiv Mao, district council of Svay Check district. Mr. Hay Samphong and Mr. Porn Reaksa three of them are responsible for coordinating and implementing project activities in the district under supervision of OEC project officers

3.1.2 Selection of targeted groups:

The project team accompanied by social workers has met local authorities including chief of communes and villages in project target areas, and explained the goals and objectives of the project, and then discussing logical criteria for selection of target groups focused on landmine survivors, adults and children, based on the following ideas:

- Landmine Victim Survivors (LMVS) and poorest,
- Living in target districts,
- Family of numerous children and some of them going to school,
- Good moral and discipline with commitment to change standing of life,
- Have patience and accept hard working,
- Have self confidence,

As result, the project team in collaboration with concerned chief of villages has succeeded selected 50 target group of Svay Check district and including 100 target group are selected in Thmor Puok and Preah Net Preah districts of the Banteay Meanchey province by 2012.

3.1.3 Training workshop activities during the project term:

A-Training workshop to empower landmine survivors and poor people

The project team organized a day training work shop, in Svay check district a total 47/11F participants. The subjects treated to these training workshops are listed as follows:

First, the project team conducted interactive discussion on the experience of inequalities, faced by LVSs, such as having no equal access to health care, employment, education, or social and political participation. They are often subject to violations of dignity, abuse, prejudice, or disrespect because of their disability. After that, the team brought participants to analyze article 3 of the CRPD which outlines the following general principles: 1. respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; 2. non-discrimination; 3. Full and effective participation and inclusion in society; 4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; 5. Equality of opportunity; 6. Accessibility; 7. Equality between men and women; 8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. The team led further discussion on Chapter 4, article 14 of Cambodian law on the protection and the promotion of the rights of persons with disabilities: “The State shall develop programs for physical and mental rehabilitation aiming at enabling persons with disabilities to fulfill their potential and to fully exercise their capacities and talents in society”

3.1.4 Training workshop for improving life standard

To improve livelihood of PWDs, the project team in cooperation with provincial and district agriculture services conducted successively a one-day of life skills training workshop at Svay ccheck district on the 11th of September 2013. total 47/11F participants. The training workshop topics focused on vegetable farming, pig and chicken raising. Regarding vegetable farming, the participants discussed, shared and learned on seed selection, water management, soil nutrient, pest and fertilizer management, and marketing analysis. For pig and chicken raising, the training workshop discussed, shared and learned on breeding, feeding, illness and market of the products. The detail topic and the information on the participants is summarized in



3.1.5 Provision of grant for income generation

At the end of training workshop, the project team provided individually the trainees with a grant of 280,000 Riels (US\$70) to start their own business for income generation aims improving their living condition. About 90% of the target group adopted chicken rising and 10% adopted small business.

The detail income generation activities undertaken by the target group can be listed as followed:

- 45 people for chicken raising,
- 2 people for pig raising,
- 2 people for grocery and Ice cream
- 01 machine repairing

The project has conducted evaluation survey of former beneficiaries in the two previous districts, Phmor Puok and Preah Netpreah. The income generation was helping them to run their own business some of them improve their experience of practicing chicken rising by more increase income in order to ensure success of their livelihood



3.1.6 Provision of grant for home repairing

The project team provided also grant to 22 targeted people in (3 of home repairing at Thmor Puok, 6 of home repairing at Preah Netpreah and 13 of home repairing at Svay check districts) for repairing their damaged house. Each target group received approximately 200,000 Riels (US\$50) to repair and improve their house condition.



- On 02-05 December -2013 based on the activity plan, project staffs went to ThmarPuok, Svay Chek and Preah Net Preah district to organized ceremony of deliver zincs and nail to target group that was supported by Cambodian Mine Action and Victim Assistance (CMAA). During the ceremony the Local Authorities would like to sincerely thanks the Cambodian landmine victims and government partners, OEC and its donors, who have contributed financial support to assisted landmine/ERW vulnerable families affected by flash floods, your financial contribution and technical assistance during this critical period is very valuable and highly appreciated. To me it was really helpful for them to recover from the impacts of floods said commune Chief in Svay Chek district of Banteay Meanchey Province.

3.1.7 Referral

Assistive devices are very important for PWDs to move independently and accomplish their daily work for gaining their life with dignity. Therefore the project team leads them to make serious analysis

about the consequence of using or not using helping device. As result of the analysis, 14 PWDs/2F accept going to provincial rehabilitation center with the charge of going-trip cost by the project and the charge of returning-trip by PRC, to get their new helping device. Another way 74PWDs/13F succeed to have their assistive device changed or adjusted by mobile team of PRC going to offer service directly in the district



3.1.8 Event

The project team in collaboration with Mr. Men Sophoan, head of Poy Pet city, organized on 26 December 2013 the Celebration of International Day respecting international theme: “Break Barriers, Open Doors: for an inclusive society and development for all”. The ceremony was presided by Mr. Y Long, deputy governor of Banteay Meanchey. The project paid snack for 350 participants, PWDs coming from Poy Pet plus 15/2F from operational area of the project. The message of the Cambodian King and the message of the Prime Minister Hun Sean were read by the president of ceremony and Mr. Y Long, followed later by making comment on the international theme: enumeration of barriers existing in the family, in the community and public place; open door for education, for diverse vocational education, for employment, for social and political participation and inclusiveness.



To ensure efficacy of the operation and to encourage LMVSs in their improvement of life standing, a fact-finding committee of CMAC led by Mr. Prak Sokhon, SPF Project Coordinator and Mr. Iv Tha, QA/QC Finance, went visiting OEC on 11/12/2013, spending a half day for discussing the development of the project, verifying financial transaction and setting visit schedule successively to Thmor Puok, Svay Chek and Preahnet Preah on 12 and 13/12/2013. During the field visit, the committee members pay visit to some commune council members, collecting information about integration of persons with disabilities in the community, about implementation of the rights of persons with disabilities combined with Buddhist Brahmavihara-dhamma to eliminate all form of discrimination

The delegation of Svenska Postkod Stiftelsen and CMAC have visited OEC Office and made conversation with OEC Management Team and visit the project site of the target areas by three districts of project and meet 5 PWDs of beneficiaries group to see their income generation on 20 -21-March-2014.



3.1.9 Education

To alleviate their expense for educational cost of their children and to strengthen the right to access to education including the liberty of opportunity, OEC project team accepts providing LMES'S children with learning materials to 295 targeted children with: 2,835 writing books, 1,117 pens, 683 pencils, 295 rulers, 295 pieces of rubber and 138 writing slate. To maintain regularity and constant school attendance of LMVS's children for equal access to quality of education, the project team provides them with 60 bicycles for attending class on time.



3.1.10 Follow up activities

The social works are directly working in district officer went to follow up activities three day a week and they raise some problem of PWDs in district governor meeting.

The project team went to see PWDs directly by exercised regularly a nine-day-monthly in the three districts and contact with 130 PWDs and 20 poor families, as psychological and moral encouragement, and exchanging some points of view to enhance or adjust their way of running business, so they can continually perform their work in good practice. In return the team can get from them useful feedback for setting alternative objectives of the next project.

3-2: Effect of the project

From April 1975 to 1993, people in Svay Chek remain under communist Maoist and Socialist of Vietnamese style. From 1993 to the starting of the project, 2012, they heard the word human rights and democracy, but not understand that deeply for practical life. There are in Svay Chek 3 categories of landmine victim survivors, the former KR soldiers in majority, the former soldier of the government installed by Vietnam and common people in minority. There was before the starting of the project two forms of discrimination, one discriminated by community members, and secondly discrimination among them, based on original tendency. With the two-day training workshop organized for the 50 LVSs added by successive input through the nine-day monthly, the landmine victim survivors know clearly their rights as human beings, born free and equal in dignity and rights; they are endowed with reason and conscience and should act towards one another in their community in a spirit of brotherhood; they are entitled to the same rights without discrimination of any kind, everyone of them has the right to life, liberty, and security, no one shall be subjected to torture or cruel or degrading treatment or punishment; they have the right to be recognized everywhere as a person before the law; they know that everyone of them is equal before the law and has the right to equal protection of the law; they know they have the right to privacy, to freedom of thought, conscience and religion, to freedom of opinion and expression, to social security and to the realization of the economic, social and cultural rights indispensable for dignity, to a standard of living adequate for health and well-being, including food, clothing, housing, medical care and necessary social services. They have also the right to participate freely in the cultural life of the community; they know then their rights and the need of living together in peace. Through the nine-day of monthly follow up, the project team causes successively discussion on the eight general principles of the convention on the rights of persons with disabilities, clarifying

mainly the freedom to make one's own choices, and independence of persons with respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.

In taking some important articles from the Cambodian Law on the protection and the promotion of the rights of persons with disabilities, recently promulgated on July 2009 to their knowledge, such as article 2 stating the purposes of the law which are to protect the rights and freedoms of persons with disabilities, to protect the interests of persons with disabilities; to prevent, reduce and eliminate discrimination against persons with disabilities; to rehabilitate physically, mentally and vocationally in order to ensure that persons with disabilities are able to participate fully and equally in activities within society; all of these reinforce confidence, hope and dignity of the LVSs. They feel that they are protected by national and international law with substantial aid and rehabilitation received. They feel no more under-estimation, because the discrimination is completely disappeared in the community, but some feeling of discrimination in practicing certain business still exist, that encourage them to work seriously for changing their standing of life, free from passivity. In short, the project enables them to have new spirit forgetting all the burning past and integrating them in the same social situation. Secondly the project brings all LVSs to know and use their rights, free from complex of inferiority; thirdly and very important one, the project makes appear ownership spirit, energizing them to undertake action for life according to their capability; the last effect is apparition among LVSs and normal villagers a sign of mutual assistance and tolerance, source of harmony in the community.

4. Prioritized Activities

The activities used to empower landmine Victim Survivors are come from the implementation of the 4H (Head, heart, hand and health) that mean the project team leads the LVSs to go through the following ways:

1. Head: the team leads discussion on rights of person with disabilities covered by Human Rights, rights of children with disabilities covered by child's rights under the umbrella of human rights. Develop their thinking by driving them to analyze all form of violation of disabilities rights and what are the needs for enhancing LVSs' life.
2. Heart: The team leads them to see clearly the factor of development: in the family that require principally men, money, material, method and monitoring that mean they expectedly have money and method from the project, now up to them to decide choosing an option for practicing with their firm commitment to achieve that.
3. Hand: The project, depending on their choice, accepts to give hand by organizing vocational training in agricultural farming or livestock raising for them, or refers them to private workshop in charge of the project, and at the end of training the project provides them with small grant for starting their own business.
4. Health: The project facilitates their rehabilitation depending on the gravity of disability and special requirement: surgery, getting new helping device, replacement or adjustment, with going transport in the charge of the project.
5. Bringing some LVSs participating in International Day of Persons with disabilities, organizes in collaboration with territorial authorities as way of campaigning for respecting the rights of persons with disabilities and promoting their rights in social life.

5. Lessons Learned from the Project Implementation

5.1 Main Challenge

- Some small business holders with strong attachment to their business not joining rehabilitation centre on schedule time,
- Presently there are still some number of PWDs families, around 3.5% continues to bring their children with them went going to have worked. Facing this problem, after their returning the project staff members have been going to contact them with their family members to convince them to reserve favorable time for adjustment the time lost.

- Gravity of their disability causes difficulty for learning, in other hand, learning environment at home not comfortable.
- The condition of village streets and public building, such as clinic centre, commune office and pagoda, do not provide access adaptable to disability condition, that require time and long negotiation depending on enforcement of the new law.

5.2 The project's strengths and weaknesses

❖ Project's strengths

- Most of the PWDs living in rural used to move to where they can have opportunities for income generating activities. The grant offered to them for starting their own business with instruction of their rights can fix them in their initial territory with struggle spirit.
- Close follow up of project team, giving advice and consultation for adjustment or rectification leading to perform good practice, avoiding risks of failure, adapting to geographical condition and market flow.
- Commitment of project team, patience and hard work with strong working discipline in maintain good relation and communication with local authorities and friendly manner with the targeted people.
- Close and active work with direct participative assistance in the beneficiary work.
- Transparency and responsiveness of project team members, especially friendly and human communication skills during regular follow-up.
- The deliverance of the project responds to the LPS' needs.
- Correct selection of targeted LPSs and Poor People, who really facing difficulties, which need assistance.

❖ Project's weaknesses

- Difficult travelling in rainy season, due to road condition;
- Some participants could not attend regularly meeting as scheduled, due to seasoning collection of agricultural products;
- Around 40% of LPSs staying at long distance from the district and decline to come and get new replaced device. Some others refuse to come because of not accepting a long waiting-day in PRC.

❖ Lessons learned

- Close and friendly communication with local authorities, with a sincere and strictly neutral manner, produces strong and active cooperation.
- Use of adult learning technique by exciting observation, analyze comparatively with their past experience, raising question for them to explain freely in their words and solution, followed short debate leading to reach common decision, is the best way to activate participation and facilitate absorption of the treated subject.

6. Adjustments

Based on the survey results, the quantity of children with disable is quite limited. The project team could not select any children with disable for the target group. The team selected people with disable for target group instead of children with disable.

7. Conclusions

The project as been well supported by community members and all local authority members, especially the head of three districts who has expressed strong wish to see Svenska Postkod Stiftelsen expanding its activities with people disability in creating additional income generation, grant home repairing, support referral of target people with disability.

This support encourages the project team to accomplish the mission as having planned, especially equalization of the rights of PWDs with all normal children activity and fruitfully implemented by all community members, which is the main goal of the project.

9-The Project “Empowering Children and Persons with Disabilities” supported by UNICEF (From the 1st February 2014 to 31 January 2015)

1. Background and summary of situation requiring assistance

People in Pailin province experienced a hard life through a long war between Khmer Rouge and Republic government of Lon Nol from 1970 to 1975. The second phase was a war between Khmer rouge and People's Republic of Kampuchea, supported by Vietnam, from 1970 to 1991. After Paris Peace Agreement in October 1991, Khmer Rouge regrouped in Pailin and continued fighting government forces until July 1997, whereby the strong force of Khmer Rouge accepted integrating in the government, putting an end to Pol Pot regime. Pailin has become one of the highly contaminated landmines and explosives remnant of war which had been used by both parties that cause various injured and killed people, soldiers and innocent villagers.

The remaining remnants of war still caused injured and killed community members during farming. Recognizing the geographic condition and the past events supported by the people of the two districts facing actual economic development, OEC decided choosing Pailin and Salakrov districts as targeted areas to improve victims and disabled people life in order to strengthen their rights, to development and the liberty of opportunity, mainly to eliminate discrimination based on living status and poverty of people with disabilities, permitting them to enjoy basic rights, including possibility of rehabilitation for liberty of movement and accomplishment of daily activities.

Poverty still remains a problem as barrier for schooling children with disabilities. To alleviate their poverty and improve equal access to education, for eliminating discrimination in education, the project assists the poor families in providing school facilities to their children for regular attendance.

Numerous people, children and adult with disabilities living in Pailin and Salakrov districts, they needs health and social services as well as educational to cope with the overwhelming needs. The rehabilitation services are still limited to support people with disabilities, especially services to address the needs of children with disabilities and persons with disabilities. Majority of PwDs and CwDs were former combatants lacking of academic knowledge, accessibility to education and adoptable toilets constructed. In general school building has no ramps.

Some houses are not built in good condition because of poverty that poses problem for good practice of hygiene and favorable place for children learning. Additionally, most of CwDs and children of PwDs still face many difficulties, inaccessibility to school, having no chance to be rehabilitated, the ones in course of learning lack of school materials and uniform, having no transport facility to attend class regularly. Additionally, community members are not well aware of human rights, rights of PwDs and CwDs, PwDs need social, economic and cultural support for a future better life. The Government's long term goals are to develop, implement and manage a national strategy for the prevention of disabilities and for the rehabilitation of the disabled, based on the integrated participatory and decentralized approach to services delivery. The immediate goal is to ensure the maximum number of children and persons with disabilities receive appropriate services and support so as to enable them to live with dignity and to be integrated within the community to the best extent possible.

Respecting article 1 of the international Convention on the Right of PwDs about fundamental freedom and inherent dignity of PwDs and CwDs, also in compliance with article 12 about developing supportive policies to assist PwDs and CwDs, principally to promote equality of opportunity and outcome, and to eliminate all social segregation and discrimination based on political tendency and individual status, especially to empower CwDs and children of PwDs by integrating them into public school and social mainstream for a durable peace and national harmony, OEC is consequently in obligation to seek assistance from UNICEF in order to give the Children and Persons with Disabilities a room for enjoying their rights to development like their similar in society.

2. Introduction

From July to December 2014, OEC received financial support for implementation of a project called Empowering Children and Persons with Disabilities with the total amount of \$4,117 from the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) for supporting Children and Persons with Disabilities in Pailin district in 4 communes and 36 villages and Salakrov district in 4 communes and 43 villages in Pailin province.

3. Annual Activities

1. Meeting with CCWC on survey tools orientation for identifying children and persons with disabilities.
2. Conduct assessment for identifying children and persons with disabilities.
3. Build capacity of CCWC members through quarterly meetings.
4. Organize meeting on special care, physiotherapy, rehabilitation, violence, sexual abuse, child labor, child work, children rights, hygiene/sanitation and the responsibilities of parents toward children for the PWDs, parents and family members of CWDs.
5. Referring the injured person, CwDs and PwDs, depending on their gravity to PRC or to specialized hospital. - Referring CwDs and PwDs to physical rehabilitation services thereby they can get opportune assistance. - Assisting concerned CwDs in practicing physiotherapy with clear demonstration and explanation, so that parents and family members can continuously habituate the exercise, or the concerned can individually repeat the exercise for self-development. Monthly follow up on the use of helping device and the practice of physiotherapy to ensure good practice and habitude for self-development and mobility that lessens dependence of familial members, but augments their internal happiness.
6. Provide learning materials and transportation means for children with disabilities and children of persons with disabilities.
7. Coordinate with parents, school's principals and teachers to have children with disabilities integrated into public schools with respect for difference of children with disabilities as part of diversity and humanity.
8. Organize three clubs of children with disabilities in the public school and conduct bimonthly meeting to reinforce friendship, mutual aid for intellectual, technical, cultural and social development responding to physical condition, especially to find practical solution helping member to overcome its own difficulties with warm support of classmates or adults, or community if needed. The child's rights of Human Rights and the rights of parents in developing child-friendly based community becomes permanent subject for general mobilization to protect child's rights.
9. Conduct monthly community follow-up activities by project staff in collaboration and consultation with commune council members including CCWC members for continuous improvement and operational development to achieve the stated objectives and to get spiritual change in empowering children with disabilities for liberty of opportunity and outcome and equal dignity with other children in the society and especially, follow up of learning activities of CWDs at home and in class by close contact with teacher, and then giving some necessary technical advices or encouragement, based on remarks in school report books.
10. Organize monthly meeting with project staff at OEC office to study development of the project, find alternative for enhancement, resolve unexpected challenging problems and develop capability of project staff of life skills, CRC/Rights and dignity of CwDs under the cover of Human Rights, gender equality, physical movement for therapy, preventive measure against disabilities, communication, monitoring, feedback collection, class management enabling CwDs to have learning possibility and evaluation.
11. Participate in related NGO network, organized outside of the province for Interco-operation and development of working strategies, at the reason of 6 times a year.

4. Achievements from 1st July to 30st September 2014

1. Provided children with disabilities and children of persons with disabilities with learning materials and transportation means:
 - By economic spirit, Purchased materials, prior to the new school term 2014-2015, 46 bicycles and 1026 note-books, 1,560 pens, red and blue, 260 rulers, 260 rubbers, 130 chalk-boards and 780 pencils, to be distributed to CWDs/children of PWDs during the new opening school term, 2014-2015.
2. Built capacity of CCWC members through quarterly meetings:

- Support CCWC in 8 communes, namely Bor Yakha, Sala Krao, Pailin, Stoeung Traong, Stoeng Kach, O-Andong, O-Tavao and Tuol Lovea, through quarterly meetings to strengthen capacity of CCWC. and established good communication and collaboration with local authorities especially, Commune Committee for Women and Children (CCWC) and people in communities enabling them to understand the goal of the project and to comprehend child rights and right of PWDs, encouraging adults and children with disabilities to live with dignity, with liberty of opportunity in democratic society, participating actively in commune development plans.
3. Organized meetings on special care, physiotherapy, rehabilitation, violence, sexual abuse, child labor, forced domestic work, children rights, hygiene/sanitation and responsibilities of parents toward CWDs and PWDs, and relationship between family members of CWDs:
 - Project team organized meeting among parents of CWDs dealing with CWDs rights, caring for children with disabilities, pregnancy, hygiene, safe and nutritious food for health.
 4. Referral of PWDs to emergency hospital:
 - Project team referred PWDs and CWDs to PRC, 9 people including 2 CWDs. Some others have their artificial devices repaired by mobile team of PRC directly in their commune.
 5. Coordinated with parents, school principals and educational staff to have children with disabilities integrated into public schools, respecting article 27 of the Cambodian Law on the Protection and the Promotion of the Rights of Persons with Disabilities.
 - Child club development
 6. Organized three child clubs with participation of CWDs in the public school and conducted bimonthly meeting to reinforce friendship, mutual aid for intellectual, technical, cultural and social development. During the meeting, participants identified problems, important needs and tried to find practical solution with consideration of possibilities and available external assistance, mainly from school administration, parents association or CCWC. The children rights of Human Rights and the rights of parents in developing child-friendly based community becomes permanent subject for general mobilization to protect children rights:
 - Child clubs have been created in three schools, Ou-Ta Vau, Tuol Lvea, and Baor Yakha, composed of 12 students in one group. The role and function of child club, including cooperation with school clusters, parents association and CCWC were discussed in detail, based on CRC and the real requirement.
 7. Performed monthly community follow-up activities by project staff in collaboration and consultation with commune council members including CCWC members for continuous improvement and operational development to achieve the stated objectives and to get spiritual change in empowering children with disabilities for liberty of opportunity and outcome and equal dignity with other children in the society; red some school record book to see learning capability of CWDs and giving advice and encouragement accordingly. Apart from visiting home work, the project team contacted some proper teachers talking about common effort to develop children following principles of inclusive education:
 - Involving with the project the local CCWC assisted the project in tracking communication between normal children and children with disabilities, trait manner in mutual aid, and family relationship of PWDs for further reinforcement.
 8. Organized monthly meeting with project staff at OEC office to study development of the project, find alternative for enhancement, resolve unexpected challenging problems and develop capability of project staff in life skills, CRC/Rights and dignity of CWDs under the cover of Human Rights, gender equality, physical movement for therapy, preventive measure against disabilities, communication, monitoring, feedback collection, class management enabling CWDs to have learning possibility and evaluation:
 - Three monthly meetings conducted and all staff were trained on CRC and human rights following the meeting.
 9. Planned activities to participate in related NGO network, organized outside of the province for Interco-operation and development of working strategies, at the reason of 6 times a year.

- Activities not accomplished, due to lacking of supporting fund.

5. Suggestion and recommendation:

- Considering the interest of PWDs and CWDs in their development and to encourage them to have strong self-confidence, free from inferiority spirit, the project team would like to ask your tolerance and comprehension to authorize the team to have available budget for establishing child-club, conducting parents-meeting, facilitating CCWC-follow up including budget serving referral activities. (See budgeting plan enclosed)
- To avoid retardation of accomplishing the planned activities, the team would like to request your indulgence to provide us with budget according to the planned activities.

6. Next activities

- Two CWDs patents-meetings;
- Monthly referral of PWDs/CWDs to rehabilitation service(10pp/month);
- Two CCWC quarterly meeting;
- Provision of bicycles and learning material to CWDs/Children of PWDs;
- One travel allowance for 2 staffs participating in NGO network;
- Creation of 2 child-club;
- A five-day monthly follow-up to be performed by project staff.

7. Conclusion

With warm support and active participation of local authorities and communal officials in the project during its start, the project team expects to run successfully the project responding to the stated purpose with constant support of the community.

8. Annexes:

- 1. Selection of Targeted groups:** After getting supporting fund on 14 June 2014, the project team hurried to contact the head district of Pailin and Sala Krao including district social affairs, informing them about the purpose and activities of the project to empower people and children with disabilities. Before conducting survey for selection of targeted groups, the project team organized consultative meeting with the head of the 8 communes, namely Bor Yakha, Sala Krao, Pailin, Stoeung Traong, Stoeiung Kach, O-Andong, O-Tavao and Tuol Locea, with participation of CCWC to establish selection criteria:

- Victim survivors from land mine/UXO,
- Poor families that have children at schooling ages,
- Children with disabilities living in poor family,
- Having strong desire for self-development through education

- 2. Nominative list of targeted people and children with disabilities**

Pailin District				
Persons with disabilities				
Names	Sex	/Age	Type/disability	Commune
Phol Som	M	52	Left Leg	Pailin
Cory Cheun	M	53	Left Leg	Pailin
Sok Thun	M	55	Left Leg	Pailin
Sem Sou Kou	M	33	Left Leg	Ou Ta Vau
Meon Morn	M	38	Left Arm	Pailin
Soum Reun	M	58	Left Arm	Bor Ya Ka
Kim Ni	M	55	Left Leg	Bor Ya Ka
Cheou Keon	M	62	Left Arm	Bor Ya Ka
Hing Ri	M	52	Left Arm/Blind	Tuol Lvea
Cheng Teang	M	47	Left Leg	Ou Andoung
Morm Hut	M	58	Left Leg	Ou Andoung

Meon Sok	M	45	Left Leg	Ou Andoung
Chan Yean	M	60	Left Leg	Pailin
Cheou Cheou	M	62	Left Leg	Bor Ya Ka
Subtotal	14			
Children with disabilities				
Min Channak	F	17	Polio	Bar Yakha
Chhay Chorone	F	13	Left Leg	Pailin
Nin Heon	M	15	Polio	Bar Yakha
Loun Iom	M	18	Polio	Ou Ta Vau
Sron Sok kern	F	17	Polio	Ou Ta Vau
Bun Sarina	F	16	Polio	Ou Ta Vau
Subtotal	6			
Sala Krao Disteict				
Persons with disabilities				
Names	Sex	/Age	Type/disability	Commune
Ouk Vy	M	60	blind	Stueng Trang
Chan Pran	M	47	Left Leg	Stueng Kach
Nheam Tha	M	28	Left Leg	Stueng Kach
Oum Vean	M	50	Left Leg	Stueng Kach
Choem Rany	F	32	Left Leg	Stueng Trang
Srey Sarat	M	46	Left Leg	Stueng Trang
Phal Meay	M	48	Left Leg	Stueng Kach
Pot Phan	M	38	Left Leg	Stueng Kach
Thean Heng	M	50	Left Leg	Sala Krao
Bun Sari	M	48	Left Leg	Sala Krao
Borm Sorn	M	50	Left Leg	Sala Krao
Chan Som Nang	M	41	Left Leg	Stueng Trang
Pruy Pon Luk	M	43	Left Leg	Stueng Trang
Meon Cheog	M	53	Left Leg	Stueng Trang
Hon Choun	M	39	Left Leg	Stueng Trang
Ton Hang	M	52	Left Leg	Stueng Trang
Cha Saveon	M	51	Left Leg	Stueng Trang
Kong Heng	M	45	Left Leg	Stueng Trang
Seav kin	M	57	Left Leg	Sala Krao
Subtotal	19			
Children with disabilities				
Hean Heng	M	14	Left Arm	Sala Krao
Boeun Satya	M	13	Polio	Storong Trang
Bun Sarina	F	16	Polio	Stueng Kach
Phon sopheon	M	9	Polio	Ou Ta Vau
Vong Toch	M	15	Polio	Ou Ta Vau
Keav To Ny	F	17	Polio	Pailin
Seat Chan Tha	F	17	Polio	Pailin
Hennh Sok Han	F	11	Polio	Pailin
Huok Rim	F	17	Polio	Tuol Lvea
Nham Nun	F	17	Polio	Ou Ta Vau
Rean Nory	F	11	Polio	Storong Trang
Subtotal	11			
Grand Total	50			

9- Photos of Project Activities:



CCWC community follow-up, collecting information from Mr. Cheou Cheou, related to her health, learning offer of his 2 children, objects of learning material to be provided during school reopening. at Leav Village, Sala Krauv Commune, Khan Sala Krauv of Pailin, Municipality.



CWDs parents' meeting at Stueng Kach commune, focusing, mainly on basic rights of CWDs, how to take care while they are prenatal and nutrition.

SPECIAL PROJECT: “HIV/AIDS and Drug USE Prevention”

FINAL TERM REPORT

EXECUTIVE SUMMARY

Operations Enfants du Cambodge is an organization non-governmental and took its birth since 1st March 1996, authorized by Ministry of Interior on 14 March 1997. Presently the organization is located in N^o 23, group 2, Sophy2 village, Rattanak Commune, Battambang city, Battambang province. The core values of the organization are that we believe firmly on implementation of the eight principles of the Good Governance. The organization has got support from KHANA to run the project: “HIV/AIDS and Drug USE Prevention” to strengthen healthy society from 26 April 2006 to 15 December 2014 by getting annually supporting fund successively with some variation. As working strategies the organization adopts the following principles:

1. Drug education;
2. Sensitization and Prevention;
3. Participation in response

The implementation of the 3 strategic plans is to succeed the following purpose: - Strengthening comprehension of danger against health caused by absorption of drug in short of long time. – Heightening health care service for prevention against HIV/AIDS infection and against reproductive health-Improving the use of health care service for prevention against sexually transmitted infections. accepting voluntary counseling testing (VCT) for blood check,- Strengthening individual, familial, social disciplines and the human rights of drug addict to be treated for reducing drug consumption leading to stop it definitely.

In application, OEC has established education program for training PE and PF to understand and be capable of explaining different types, characteristics and effect of drug, especially their impact on individual health, familial economy and health, the loss of basic rights, the changing of drug users’ character, the use of man power violating gender equality that endangers their wife by not respecting the right to setting time for birth spacing program, including the right to protection against disease infection and the modes of transmission of HIV. In addition to this instruction, PE and PF learned protection measure such as method of ABC, not using the same syringe and needle of other, safe sex, method of Behavior change communication (BCC) respecting human right and gender equality. These preventive measures have been implemented in 2006 and 2007 only with common people and young men in 13 communes of Battambang, Thmor Kaul and Banan districts that made 3077/160F understand clearly. From 2008 to 2015, before the end of the project, the operations focused directly on the drug users in 11 communes of Battambang, Sengker, Thlor Kaul and Banan district making 668 drug users well comprehend. This result came from group discussion sessions, organized 10 times/month and the joint monthly meeting between PFs conducted in OEC main office, added by quarterly meeting of information council composed of member coming from provincial authorities for combating drugs, commune officer, communal security officer, health officer and member of Maternal, Newborn and Child Health clinic (MCH) discussing existing problems and finding common practical solution. The new strategy has also allowed mixed grouped composed of project team and member of provincial authorities for combating drugs to exercise monthly visit in operational fields. Remarkably the strategy fighting drugs performed by mixed units was harmoniously successful with active participation of local people. The exact success got from the implementation of the project is the following: One hundred and forty seven (147) drug users succeeded to stop consuming definitely; Three hundreds and seventy five (375) drug users could reduce their consumption to half potential; The new participating members entering the project in the last years still continue normally absorbing are equal to 146 persons. The last groups need time for learning and practice successively. The past operations performing in 7/10 communes of Battambang; 4/10 communes of Sangker; 1/10 communes of Thmor Kaul and 3/6 communes of Banan left a gap for drug flow. An effort to complete 10/10 is reasonably worth doing.

ACKNOWLEDGMENTS

First, OEC and its staff, especially the project team fighting illicit drugs use and preventing AIDS infection would like to express their deep thankfulness to KHANA for having chosen OEC as partner to combat illicit drugs use related to AIDS infection.

Allow us to address great thanks again for KHANA's effort in building staff capabilities in matter of administration, accounting techniques and psychology including provision of necessary materials to attract and educate drug users to reduce successively their potential consumption leading to seizure definitely in a limit of time for family healthy and for the good of the nation.

OEC and its staff will use the above instruction for continuous implementation as stated in its Drug Policy in the view of participating in prevention of drugs selling, drug holding, drug trafficking and use of drugs leading to build healthy villages, especially to build good learning environment, rid of poisoning by drugs.

INTRODUCTION

Operations Enfants du Cambodge is an organization not-for-profit, non-governmental, not to be part of, or controlled by, government or an intergovernmental agency and not affiliated with any political party. OEC is working to save and protect the rights of children, without any exception, distinction; without discrimination based on race, colour, sex, language, religion, political or other opinions, national or original origin, state of wealth or birth. OEC is focusing principally on having the poor children, children with disabilities, orphans and vulnerable children affected by HIV/AIDS, children of landmine survivors and children addicted drug users, enjoyed equal opportunity, as their similar of normal conditions, for basic rights, especially for equal access to good quality of education. They are then equipped with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy, rule of law and transparency which is fundamental role in good governance. In implementing the concept of Education for All, "Equal access to quality education and lifelong learning", with development of the Four Pillars of learning, learning to know, learning to do, learning to live together and learning to be, reinforced by the concept of Freedom, Equality and Justice for forming Democratic Citizenship, OEC is working harmoniously with international donors and territorial authorities to empower people with disabilities and landmine victim survivors. The sincere cooperation allows OEC to succeed promoting their standing of life and developing their thinking power for social, cultural and economic participation with strong self-confidence, leading progressively to build inclusive society.

Vision

Cambodian children, normal or with disabilities and young people living in poor condition, or with vulnerability in anywhere enjoy basic child's rights to succeed their sustainable livelihood. Cambodian people with disabilities, poor, facing difficulties, empowered by the six principles of human rights, have equal opportunity and outcome to build their standing of life, with a spirit of mutual assistance, tolerance and friendship in peaceful and prosperous society.

Mission

Our mission is to build and raise capabilities, and good living condition of the above-targeted people by means of primary health care, rehabilitation of working possibilities, reproductive health; support human rights education in formal and non-formal settings in education and life skills development, by strengthening existing communal structure, and supporting logical initiatives of local people for cooperation.

Core Values

We use our integrity in endeavouring to respect, protect and promote the fulfilment of children's rights and obligations of all Cambodians to solve children problems based on national laws, international bill of rights and the real existing conditions. We therefore commit ourselves to the following:

- To be non-partisan and non-discriminatory,
- To promote equality of access, equality of opportunity and equality of outcome of Cambodian children,
- To adhere to the principles of democratic governance

PROJECT BACKGROUND

Cambodia has signed United Nations Convention Against Illicit Trafficking in Narcotic Drugs and Psychotropic Substances on 7 July 2005, which was approved by General Assembly on 1988. Afterward China, Lao, Myanmar, Thailand and Vietnam have signed together on a Memorandum of Understanding in 1993 about controlling drugs trafficking by doing common cooperation under financial support of the United Nations Office on Drugs and Crime (UNODC), starting from 2000 for a period of 4 years. Cambodia and Lao have reported the drugs violation of their country. On 19 May 2005 there was at Siem Reap a meeting at ministerial level among the signatory countries of MOU, which recognized the necessity of continuous uniting in a spirit of mutual respect and cooperation for fighting drugs trafficking that threatens social and economic security by doing consultation and cooperation with UNODC. This means that drugs has caused concern internationally.

Battambang, located in western part of Cambodia, has 14 districts subdivided in 96 communes and 799 villages. The open door to Thailand can be crossed through western part of Pailin city bordering Thai Chan Buri province, and by international door of Poy Pet of Banteay Meanchey province in front of Thai Srah Keo province. The drugs flow coming from Golden Triangle passes through these doors by traffickers and by secret networks which cause bad effect on children from 13 to 14 years old, young people, workers of heavy load, nocturnal strollers and girls working in night clubs or sex workers, which are sources of AIDS infection, sources of drugs abortion, sources of family and social trouble, affecting administration, learning capabilities, abandoning school, and opening space for criminal acts. It is remarked that addicts can transmit disease to their wife, to baby in pregnant women that can cause baby to die in pregnancy or died after birth, or died under the age of 5 years which causes huge expense. Addiction forced to spend outspoken money, becoming then poorer and poorer. The ones lacking of morality may become criminal, and once imprisoned, lead family into instable situation going down lower and lower. These issues require rapid solution. The Royal Government has created from the National Authority for Combating Drugs the Provincial Authority for Combating Drugs to control drugs following the above MOU.

There are many proofs proving the main causes of addiction: The desire to test drug among young people who did not know bad effect of drugs; adults with a mental crisis, knowing no way for solution; poverty and impasse having no good relationship with friends; social atmosphere pushed by some friend to use drug for sexual pleasure or for good dream; some others become addict due to living in ethnic groups whose habitude like to use some category of drugs. All of these come from knowing nothing about great danger of every type of drug, seeing no danger for oneself, for family and for the nation, that require deep and clear education in addition with morality, individual, familial and social disciplines, enlarged by knowledge of delaying national development. Consequently OEC feeling faithful happiness accepts to cooperate with KHANA to implement the strategy of using education as ways of protection, prevention and elimination of illicit use of drugs for strengthening social safety from 26 April 2006 to 15 December 2014.

PROJECT GOAL

1. Improving knowledge about danger of drugs on personal health while using it in short long term (Yaba, yaba, methamphetamine in tablet or powder, ice and ecstasy).
2. Improving health care against HIV/AIDS infection, danger of reproduction, caused by using drugs.
3. Improving the use of health care service to control sexuality transmitted infection (STI), voluntary counseling testing (VCT) and voluntary counseling and confidential testing (VCCT) for treatment.
4. Improving morality, individual, familial, social and national disciplines including human rights of drug addict for treatment, reduction of potential consumption leading to stop absorbing definitely.

PROJECT OBJECTIVES

1. At the end of 2007, ordinary citizens in the 10 communes of Banan district, Battambang and 5954 as well as the young 595 students understood clearly the great danger of drugs, impact on family and society including disease infection, and then united together and paying attention to warn children in community of not involving with drugs;
2. At the end of project term 2014, drug users 706 people in 16 communes of Battambang, Banan, Thmor Kaul and Sangker district understood clearly the great danger of drugs, impact on family, community, including disease infection and then made strong effort in reducing potential consumption for definitely stop absorption definitely;

3. At the end of the project, 706 drug addicts in the 4 districts well understood and implemented sexual hygiene, changed communication behaviour respecting gender equality with capability of making family plan for birth spacing to maintain health of wife and baby safe.
4. At the end of project 706 addicts knew how to use health care services for voluntary counseling and blood testing 907 times;
5. At the end of the project, 706 gr ug addicts understood and implementd individual, familial and social disciplines in using their right in counseling and continuous treatment without shame and discrimination.

METHODOLOGIES

I-Planning Methods:

To succeed the project, OEC used the following 3 strategies:

1. Drug education
2. Sensitization
3. Participation in response

These three strategies were applied to 3 categories of targeted groups-member of communities and young children out of schools, - students and-drugs addicts by dividing operation in two phases:

- a. From 2006 to 2007, focused on community members, young children out of and in schools for preventive measure and mobilizing these people to point out addict people in convincing them to present and participate in the project. In this phase the project selected Peer Educators (PE) from the villages for assistance
- b. From 2008 to 2014 the project focused only on drugs users and addicts. In this phase, the project used peer facilitators (PF) selected from drug users or addicts in the villages in replacement of peer educators.

In the both periods the project cooperated with territorial authorities at provincial, district and commune with educational sectors to coordinate affairs in selecting PE and PF including favorable places for meeting and group discussion.

II- Implementation Methods:

1. After recruiting PEans PF by consulting with territorial authorities, the project team organized training sessions at their intention for 2 days (below program) adding successivley by monthly meeting. These trainees must afterward conduct meeting in their own place at the reason of 10 times a month.
2. PE and PF must go participating in mothly meeting organized in OEC office to present their report and discussing or sloving problem opportunely. At that time complementary training has been conducted.
3. The project team went disseminating message, collecting monthly information and feedback from groups discussion in the villages. Except having urgent or particular problem the team hurried to respond to the call of the lieu.
4. The project team organized joint monthly meeting with infomation council composed of provincial secretary controlling drugs, municipal or district police officer, head of commune, communal police officer and medic officer...etc in OEC office to discuss and exchange viewpoints for alternative objectives or setting working strategies.
5. The project team organized Drop-In Center equiped with materials for daily entertainment and creating in the village some football and Voleyball fields plus Sepak Takraw or kick Voleyball for targted members.
6. The project team established schedule for targeted people to go for medical check or practicing STI, VCT snd VCCT. Additionally the project team just informed them about possibility to go to education enter for rehabilitation.
7. The project team paticipated in International Day Against Drugs Abuse and Illicit Trafficking in every 26 June to strengthen morale, courage and values of targted people in society.
8. The project team allowed some successful PF who succeeded in bringing group members to rudeau potential consumption to go visiting some historical sites as gift and socialization means.
9. The project team assighed some targted groups members having good skills to go participating in the seminar in Phnom Penh for exchanging experience and enlarging their horizon.

10. The project team assigned some targeted groups members participating in International Day Against HIV/AIDS on 2 December to deepen their knowledge of protection against HIV/AIDS infection.

III- Method of setting Instructional Program:

A) Program for training PE and PF:

1. Study the type, characteristics and effect of every drug
2. Study the consequence and effect of drugs on individual health, familial economy, making drug users lose social relationship, work, and may die. Therefore drug addict lost their right to live, right to get personal security, right to free development, right to a living standard for personal and familial well-being.
3. Study behavioral change of drug addict, using man power violating gender equality, forcing partner to perform sexual acts against her will, violent sex causing harm to his wife, not respecting his wife to set time for pregnancy and violating her right to be protected against disease infection.
4. Study the conditions that drugs cause HIV/AIDS infection; the Ecstasy, stimulant causing excitement and feelings of physical and mental prowess while suppressing fatigue, hunger, and pain, cause the users to forget all things and practicing intercourse without protection with partner already living with HIV which will be transmitted to the wife. Another way, HIV infection goes through sharing injection with the same needle, transmission of blood containing HIV and infection from mother to baby.
5. Study prevention measure:

People not using drug

- Do not involve in group drinking alcohol prolonged; -Be courageous to refuse invitation of dragger for drug testing; -Find healthy way to cope with stress; Seek therapy and counseling with good friends, prestigious people or expert; -Maintain a lifestyle with friends group creating joyful atmosphere; -Using time for sportive game, music or literature club;- Have a vision to build prosperous future, rid of any risks and knowing clearly the danger of drugs inside and outside of the country; -Create joyful atmosphere in the family. To prevent HIV infection, bring people to apply ABC (A: abstain; B: be faithful and C: condomise);

Drug Addicts

- PF uses the following attracting methods: - Study environmental behavior of the object (in family, his relation with people around). - Contact in friendly way, avoid criticizing him, showing our honesty and sincerity, starting first by his past and actual life, then arouse him to want what all people like. - Bring him to do reflective and analysis for a prosperity life. - Finally guide him to see the solution and the motive by throwing down all challenge. - Knowing to use favorable and repeated contact times. - Very patient, always friendly with no irascible reaction in always respecting partner. - Keeping strong hope in convincing with perseverance. - Analyze experience of the first approach, then adapt and vary talking style for next approach accordingly. - Use chain of questions instead of giving direct order. - Let the partner save face and praise his slightest improvement and all improvement, and then invite them to participate in the project.

Discipline of PF:

Eight ways to strengthen PF self-discipline

1. Decide that you really want to be someone who is self-disciplined. Your desire will motivate you to make good choices.
2. Make a personal commitment to develop and strengthen these traits. Write down specific things to do.
3. Learn the rules that determine what you can and cannot do.
4. Be accountable. Accept responsibility for your own behaviour. Do not blame others for your actions and decisions.
5. Practice: Self-discipline is something you can teach yourself. For example, set aside time to read more or to clean up.
6. Do activities that enhance your self-discipline like yoga, walking, rock climbing, practicing a musical instrument.

7. Eliminate harmful habits. For example, if you spend several hours each week watching violent videos or tv programs, make a conscious decision to spend your time in healthier, moreproductive ways.
8. Start a self-discipline group to plan and carry out activities.

All PFs must always incite the obligation of a good friend, which must be honest and clear about his intention in assisting each other toward development. Good friend does not push his friend into a suffering cave, but warn and advise his friend when noting a wrong way or about to commit an error. Good friend accepts different thinking, which does not harm anyone. Good friend does not practice flattery and demagoguery. He remains always supportive and trustable. A true friend sticks with his friend in joyful and sad condition by walking side by side with patience even one make a mistake, in trying together to find suitable solution for the best of all, consequently abandon the ill habit in the past.

During discussion session, PF must: 1-Recalling all important points of the past meeting including materials or messages already learnt; 2-Ask members to report own experience responding to the past decision or lessons followed by discussion for enhancement; 3-Study commonly the factors which may cause the retake of drugs during reduction period, and then finding commonly solution to overcome them (Anger, stress, depression, bored, sad, committing mistake and isolation); 4-Cause of absence not participating in analysis and discussion in the reduction and rehabilitation period; 5-Allowing the succesful member presenting their physical and mental practice for strengthening the others.

Humens Rights of drug addicts

The United Nations' Human Rights Guidelines for Addiction Treatment

During the monthly meeting and circle talk in the villages, the project team, accompanied by PF, clarifies the United Nations Human Rights Guideline for Addiction Treatment, mainly the following articles: 1- The right to treatment without discrimination: Addiction is a disease and no one should be discriminated against that for past or present drug use, or for any other reason, such as race, ethnicity, sexual orientation, gender disability status etc.2- The right to the same ethical standards of treatment as is given to those with physical health conditions. 3- The right to access to treatment during all stages of the disease. 4- The right to privacy of information. Based on these articles, the project team encourages constantly drug addicts to, practice STI, VCT and VCCT.

B) Methods of mobilizing community members to participate in prevention, elimination of drugs and undertaking response

Organize campaign disseminating information through circle groups in the villages describing different types of drugs with their above addiction effect.- Demonstrating the harm and pain supported by individual, family, society, that cause bad consequence for general development.-Cause common discussion and finding out solution (Eliminate neglecting spirit, raising attention and observation of young children's behavior, activities as well as people around, and observing drug flow through illicit and secret commerce).- With faithful manner, invite them participating in the project.

Causing active cooperation with the project to eliminate drugs

Eliminate passivity by using slogan: "Who do not do, receive" which means that living passively, with blind and deaf manner become an encouragement for immoral addict to cause trouble annoying family and community. Participate in observing, inciting the drug users to change their mind, to dare present to the project, to accept practicing blood check, participate in advising drug user to maintain good atmosphere in the family and respect value of each other in accordance with morality and gender equality.

IV- Communication Method:

- The project team attended the meeting organized by provincial committee, district and health service to find the way preventing drug use and to prevent HIV infection.
- The project team dispatch its activities report to provincial authorities for combating drug, to health department, MCH and to communes as exchange of information and to get feedback for enhancing efficacy of operations.

PROJECT ACHEIVEMENT

From 26 April 2006 to 15 December 2014 the project team has conducted operations and got successively the following acheivement:

1-Operaions Fields

OPERATIONAL FILEDS FROM 2006 TO 2014

District	2006 #Com.	2007 #Com.	2008 #Com.	2009 #Com.	2010 #Com.	2011 #Com.	2012 #Com.	2013 #Com.	2014 #Com.	Total com.
Battambang	7	7		5	6	1	5	5	5	7
Sangker							4	4	2	4
Thmor Kaul	2	2	2	2	1					2
Banan	3	3	3		2	2	2	2	1	3
Total	13	13	5	6	9	3	11	11	8	16

Note: The number of communes increases or decreases depending on annual supporting budget.

2- Statistics of targted groups

FROM 26 APRIL 2006 TO 15 DECEMBER 12014

District	2005	2007	2008	2009	2010	2011	2012	2013	2014	Total
-Battambang	1521/684	3077/160	270	589 DU	578/216	300 DU	581/12	800/24	600	ND=4868
- Sangker	ND	1ND	ND		DU		DU	DU	DU	DU=3962
-Thmor Kaul	180/0 DU	214/0	398							
-Banan		DU	DU							

Note: The number of DUs increases or decreases comes from 2 factors: 1-Adjusted in accordance with annual budget. 2-Migration to have work out side of the province

3- Statistic of targeted people using health care services

District	2006	2007	2008	2009	2010	2011	2012	2013	2014
-Battambang	19	34	207	240	300	280VCT	343VC	127 VCCT/	777 VCCT/
- Sangker	VCCT/	VCCT/	VCT/V	VCT/V	VCT/VC	40STI	CT/	123 HTC/	247
-Thmor Kaul	STI	STI	CCT/ST	CCT/ST	CT/STI	40ART	4 STI/	84 STI/	Syphilis/
- Banan			I	I			27 ART/ CD4 = 3	4 ART	362 STI/ 12 ART

Note: The users of health care service is low in the first years, because the DUs remain hesitant and shy. Aferward, they received education and understood their human rights, they dared use health care services.

V- Statistics of targeted DUs capable of reducing or stoping consumprion definitely from2006 to 2014

District	Definitely stop consuming	Half potential reduced	Still in habitude	Total
Battambang	115	247	80	442
Sangker	22	93	60	175
Banan	10	35	6	51
Grand Total	147	375	146	668

Challenges

Migrants to Thailand working in heavy condition, partial of them used Yama or Ice. When returning home they began to reduce consumption again. Therefore these workers remain in rotation circle.

Since the secret trafficking network in nearby country still exists and they use Cambodia as transit and dropping point the concern about drugs does not completely disappear that require strengthening of control and sincere cooperation between citizens, agencies and authorities in all fields for active response.

CONCLUSION

The importance results of the project: “HIV/AIDS and Drug USE Prevention” related to reproductive health, safe sex, family plan implemented from 26 April 2006 to 31 December 2014 are as following listed:

- Spiritually people have clear knowledge of danger of drugs for short and long time and have abandoned neglected habitude, individualism, blaming only public institutions, by returning to cooperate attentively with territorial authorities, with organizational partners to combat drugs starting first by educating children and keeping close watch on activities around them and then reporting to local authorities;
- The sub-National Institutions level, from province, district and commune have partnered with organizations non-governmental cooperating closely with each other combating drugs and other infectious diseases.
- The drug users and addicts comprehensively understood their own interests, their own right to be considered as sick people, and then they dare present themselves to the project without fear of any discrimination and voluntarily participate actively in group discussion and use health care services.
- The effect of awareness campaign added by observation on difficulty and time used for rehabilitation make people and young children fear consuming drugs;
- The happiness of the drug addicts in succeeding to liberate them from drug slavery spreads out largely that attract other addicts to come more and more practicing rehabilitation approaches.

ACTIVITIES BY PICTURE



Training workshop for PF



Sensitization session in the village



Drug education in school



International Day Against Drug



Representative of DUs pronounce his promise to combat drug



DUs participating in INDAD



Monthly joint meeting in oec office



Sensitization campaign disseminating the danger of drugs related to HIV/AIDS



Activities of information council members with DUs in Drop-In center



Demonstrating process of using condom



Blood testing to check HIV/AIDS



Distribution of card for blood testing



Transportation activities bringing targeted people to provincial MCH for STI

CURRENT DONOR SUMMARY OF OEC (2014)

N°	Donors` name	Title Project	Amount	Start of contract	End of contract	Project period
1	Save the Children International (SC)	Ensuring the rights of children with disabilities	\$191,679	1-Jan-14	31-Dec-14	1Year
2	Adopt -A- Minefield (AAM)	Socio Economic and Reintegration of People Landmine Survivors	\$35,074	1-Apr-14	31-Dec-14	9 months
3	Khmer HIV/AIDS NGO Alliance (KHANA/GFR7)	HIV/AIDS and Drug Use Prevention	\$40,212	1-Jan-14	31-Dec-14	1Year
4	SCHMITZ-HILLE-STIFTUNG (SHS)	Improving Education and Health Care of Poor Children and Young People	\$26,818	1-Jan-14	31-Dec-14	1Year
5	European Commission (EC)	Towards Sustainable Income Generating Activities for Landmines / UXOs Victims	\$78,139	1-Jan-14	31-Dec-14	1Year
6	Misereor-KZE Grant,KINDERMISSIONSWERK and OAK Foundation / BICE . (BICE)	Smiling Cambodian Children	\$146,533	1-Dec-13	30-Nov-14	1Year
7	UNICEF`s Program of Cooperation with the Government of Cambodia (FI)	Strengthening Child Protection Systems in Cambodia	\$49,171	1-Nov-13	31-Dec-14	1year
8	Kindermissionswerk (K- IEHC)	Improving Education and Health Care of the poor/orphan children and children in families affected by HIV/AIDS	\$54,937	1-Apr-14	31-Mar-15	1year
9	Kindermissionswerk (K- PRDC)	Promoting Rights to Development for Children of Incarcerated persons	\$36,892	1-Apr-14	31-Mar-15	1year
10	Swedish (CMAC)	Improving Quality of Life for Poor PWD in Post-mine Clearance Areas (IQLPWDPKA)	\$30,000	1-Jun-13	30-Apr-14	1year
11	United Nations Children's Fund (UNICEF)	Home Care Based and School Re - integration for Children With Disability	\$20,014	1-Feb-14	31-Jan-15	1year
12	USAID/Save the Children	NOURISH	\$34,862	1-Jul-14	31-Dec-14	6 months
	Total		\$744,331			