



**OPERATIONS ENFANTS
DU
CAMBODGE
OEC
ANNUAL REPORT
2015**

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

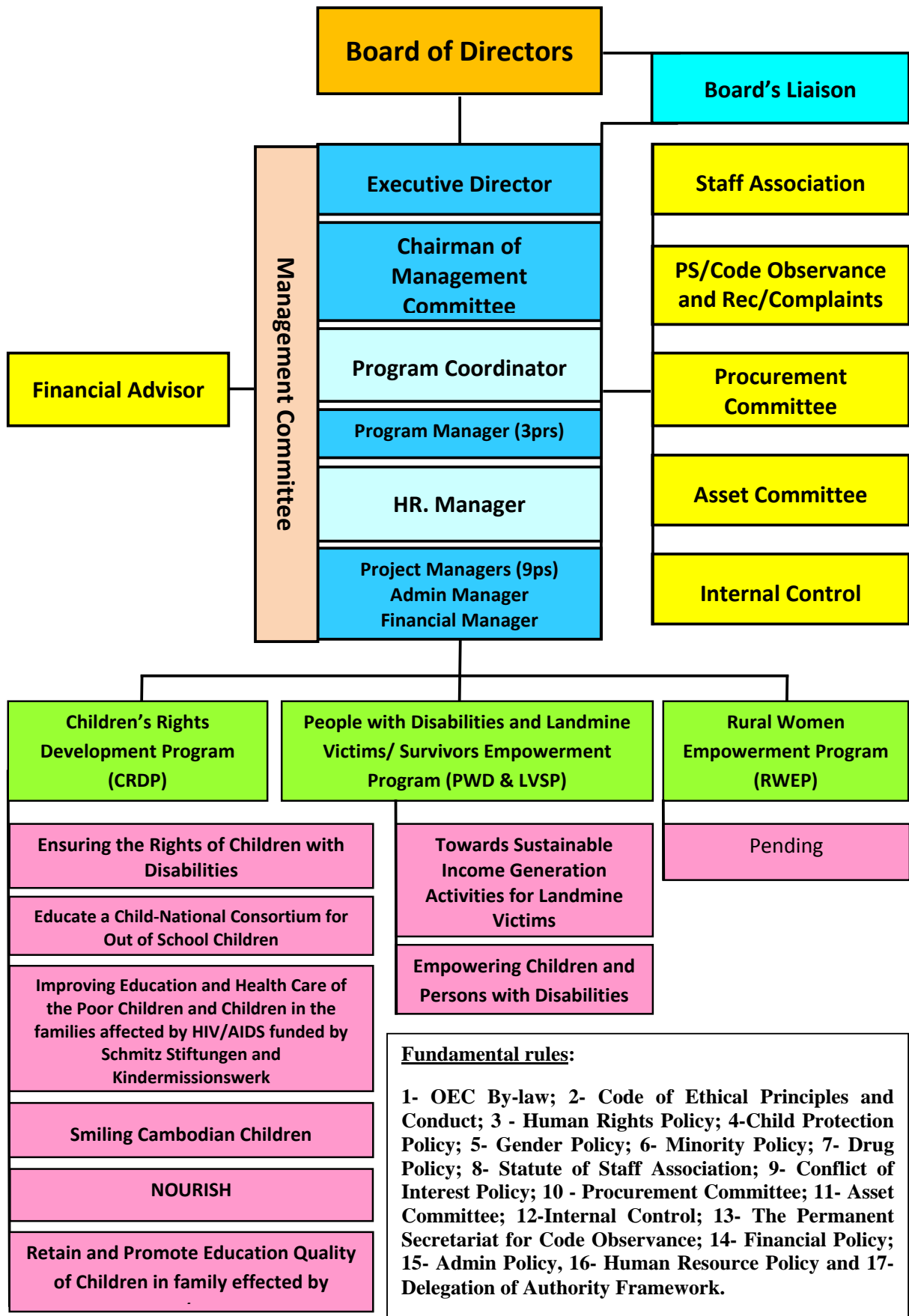
All people with disabilities of any cause gain full and equal enjoyment of all human rights and fundamental freedoms with better livelihood and dignity

Rural women have the right to be free from discrimination and violence, the right to freely determine their political status, and the right to freely pursue, participate in, and benefit from their economic, social and cultural development.

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ORGANIZATIONAL STRUCTURE IN 2015



LETTER FROM

THE CHAIRPERSON OF THE BOARD OF DIRECTORS

Operations Enfants du Cambodge (OEC) starts its operations from 1996 and has completed its strategic plan 2011-2015 by the sympathetic support of: - Safe the Children/IKEA funding the project “Ensuring the rights of children with disabilities “in 6 provinces; - Schmitz Stiftungen and Kindermissionswerk funding separately the project “Improving Education and Health Care of the Poor Children and children in the families affected by HIV/AIDS”; - UNICEF funding the project “Home Care Base and School Integration for Children with Disabilities”; - Australian Red Cross (ARC) funding the project “Inclusive Education for Children with Disabilities”; - FI/UNICEF funding the project “Improving Equality of Opportunity and Outcome of Cambodian children”; - ILO funding the project “Toward the elimination of Child Labor in Brick Making Sector and in other fields”; - A tri-joining donors, BICE/ MISEREOR IHR HILFSWERK and Kinder MISSIONSERK funding the project “Smiling Cambodian Children”; SVENSKA POSTKOD STIFTELSEN/CMAC funding the project “Improving Quality of Life for People with Disability”; - Adopt-A-Minefield funding the project “Socio-Economic Reintegration of Landmine People Survivors”; - EU/DFID through Handicap International funding the project “Towards Sustainable Income Generation Activities for PWDs and LMVS” (TIGA I-II); - Family Health International (FHI) funding the project “Smiling Family Program”; - NOURISH funding the project “Integrated Nutrition, Hygiene, And Sanitation Project” and KHANA funding the project “HIV/AIDS and Drug Prevention”.

On behalf of Board Directors members and OEC staff, allow me to express our grateful thank for your generous contribution to the five years plan, improving access of children to quality education, eliminating discrimination in education, based on poverty, gravity of disabilities or sex and wealth, especially enhancing livelihood of people with disabilities and landmine victim survivors, integrating them in community activities with dignity. I take this occasion to thank valuable donors who continue assisting OEC in its next strategic plan 2016-2020, as participation in developing Cambodia to progressively equalize to other countries in ASEAN.

I am permitted also to express my grateful thanks to provincial Department of Social Affairs, Veterans and Youth Rehabilitation, Department of Labor and Vocational Training, Department of Health, Department of Education, Department of Women Affairs; Authorities Combating Drug, provincial Headquarter of Military Police and all local territory officials for all you have done and cooperated sincerely and harmoniously with OEC’s projects teams in operational fields for implementing rights based approach to development, and consequently invite you to continue working closely with OEC as partner in the next strategic plan 2016-2020.

For continuous development, the Strategic Plan 2016 -2020, based on experience, lesson learnt and success since 1996, OEC and its key players are advised to commit them to be conformable to the General Conclusion Made by Principal Committee of Self-Evaluation of strategic plan 2011-2015 and to make strong and constant effort in realizing SDG3. Good Health: Ensure healthy lives and promote well-being for all at all ages; SDG4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; SDG5. Gender Equality: Achieve gender equality and empower all women and girls and SDG16. Peace and justice: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Chairperson of the Board of directors



BOARD MEETING ON 19 JULY 2016



List of Donors in 2015

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	EU/DFID through Handicap International	077 930 195	op.coord1@hicambodia.org
5	Schmitz Stiftungen	+49 211 3983 770	MBehmenburg@Schmitz-Stiftungen.org
6	KINDERMISSIONSWERK	0241/44 61-60	kresal@kindermissionswerk.de
7	UNICEF	012 948 506	cplong@unicef.org

OPERATIONAL ZONES IN 2015 ★



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, color, 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 behavior, to empower them to exercise and defend their democratic rights and 6 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, landmine victim survivors and rural women as productive force. 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 people and children of all conditions and categories enjoy basic rights for life development, full of hope, security and prosperity.

Mission: To bring local authorities and communities’ members in common effort and activities for empowering children, people with disabilities and rural women.

Core Values: We believe and implement strictly the eight principles of Good Governance.



FOCAL PERSONS OF OEC

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Staff Capacity Building in 2015

N°	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 with 10 strategic objectives and 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. From 15 June to 11 September 2013, OEC conducted Mid-term Review whose recommendations asking OEC to make great effort in the remaining time of strategic plan in raising fund for human rights education in primary and secondary school for full filling of CRDP and respecting World Program for Human Rights Education; additionally they asked OEC to realize Rural Women Empowerment, respecting article 14 of CEDAW and Cambodian Millennium Development Goal 3: Promote gender equality and empower women.

During the SP, human rights education in primary and secondary school was not accomplished, but through inclusive education in six provinces of Cambodia with implementation of Child-friendly schools and children council, the human rights, children rights and women rights have been treated. Concerning Rural Women Empowerment, as part of the **RWEP**, a long term project, Smiling Family Program starting from 2005 ended its term at the end of 2011, the first year of the SP. In addition, OEC has a chance of getting NOURISH project focusing on pregnancy and nutrition beginning from the fourth year of the SP and continuing beyond the plan. Including in **PWD/LVS/P**, two long term projects, the Socio-Economic Reintegration of Landmine People Survivors (AAM) operating from 2004 finished its term on 2015; another project, Towards Sustainable Income Generation Activities for PWDs and LMVS (TIGA) beginning form 2008 to 2015. No one of them continues beyond the SP. During the SP term, the **CRDP** has 8 projects, four of them, the project “Children without appropriate care”(Inclusive education in 6 provinces) supported by SCI/IKEA/EAC; two projects of the same name, “Improving Education and Health care of the poor children and children of the families affected by HIV/AIDS”(Scholarship), one supported by SCHMITZ STIFTUNGEN, another by KINDERMISSIONSWERK and the fourth, “Smiling Cambodian Children” supported by BICE/AOK Foundation /Kindermissionswerk /Misereor (Child-friendly spaces) continue beyond the plan. The three programs have in total 13 projects with starting and ending date differently, among them only 5 continuing beyond the SP.

In balancing the real needs in the country with the MDG, SDG, UPR and the World Program for Action, the Self-Evaluation Committee recommended for the next strategic plan 2016-2020, to shorten the Vision, Mission and Core Values; to maintain the three programs with large objectives; to raise new supporting fund for creation of project(s) filling the empty program and to design projects respectively responding to the three main programs in reconsidering human rights education in primary and secondary school system and rural women empowerment.

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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I- Children's Rights Development Program (CRDP)

Project Name: Ensuring the rights of children with disabilities

Donor : IKEA/Save the Children



I- Project Summary

From 2012 to 2015, Operations Enfants du Cambodge (OEC) conducted 111 meetings with 1851 (689 females) members of Commune Committee for Women and Children (CCWC) to orient survey tools to identify marginalised children, including girls, children with disabilities, ethnic minority children and children from the poorest families. 2,739 parents of children with disabilities (1,981 females) and 1,544 (479 females) participants from CCWC, District Offices of Education, Provincial Offices of Education and Provincial Office of Social Affairs also received training on child rights, identification of types of children with disabilities, how to provide special care to their children, and how to support their children in schooling. With assistance from OEC, CCWC monitored the situation of children with disabilities by focusing on rehabilitation and schooling through home visit (2,184 homes, 678 villages and 111 communes have been done to visit), and brought the issues met for discussing in their quarterly meetings with OEC and DOE. In addition, OEC facilitated 663/178 children with disabilities to have access to rehabilitation services from different providers such as referral hospitals, provincial rehabilitation centres, Chey Chumneas Hospital, Handicap International, Kien Khleang Rehabilitation Centre, Kantha Bopha Hospital, Angkor Hospital for Children and Cambodia Trust. OEC has worked closely with CCWC and head teachers to identify (1,538/584 CWDs, 2,649/1,378 poorest children, 63 girls not allowing to schools and 176/93 minority children) marginalised children and integrate them to school. The support included study materials, school uniforms, bicycles and tricycles for children who live far away from school. In addition, aiming at retaining children with disabilities in school, OEC together with Save the Children and POE/DOE has conducted training "on teaching children with special needs" to 1,209 (487 females) teachers including school principals, CCWC and PoE/DoE's staff.

In project cycle (3 years), 4,426 (2,118 girls) most marginalized children enrolled and retained in schools, including 1,538 (584 girls) children with disabilities, 176 (93 girls) ethnic minority children, 2,649 (1,378 girls) poorest children and 63 girls not allowing to school. Types of children with disabilities in the project include intellectual and mental disabilities, polio, clubfoot, cerebral palsy, hernia, visual impairment, hearing impairment, down syndrome, autism, deaf, amputee, and epilepsy. 663 (178 girls) children with disabilities have access to rehabilitation services of different providers, including surgeries, treatment and assistive devices.

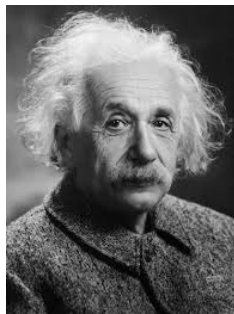
II- Meeting with CCWC members

Successively and progressively during the meeting with CCWC members, the project team start first by explaining them:

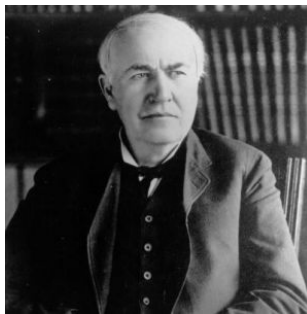
- the goals of the project which is to empower children facing difficulties, especially children with disabilities, children of the poorest people, children of ethnic minority enabling them to enjoy equal access to quality of education, eliminating discrimination in education and

promoting liberty of opportunity, respecting article 28 and 29 of CRC, article 5 of ICADE and article 31 and 39 of Cambodian education law.

- The values of education and benefit of education for personal, familial, social and national interest.
- The duties of parents in developing their children conformable to 18 of CRC: parental responsibilities and state assistance with the SDG 5 to ensure inclusive and equitable quality education and promote life long learning opportunity for all.
- Additionally, the team causes participants to analyze democratic situation between Cambodia and other countries in Southeast Asia to see the difference of intellectual capital that force Cambodia to well educate children to have intellectual force for country development.
- The team encourages CCWC members and parents to recognize the reality that with new method of inclusive education, supporting effort of parents and community members children with disabilities can reach high level of education opening path for transforming their life and the family. To convince them, the team tell them some stories of the World's Famous Disabled People:



Albert Einstein



Thomas Edison



Stephen Hawking

III- Meeting with Education Staff

a. Right to access to quality education

Successively and progressively the team leads all members to analyze and discuss deeply important article of UDHR, CRC, CEDAW and the ICADE in drawing out the main articles dealing with education and comparing them to the articles mentioned in Cambodian constitution and reaffirmed by Cambodian law on education (article 31: Right to access education; 32: Right of enrolment for grade 1 (one) of the general education program; 35: Rights and Obligations of Learners, especially the right to assemble as groups or clubs of the learners for educational purposes) to prove that the right to education is protected and supported by international and national law. The four pillars of learning by UNESCO have been analyzed commonly with all teaching teachers to broaden the vision of educational goals. The team leads analyzing of SDG4: Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

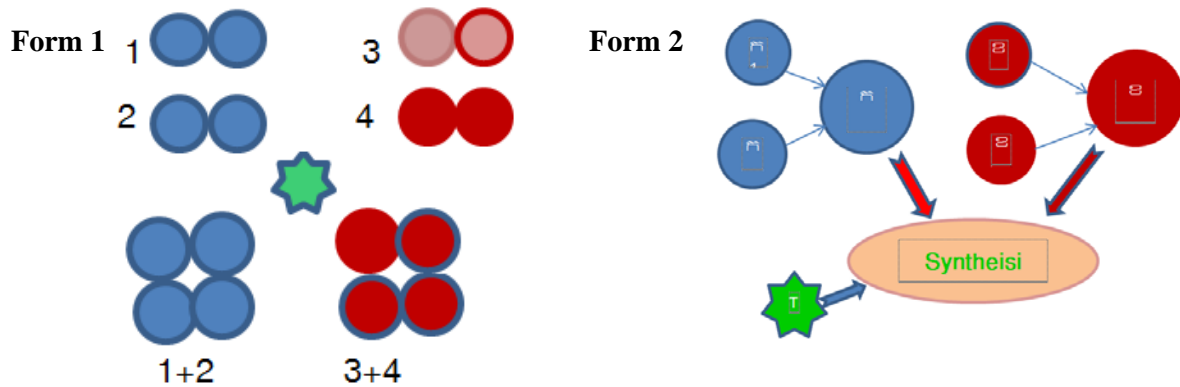
b. Teaching techniques and Methodologies

First, the team awakens attention of teachers by analyzing article 26 of UDHR: Everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. After that the team brings them to analyze CRC article 31 and 32 about right to education and the goals of education stating the same instruction as declared in UDHR, article 26, that require teaching techniques and methodologies to form full personalities of children and to succeed the four pillars of learning (learning to know, to do, to live together and to be “complete people”

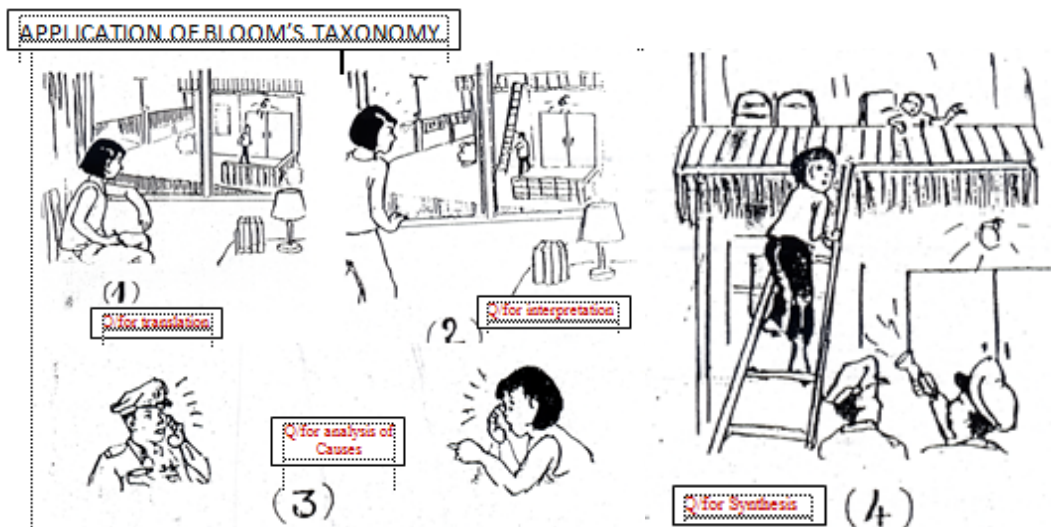
From this comprehension, the team leads participants in the training workshop to review the means of CFS which is to transport the concept of Child Rights into classroom following the below principles:

1. Proactively inclusive, seeking out and enabling participation of all children and especially those who are different ethnically, culturally, linguistically, socio-economically, and in terms of ability;
2. Academically effective and relevant to children's needs for life and livelihood knowledge and skills;
3. Healthy and safe for, and protective of, children's emotional, psychological, and physical well-being;
4. Gender-responsive in creating environments and capacities fostering equality; and
5. Actively engaged with, and enabling of, student, family, and community participation in all aspects of school policy, management and support to children.

Step by step the team with technical committee of the cluster conduct refreshment and class demonstration on child-centered technique (cooperative learning, inter-cooperative learning, different forms of grouping in respect of learning subject and outcome). Examples:



In always keeping in mind the main principle of child-friendly school to bring child's rights in classroom and in considering article 13 CRC; Freedom of expression; article 14: Freedom of thought, conscience and religion with SDG 4: Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, OEC project team conduct revision of Bloom's Taxonomy of Cognitive Domain with chain of questions for application of the six cognitive (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation), followed by Hilarie Bryce Davis methods, identifying elements of fable, text explanation method, reading and commenting a picture, role play, brain storming, and fish bowl to improve thinking and expressing power of children.



As implementation of learning by plying, the team introduces successively Tangram for exercises and analytical discussion:

វិធីបង្កើត: ដំបូងគេត្រូវគូរការណ៍មួយ និងបន្ទាត់ពុះទ្រូងទាំងមូលដែលកាត់តែងនិងបន្ទាត់ពុះទ្រូង៣ភាគ៤។ តទៅបែងចែកបន្ទាត់ពុះទ្រូងពេញជា៤ភាគលើគ្នា ហើយបង្កើតជាត្រីកោណ,ការ, ត្រីកោណនិងប្រឡេឡូក្រាម តាមគម្រោងឆ្វេងនេះ។
តទៅរៀនគេកាត់ការនេះចេញជា៧ចម្រៀកតាមបំណែកដូចខាងក្រោម:

របៀបលេង:

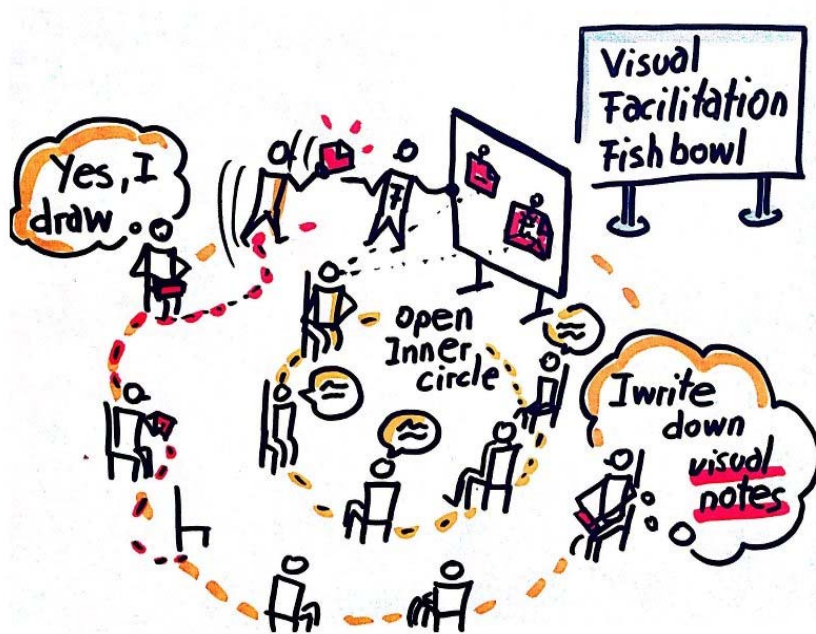
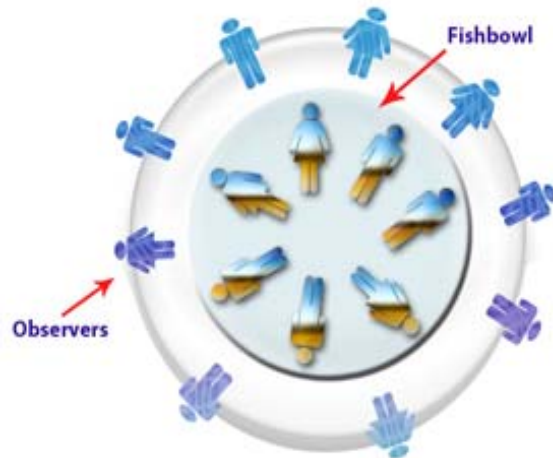
១-គេឲ្យរូបជាស្រមោលផ្សេងៗគ្នា ហើយឲ្យអ្នកលេងផ្សំឲ្យបានដូច:

កុមារ មនុស្សរត់ មនុស្សបង្ហូរស្នប់ មនុស្សជិះសេះ មនុស្សស្រី

២-គេឲ្យផ្សំជារូបធរណីមាត្របានគ្រប់បែប:

ត្រីកោណ ចតុកោណតែង ចតុកោណព្នាយ ប្រឡេឡូក្រាម

The OEC project team causes discussing the benefit of using Fishbowl with clarification of process to achieve that effectively by fostering dynamic group interactions and active participation in expressing individual view points, analyzed and synthesized commonly by the discussing group placed in the center. The external circle observes attentively the discussion and the final decision in noting all important point for common discussion at the end of exercise. The inners can become next time observers and let the extenders be inners to develop thinking and analyzing power.



IV- Class council development

OEC project team believes that good learning outcome comes from warm and faithful relationship between teacher and class council. From this concept, the project team, in 3015's effort in developing class council and improve positive teacher.

Concerning class council, the team discusses working strategy with teacher and unanimously advice the committee of class council to accept the following principal activities: the class council pupils can:

- Present self-determined learning projects and tasks which are useful to run a democratic class council.
- Decide on co-operations.
- Formulate missions and requests to working groups.

- Present and discuss learning results with mutual assistance spirit to build common learning success.
- Plan the social life of the class.
- Plan the expenses of the class.
- Discuss relations and problems with other classes.
- Discuss issues of self-determination.

In the side of teachers, the project team, by sincere approach with technical committee and school administration, raises discussion on the need of inciting teachers repeatedly to have the following characteristics to be effective teachers:

- Come to class prepared
- Maintain positive attitudes about teaching and about students
- Hold high expectations for all students
- Show creativity in teaching the class
- Treat and grade students fairly
- Display a personal, approachable touch with students
- Cultivate a sense of belonging in the classroom
- Deal with student problems compassionately
- Have a sense of humor and did not take everything seriously
- Respect students and do not deliberately embarrass them
- Be forgiving and do not hold grudges
- Admit mistakes
- Give advice and orient class council in methodic learning and in systemic analysis for good decision,
- Listen attentively to class council questions and comments
- Assist class council in doing research or preparing for demonstration.
- Provide class council with necessary resources, or show them the way of getting that,
- Be responsive to situations and class council's needs
- Look for the win-win solution in conflict situations
- Maintain a professional manner at all times and communicate high expectations consistently
- Work actively with class council.

Harmonious relationship and communication between teachers and class communication through its president will create good learning atmosphere for improving quality of education.

V- Constraints

- Some parents, due to their daily earning activities, did not bring their sick child to communal clinic center on time. The project team members cooperatively with proper teacher and CCWC member have convinced them during circle talk in the village to consider time lost by delay in medical/health care that slows down learning course of children.
- Some parents having obligatory affair to join natal family, out of district, brought their daughter with them for a while; facing this problem, the project team with CCWC member and teacher have tried to clarify article 1 of UDHR supported by Buddhist Brahma Vihara Dhamma, generosity and volunteering in the community, villagers are worth helping each other by accepting to be temporary care taker for the interest of children in learning.

Activities by Pictures



Project Name: Educate a Child-National Consortium for Out of School Children

Donor : Aide et Action Cambodia



Changing the world through Education



Save the Children

I-Project Background

According to the Assembly's Provincial of Education, Youth and Sports, the provincial rate of enrollment of children of Primary Education has ranged from 93% to 98%, while some 7% to 2% of children out of school, they were children with disabilities, indigenous, girls, poor, remote, and over-age. To empower those out of school children to enjoy better life, better health, better education and good opportune participation, that leads them to possess equal chance, equal dignity, equal right for education and protection; and satisfaction of special needs, opening path for them to live with confidence, hope and permanent self-development. For responding to the above reasons, Operations Enfants du Cambodge (OEC) has sub-contract with Save the Children with the project of "Educate a Child- National Consortium for Out of School Children", funded by Educate a Child (EaC) through Aide et Action (AeA). The goal of this project is to contribute to a comprehensive Cambodian inclusive education system that caters for every child including children with disabilities, indigenous, girls, poor, remote, and over-age and with two specific objectives: 1).Equitable access and 2).Capacity development. In order to achieve the goal and specific objectives of the project, OEC works in partnership with Save the Children in Cambodia and government education authorities, Provincial of Education (PoE) and District of Education (DoE). Furthermore, OEC is actively assisting School Principals, Teachers, School Support Committees (SSC), School Children's Council members, Commune Education for All Committees (CEFAC), Commune Committee for Women and Children (CCWC) and other stakeholders to identify out of school children and access to equal education. Through this collaboration, OEC will support the above any stakeholders in developing and implementing of their action plans including the identification and case management mechanisms for out-of-school children, prevention and response interventions and a monitoring system. The project implements in 6 provinces (Pursat, Kampong Chhnang, Koh Kong, PreahVihear, Kampong Cham and Thbong Khmum Provinces) in focusing out of school children as mention above, a total targeted children of 7,910.

II-Analysis of the Project Progress

Training members from SSC, CCWC/CEFAC on identifying Children with Disabilities (CwDs): Stigma and discrimination also appear to play a role in keeping children with disabilities out of school. Generally, the government's statistics are not accurate because they can identify only children with physical disabilities, but children with mental and intellectual disabilities, they are difficult to identify. So, to find out the problems of the out of school children with disabilities, OEC provides training School Support Committee (including school directors) and Commune Committee for Women and Children to have the ability to identify children with disabilities in order to access them to schools. As a result, OEC conducts 14 trainings to 87 schools and a total of 349 Participants (97 females). According to the pre-test and post-test, we indicated that 95% of participants are increased their knowledge. The participants come from:

- PST: 40 schools, 3 trainings, 120 (28 females) participants {5 (1 female) DoE, 58 (15 females) teachers, 22 (2 females) school directors, 29 (4 females) SSCs and 6 (6 females) CCWCs}
- KCG: 30 schools, 6 trainings, 109 (30 women) participants {34 (3 females) SSC, 19 (19 females) CCWC, 6 DoE, 30 (6 females) school directors and 20 (2 females) CEFAC}
- PVH: 17 schools, 5 trainings, 120 (39 females) participants {1 PoE, 41 (10 females) SSC, 22 (21 females) CCWC, 5 (1 female) DoE, 9 School Directors, 36 (7 females) teachers and 6 Villagers}

After completing the training in collaboration with the above project's stakeholders, we found a total of 1,540 (678 girls) out of school children (85/27) for the school year of 2015-2016 {PST: 198 (92 girls) children including 22 (07 girls) CwDs, KCG: 447 (204 girls) including 36 (11 girls) CwDs, KKG: 317 (144 girls) children including 5 (2 girls) CwDs and KCM: 578 (238 girls) children including 22 (07 girls) CwDs}.

a)- Training parents of Children with Disabilities (CwDs) on how to support their children to be able to access schooling:

The project organized 13 (a half-days) trainings with a total of 120 (70 females) parents of CwDs in targeted provinces {PST: 6 trainings with 59 (37 females) participants, KKG: 4 trainings with 28 (12 females) participants, PVH: 1 training with 11 (10 females) participants, and KCM: 2 trainings with 22 (11 females) participants} to strengthen the rights of CwDs to live, to protection, to development and to expression. Importantly the team focused principally on the roles and obligations of parents toward their CwDs, 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 CwDs.

b)- Conduct meeting with SSC and PSG to identify enrolment campaign approaches:

Save the Children and OEC commonly produced the guideline or approach for conducting enrolment campaign including home visit of out of school children. Project staffs orient the guideline or approach to 273 (123 females) participants (80 schools) through 14 meetings {PST: 3 meetings, 40 schools, 120/28 participants (5/1 DoE, 58/15 teachers, 22/4 school directors, 29/4 SSC and 6/6 CCWC); KCG: 2 meetings, 11 schools, 39/12 participants (2/2 DoE, 8/0 CEFAC, 7/7 CCWC, 11/1 SSC and 11/2 school directors); KKG: 5 meetings, 15 schools, 62/15 participants (8/4 teachers, 19/6 SSC, 4 DoE, 11 school directors, 10/2 PSG and 10/3 CCWC); PVH: 1 meeting, 4 schools, 18/10 participants (4/4 CCWC, 6/1 teachers, 1 DoE and 7/5 SSC); KCM: 2 meetings, 6 schools, 20/7 participants (2 DoE, 6/6 parents, 1/1 CCWC, 6 SSCs and 5 school directors); TBK: 1 meeting, 4 schools, 14 (4 females) participants (4 SSC, 4/4 CCWC, 4 school directors, 1 DoE and 1 PoE)}.

c)- Conduct enrolment campaigns (including home visits of OOSC):

OEC supports 76 schools to organize school enrollment campaign in collaboration with relevant stakeholders by focusing on home visit of OOSC. During that we provide consultative with their parents and their family members for sending their children to school. In the reporting period, 264 (103 girls) OOSC are enrolled into target schools.

d)- Work with local actors (PoE, SSC, PSG) to identify recipients of support packages (study materials, transport means or scholarships):

OEC and Save the Children commonly produced the scholarship criteria and tools for identification out of school children who need scholarship from the project and orient those documents to 437 (122 females) participants through 21 meetings {PST: 3 meetings, 40 schools, 120/28 participants (5/1 DoE, 58/15 teachers, 22/4 school directors, 29/4 SSC and 6/6 CCWC); KCG: 2 meetings, 47 schools, 68/16 participants (1/1 DoE, 5/5 CCWC, 10/2 SSC, 5/2 PSG and 47/6 school directors); KKG: 5 meetings, 15 schools, 62/15 participants (8/4 teachers, 19/6 SSC, 4 DoE, 11 school directors, 10/2 PSG and 10/3 CCWC); PVH: 5 meetings, 17 schools, 120/39 participants (1 PoE, 22/21 CCWC, 6 Villagers, 36/7 teachers, 5/1 DoE, 9 school directors and 41/10 SSC); KCM: 5 meetings, 26 schools, 53/20 participants (7/3 DoEs, 9/9 parents, 5/5 CCWCs, 15 SSCs and 17/3 school directors); TBK: 1 meeting, 4 schools, 14 (4 females) participants (4 SSC, 4/4 CCWC, 4 school directors, 1 DoE and 1 PoE)}. We formed 149 scholarship committees by using SSC's structure (added CCWC, Children Council and PSG as members of this structure) for ensuring that all scholarships are responding to the actual need of target children. By collaboration with the above relevant stakeholders, the project identified 1,300 (602 girls) target children (PST: 350/169 children, KCG: 479/248 children, KKG: 145/54 children, PVH: 160/65 children and KCM: 166/66 children) who need support scholarship from the project.

e)- Provide scholarship to OOSC:

OEC already prepared the list of the OOSC who need the scholarship from the project and completed the process of procurement. We will provide those scholarships to children in January 2016.

Refer CwDs to rehabilitation centres for receiving the assistive devices and surgery services: OEC facilitates diversity of 25 (12 girls) CwDs to have access to rehabilitation services from different providers such as:

PST:

- 2 (1 girl) visual impairment children got treatment from Thyrih Eyes Care Clinic in Pursat
- 4 (3 girl) visual impairment child got glass from Thyrih Eyes Care Clinic in Pursat

- 1 (1 girl) cerebral palsy child got treatment from Children Surgery Center, Phnom Penh
 - 1 boy with disability got surgery his face from Children Surgery Center, Phnom Penh
- KCG:
- 3 girls with fractures leg got surgery from Children Surgery Center, Phnom Penh
 - 4 (1 girl) children with visual impairment got glasses from Sam Sara Clinic, KCG
- KCM:
- 3 single blind boys got surgery and treatment from Children Surgery Center, Phnom Penh
 - 1 boy with visual impairment got treatment from Angkor Hospital for Children, SRP
 - 1 boy with hernia got surgery from Angkor Hospital for Children, SRP
 - 2 girls with epilepsy got treatment from Angkor Hospital for Children, SRP.
- PVH
- 2 (1 girl) children with clubfoot got treatment from Angkor Hospital for Children, SRP
 - 1 boy with polio got treatment from Angkor Hospital for Children, SRP.

Training of SSC in promoting children enrolment and school management: By collaboration with PoE, OEC provides training on promoting children enrolment, school management and leadership to 210 (62 females) participants {PST: 1 training, 10 schools, 51 (14 females) participants (2 PoEs, 4 DoEs, 40/10 SSCs, 1 police and 4/4 CCWCs); KCG: 1 training, 15 schools, 69 (25 females) participants (8/3 DoE, 3/1 PoE, 27/6 SSC, 15/14 CCWC and 16/1 school directors); PVH: 1 training, 10 schools, 42 (13 females) participants (10/5 CCWC, 13/4 SSC, 12/4 teachers and 7 DoE); KCM: 1 training, 9 schools, 48 (10 females) participants (9/2 schooldirectors, 13/4 teachers, 7 SSC, 8 Chief of communes, 2/2 CCWC, 6 DoE and 3/2 PoE)}, held at Bot Rumduol Primary School, Phnom Kravanh district of Pursat province. Through pre and post-test, we indicated that 96% understand well.

f)- Follow up activities of project staff:

Conduct monthly community follow-up activities by Project Manager and Project Assistant in collaboration and consultation with educational authorities and local authorities for continuous improvement and operational development to achieve the stated objectives and to get spiritual change in empowering Out of School Children (OSC) for liberty of opportunity and outcome and equal dignity with other children in the society and especially, follow up of learning activities of OSC 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.

And weekly visit OSC's families by Provincial Officers in the view of verifying methodic exercise for physical therapy, applied hygiene, self-learning process at home and materials with psychological support accomplished by the families for learning success. During that OEC staff approached parents of CwDs in cooperation with the head of concerned village explaining them about the advantage of education, sometimes with the presence of teachers in insisting clearly on the education law concerning the rights of children with disabilities, and then asked them to bring their disabled children to school.

Build Capacity of Project Staff: Project staff participating in the trainings/workshops/meetings with Save the Children and Aide et Action for improving their capacity on partnership, report writing skill, catch up plan, how to entry data into OP tracker, inclusive education, case study writing skill, design manual and curriculum for trainings, develop plan for trainings and Organizational Capacity Assessment. After trainings/workshops/meetings, PM always spread out or shares all the above topics to all OEC staff.

Project Staff Meeting: For ensuring the project implementation on track, OEC project staff conduct monthly technical project staff meeting for giving technical support as mentoring/coaching to all project staff at OEC head office. The discussion mainly focuses on how to ensure the project implementation to meet the target indicators, output and outcome; and promote collaboration between POE/DOE/any stakeholders and OEC to achieve the project objective and gradually, we always prepare the catch-up plan for ensuring the project according to the plan.

III-Result: Outcomes Level

Outcome1: Equitable Access

a) Training members from SSC, CCWC/CEFAC on identifying CwDs:

After training, members of School Support Committee and Commune Committee for Women and Children together with the project staff and educational authorities have ability to identify children with disabilities in their communes and school geographical areas.

b) Training parents of Children with Disabilities (CwDs) on how to support their children to be able to access schooling:

The follow-up conducted later after training proved that 83% have improved daily life living condition and facilitated home learning atmosphere, only 17% under poor condition and forced by farming effort cannot reach desired satisfaction.

c) Conduct meeting with SSC and PSG to identify enrolment campaign approaches:

We have clear guideline and manual on how to conduct the effective enrollment campaign. The participants actively participate in the meeting with the project and according to the pre-test, post-test and follow-up conducted later after training proved that they understand well about how to approach OOSC's parents for sending their children to schools.

d) Conduct enrolment campaigns (including home visits to OOSC):

PoE, DoE, SSC, PSG, local authorities, children council and community members actively involve and participate in the school enrollment campaign activity (home visit of OOSC). They built good collaboration with teachers and school directors for providing consultation to OOSC's parents related to the advantages of education for their children and their family as well.

e) Work with local actors (PoE, SSC, PSG) to identify recipients of support packages (study materials, transport means or scholarships): We have clear scholarship criteria for selection the recipients of support packages. The relevant stakeholders have ability to apply the criteria to screen the OOSC who need support the scholarship from the project. All OOSC selected by the scholarship committees are absolutely fitted to the criteria set.

f) Refer CwDs to rehabilitation centers for receiving the assistive devices and surgery services:

All services which mentioned the above, they can help children in participation in most everyday home/school activities. In practice OEC supported their round trip cost. OEC project staff followed closely to assist the ones who felt difficult in using their assistive devices.

In the meeting with parents, apart from psychology of language and manner to be used toward children with disabilities, OEC team asked parents of CwDs to have comprehensive vital role to play in the education of their children; they must allow their child to a free, appropriate public education with no cost to the parents who have to develop a partnership with the school leading committee and share relevant information about their child's education and development. Parents should learn as much as they can about their rights and the rights of their child; parents have the obligation to know educational and medical terms of their child, including discussion with the school any problems that may occur with their child's assessment, placement, or educational.

Outcome2: Capacity Building

Training of SSC in children enrolment and school management:

Promoting this training brings educational authorities to understand their current leadership and management strengths and weaknesses and gain new skills to lead with **confidence and** purpose. It contributes for target schools to improve participation from any stakeholders and well function of SSC's structure for promoting children's enrolment and quality learning of children.

Challenges

[Discuss the Challenges facing project implementation for the reporting period with the proof of attached relevant photos or other evidences available; make a link between the identified challenges and the progress on outcomes and outputs. Also provide the perceived challenges (if any), and suggested solutions to address those challenges.]

1. Parents not allow CWDs for longer rehabilitation period & for far distance service, because of their heavy burdens at home. The followings are the solutions for responding to the above challenge:

- OEC performs to meeting in individually with CwDs' parents and tries to approach them for referring their children to Provincial Rehabilitation Centers and Hospitals for receiving rehabilitation service;
 - Project staff lobbied CwDs' parents and their family members for referring their children to hospitals and PRC for receiving assistive devices and surgeries;
 - CCWC involved in accompanying CwDs and parents of CwDs to hospitals or Physical Rehabilitation.
2. Different data on CwDs between government and NGOs. For responding to this challenge, OEC submitted statistic and report to relevant stakeholders of the project.

IV. Conclusion and Recommendations

[Please provide your reflection on the overall result of the project whether it is well on tract or far behind the set objective, outcome, and output. And articulate the actionable and critical recommendations to inform decision-making and actions to be taken further in order to improve the project implementation and to make sure the project reaches the set targets; Include lessons learned and beset practices]

AEA project is a project that provides opportunities for out of school children (CwDs, indigenous, girls, poor, remote, and over-age) to enroll at the primary level with equality without discrimination. The project is successful, it is not dependent on the only OEC and Save the Children, but also will need to be working with the project's stakeholders to achieve a common goal of the project.



Project Name: Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS

Donor : SCHMITZ STIFTUNGEN since 2007



I- Project Purpose:

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

- 1) 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.
- 2) 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.
- 3) To strengthen individual, familial, school and social discipline of targeted children for effective learning and participation in communal activities.
- 4) 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.
- 5) To assist weak pupils by supporting extra class fee, depending on their weakness and choice of learning subject for strengthening their learning capability,
- 6) 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.
- 7) To support bimonthly food supplies for 60 targeted children;
- 8) To provide annually targeted children with a shirt, cut for pay by former targeted young girls, and learning materials
- 9) 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 has been run in three communes of EkPhnom district, which are PrekKhpop, PeamEk and PrekLuong Commune:

1. In PrekKhpop: The project has been operating in 5 villages: PrekSno, SnaPimuk, PrekKhpop, O-Kambot and Khvett.
2. In PeamEk: The project has been operating in 6 villages: PeamEk, Chong Chdor. Ta Koam, Kok Dong, Kong Tum and AngPheah.
3. In PrekLuong: The project has been operating in 1 SdeiLeuvillage.

III- Activities and Outcomes:

A- Recruitment of 11 new students for completing the total strength of 60 students.

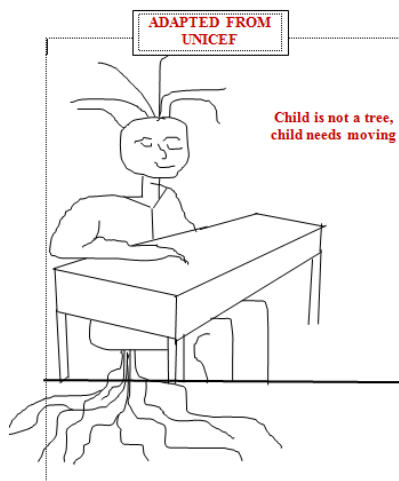
During the school term 2015, eleven (11) students, abandoned class for different reasons, 4 students going to work in Thailand, 5 students going to be construction labor in the province, 2 others assisting their parents in daily work for gaining their life. Consequently the project team

decided recruiting for completion of the total number, by selecting new beneficiaries, 4 for grade seven, 4 for grade eight, 2 for grade nine and 1 for grade eleven.

B- Human Rights Strengthening By educative game during supply distribution

During distribution of supply, the team used to introduce some educative games to strengthen human rights and children rights, causing children and parents to read and making comment on the picture presented and facilitated by the team:

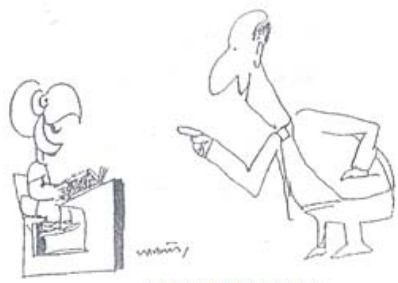
Some examples:



D. Remedial classes

In order to eliminate hopelessness and discouragement among weak students, the team allowed some weak students to attend remedial class according to their optional learning subjects. The project pays the learning fee and going to visit them following the following up schedule to awake and strengthen their effort, and to get from the remedial class teacher their learning behavior. The children attending remedial class are below listed:

3-In consequence, parents have the obligation to develop capability and life skills of children by working closely with teachers and school administration, importantly with the CCWC member of heir commune.



1- Ask participants to read and express their point of view

2-Ask them to describe the characteristics

parrot.

3- The team read loudly article 29 about the Goals of education and ask: Is the picture showing a violation of child's right? What are the roles and duties of parents and teacher in respecting the article 29 recently heard?

4- Conclusion: parents should respect the right of the child to education and the child's human dignity (CRC,a.2) and should form full personality of children (CRC,a.29)

C-Annual learning result

Grade	2014-15	2015-16	Balance
6			
7	15/8g		
8	19/12g	$15/8g + 3/2g = 18/10$	15up=3new
9	5/4g	12/8g	12up,7failed
10	5/4g	$5/4g + 1g = 6/5g$	5up+1new
11	11/6g	$5/4g + 3g = 8/7g$	5up+3new
12	5/4g	8/6g	8up=3failed
UTy		1	
TOTAL	60/38g		

Remarks:

1. One boy getting support from the project to continue in university.
2. One girl continues in pedagogic school,
3. One boy supported by the project to learn in university, agricuoturao section,
4. One girl gets scholarship of Ministry of Education.

C. Remedial classes

In order to eliminate hopelessness and discouragement among weak students, the team allowed some weak students to attend remedial class according to their optional learning subjects. The project pays the learning fee and going to visit them during the follow-up schedule to awake and strengthen their effort, and to get from the remedial class teacher their learning behavior and progress. The children attending remedial class are below listed:

Grande	TT Children	Rd/Class	Option
6	1	1	1: Kh+ Math
7	12	12	4: Math+Ph+Ch+Kh, 3: Math+Ph+Ch, 3:Math+Ph, 2: Ph
8	13	13	1: Math+Ph+Ch+Kh, 11: Math+Ph+Kh, 1:Math+Ph
9	16	7	3: Kh+Math+Ph, 2:Math+Ph, 2Math
10	9	5	3: Math+Ph+Ch, 2:Ch
11	4	0	
12	5	5	4: Math+ Ph +Ch+Sc ; 1: Math+Ph+Ch

At the end of school term 2015, among the 60 supported students, 83.3% have been promoted; only 16.7% could not gain satisfaction.

D- Reinforcement of learning effort:

During the last food distribution of year 2015, the project team organized general meeting with participation of students, parents and territorial officials, discussing the value of education and the importance of preparing new productive force responding to the world development, mainly to the Asian Economic Integration. The team clarified article 13/2 of UNDHR: “Everyone has the right to leave any country, including his own, and to return to his country” that means the team has no right to prohibit any young people from going to work in Thailand, but the team invited all participants to analyze article 26/1: “Everyone has the right to education...Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”. The team led participants to make balance between gaining money in young hood without strong self-development adapted to future requirement. In consequence the team asked parents and local authorities to be patient and to encourage their children to accept long learning, enabling them to get high capability for free choice of job in the future. Additionally the team asked all members to keep in mind the following quote: “**A Good Education Helps Us Make Sense of the World and Find Our Way in It**” The participants accept the idea of encouraging and giving possibility to children for a long learning to attend professional or technical school. Additionally the team tried to incite children to accept learning hard by telling as model history of Aesop which can change his personal status from slave to advisor of king, due to his constant learning. Another model is Abraham Lincoln, the son of a wood cutter and farmer, he makes strong effort in constantly learning, and later become president of the United States. Therefore in accepting firmly to do great effort they can concretize their dream.

E. Improving life standing of children families:

Recognizing life standing of the family as principal factor for supporting children learning, and in participation in Cambodian Millennium Development Goal I for reduction of extreme poverty and hunger, the project team encouraged poor families of targeted children to practice poultry rising, bird capital provided by the project for small generating activities which can be later expanded depending on their effort and commitment.

In 2015, the project team provided 21 children's families with 15 chicken/cocks; 74 baby-ducks for their familial poultry farming to improve life standing.



F. Provision of bimonthly food supplies:

To keep children healthy for learning cleverly, the project provide the 60 targeted children with bimonthly food supplies, distributed to them in communal pagoda; the annual amount of which are: Rice=5,400 Kgr; Soap=120small bags; Tooth brushes=180pieces; Tooth past=360 pieces; Detergent=360bottles; Frying oil=360bottles; Fish sauce=300bottles; Can fish=720cans; Sugar=360kgr and Soy sauce=60bottles.

G. Rotating Monthly Medical check for targeted students

To maintain body and spiritual health of children, the project organized monthly medical check starting from January 2015 at the reason of 10 children a month. By this ways, at the end of this school term, all the 60 targeted children have individually their health controlled and treated.

Annual Diagnosis in 2015	
Type of disease	Number of patients
Itching	1
Diarrhea	2
Fatigue	6
Toothache	1
Sore eye	2
Chest Pain	1
Headache	6
Catching cold	12
Powerless	4
High fever	4
Intestinal Worm	15
TOTAL	60

Sixty patients were treated by communal clinic and getting recovery a few day later after treatment. Two students having sore eye were sent to referral hospital to get treatment by specialized doctor.



H- Follow up activities

All the project team members including the two social workers exercised common follow up 6 times a month to collect information related to learning development by contacting their parents, their proper teachers to know their school attendance, and communication behavior with their classmates. The weeks preceding the end of the semester were especially used for approaching their proper teachers to record their learning result, as evaluation of their study for further enhancement activities. In friendly talk with the targeted children of all grades, the project team advised them constantly **to not comparing them with other rich children that cause discouragement, but they must compare them with themselves in different time to see what progress they have made or what positive change they have succeeded.** They must keep a strong dream for future brightness and try to orient objectives and activities toward this dream in following the path of famous people in the world, such as Lincoln and Aesop already learnt. This method requires permanent keeping of individual, familial and social discipline for self-control to know oneself and then to know whom you should maintain good relation for learning development? From whom you should remain apart? How should you relate to local organizations, to CCWC for protecting children interest and learning environment?

IV- Challenges

April is the month of short school break and period of collection of green bean fruits. Majority of poor families took the occasion going with their children to be hired as collectors of green beans. Some targeted children participated in the collection to help their family gaining more money without taking rest and reviewing their school lessons or repeating their previous exercises to reinforce their comprehension. There are many announcements by radio made by private companies exciting and leading people to migrate for work in Thailand that remains a concern for the project. In this school year, 4 students abandoned class for working in Thailand that obliged the team to recruit new beneficiaries for replacement.

Solution:

The project team went visiting the concerned families starting first by talking about general situation of economy in the country, and then caused them to discuss together the real need of Cambodia in quality of human resource for economic competition with other members of ASEAN. For this end all families have the duties to implement the idea in UDHR, article 26/3 stating that “Parents have a prior right to choose the kind of education that shall be given to their children”. Therefore parents and care givers should encourage their children with allowing favorable time for learning without domestic forced labor. Directly with children, the team encouraged them sympathetically to accept working hard for their bright success to get

successively promotion in their learning cycle and then to opt later their specialized study or preferable job.

With communal authorities and members of Commune Committee for Women and Children, the team brought them to analyze together the necessary need of Cambodia in matter of intellectual, economical, agricultural and technical power to respond to the requirement of ASEAN's economy that oblige all communal officials and parents to concentrate their effort on assisting children learning commonly with educational institutions, all for education, strengthening children discipline, building good learning environment and protecting children against all forms of violence, rid of empoisoning products. Another problem, the team asked them to help Improving Education and Health Care of the Poor Children and children in the families affected by HIV/AIDS, to convince parents to stop bringing children to work in agricultural field for gaining supplementary money, to accept some present sacrifice for bright future.

Additionally, the team let them comprehend the Cambodian Millennium Development 2 which is to achieve universal nine year basic education that needs common effort between all people, administrators, territorial authorities, community members and children themselves to have strong commitment to do contribution for succeeding the Cambodian MDG. With teachers and school administration, the team invited them to put in concrete the four dimensions of basic learning by UNESCO: learning to know, learning to do, learning to live together and learning to be (good democratic citizen).

VI. Activities for the first semester of 2016

- To recruit 3 new students for completion in grade 6;
- To provide bimonthly food supply through which reinforce the measure of child protection and strengthening the right to development;
- To continue supporting remedial class for improving capabilities of weak students to have sense of self-development and continue learning happily with their classmates without any inferiority spirit, that open path for long learning.
- To assist in medical treatment for serious illness.
- To provide targeted student with annual school materials.
- To provide poor families of children with Animal capital for income generating.
- To perform monthly follow-up for collecting information about learning effort of students, get feedback from education staff and from the concerned heads of village;
- To organize monthly meeting at the main office for assessment and fact finding;

Project Name: Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS

Donor : KINDERMISSIONSWERK



This project has been supported separately by Kinder Missionswerk DIE STERNSINGER since 2011. In 2015 the project continues 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 the poorest children and children of family affected by HIV/AIDS with scholarship, enabling them to have equal opportunity enjoying equal right to access to education in conformity with article 28 of CRC, article 3 of the convention against discrimination in education and the Cambodian law on education, article 32.

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 6 houses for targeted families allowing children to have good learning condition, and build 3 new houses for the poorest people allowing their children to have good learning condition,
- To distribute 75 Jars to 75 families,
- To build a communal pre-school class for children from 4 to 5 years,
- To select 2 contracted teachers and 25 kids for kindergarten class,
- To provide annually learning materials and school uniform for to 75 targeted children,
- To distribute 15 bicycles to children living far from school,
- To support remedial class of 49 weak students, enabling them to have equal possibilities to with their classmates in school,
- To organize training workshop on poultry raising for 25 students ‘parents who accept to improve their life standing through income generating activities. After the training, every trainee receive animal capital for starting their animal farming,
- To provide grant support to 5 target families for practicing their small business,
- To support monthly health examination fee at the average of 7 to 10 students a time, rotating in sort that all the 75 student have clinic staff examine their health,

- To provide financial support to serious targeted students volunteering to perform agricultural practice in OEC's farm.

III-Statistics of Targeted Students in 2015

Commune	Number of villages	Number of Students
Roka	6	35/18g
RaomgKesei	6	2614
Tapon	4	15/9g
Total	16	76/46g

IV-Statistics of students learning in school year 2015-2016

School System	Total	Remarks
Primary school	16/8g	
Lower Secondary school	41/31g	
Upper Secondary school	14/4g	
University	3/1g	
Middle school health	1/1g	
Pedagogic school	1/1g	
Total	76/46g	

V-Statistics of students attending remedial class

Optional Subject	Lower Sd school	Upper School	Grand Total
Roka Commune			
Math + Khmer literature	10/5g	5/2	15/7g
Physique + Chemistry	3/3g	0	3/3g
Math + Physique	1/1g	1/1	2/2g
Physique + Khmer	0	1/0g	1/0g
Math + Chemistry	0	2/1g	2/1g
Physique	1/1g	0	1/1g
Total	15/10g	9/4g	24/14g
Tapon Commune			
Physique	1/1g	0	1/1g
Physique + Chemistry	0	2/1g	2/1g
Math + Physique	0	1/0g	1/0g
Total	1/1g	3/1g	4/2g
RaingKesei Commune			
Math + Physique	2/2g	2/1g	3/g
Physique + Chemistry	12/11g	12/0g	12/11g

Total	14/13g	14/1g	15/14g
GRAND TOTAL	30/26g	13/6g	43/30

V-Statistics learning in University

Name of students	Option	Grade
Phorn Saran	English Literature	4 th year
RenYanuth	Accountant	3 rd year
PhallyTola	Management and Economic	1first year

VI-Strengthening children’s human rights

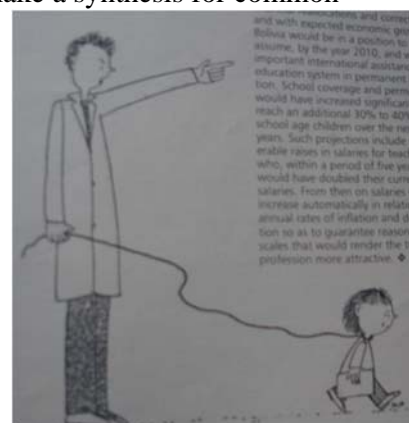
Profiting the time of supply distribution, the project team used to conduct successively circle talk discussing and commenting some important article of human right or child’s rights to comprehensively deepening knowledge of children and parents in matter of rights and responsibilities by using some pictures causing interpretation and comment, or by using story telling. Examples:

A:



- 1- Read this picture.....
 - 2- Which article of CRC does this manner violate?
 - 3- Recite the main points of the article 13?
 - 4- Considering the function of education toward individual, what are the consequences of this violation?.....
 - 5- Recognizing what having mentioned, what are the other rights violated by the closing voice of children?.....
 - 6- Can this be considered as emotional violation? Why?.....
 - 7- May this act causes danger for family, or society and nation? Why?.....
- The project team leads discussion and brings all of them to make a synthesis for common decision.

B:



- 1- Read the picture...
- 2- Find the symbolic meaning of:
 - act 1, the gesture of showing?
 - act2, the manner of tying the child by a string?.....
- 3-According to what having explained, can these acts be considered as domestic violence?...
- 4-Give the exact name of this kind of violence?.....
- 5-What are the long term consequences of this child abuse? (Physical Health Consequences, Psychological Consequences, Behavioral Consequences and Societal Consequences)
- 6- Can this be considered as violating article 4 of CRC? Why?

Note:

After leading discussion and making synthesis of the above ideas, the facilitators must bring children to find the following solutions:

- In consequence, what are the roles and duties of good parents?
- When facing this violation, where do children go to get help and solution?
- Who are the actors having duties to put an end to this violence?

C:



1. Read the picture.....

2. What are the functions of the brain?.....

3. What is the symbol meaning of injecting medicine into child's brain? (Medicine to cure brain injury, drug, theory, ideology, ideas and knowledge that the injector want to see and get the result, according to his/her will)

Buy this process, can we judge that the injector considers the child as thing or animal serving his/her exploitation under empoisoning act?

Why?.

5. Is this process contrary to article 33 (Drug abuse) and article 36 (Other forms of exploitation)? Why?

6. Considering the negative effects of this act, what are the other rights violated by the injector? [Article 19 (Protection from all forms of violence), article 28: (Right to education) and article 29 (Goals of education)].

VII-Annual distribution of learning materials

To respond to children needs for attending classroom and learning effectively, the project provided them with enough learning materials, uniforms and bicycles for the ones staying far from school as below listed:

Description	Rpla commune	Tapon	RaingKesei	Total
Uniform	25	25	25	75
Shoes	25	25	25	75
Note book	300	300	300	900
Blue pen	315	315	315	915
Red pen	140	140	140	420
Pencil	90	90	80	260
Ruler	25	25	25	75
Rubber	29	29	30	88
Eraser	35	35	31	101
Bicycle	5	5	5	15

VIII- Quarterly distribution of food Supply

In 2015, the Management committee of OEC thought to encourage students 'parents to practice agricultural activities as means for alleviating their poverty. This idea causes reduction of supply distribution from bimonthly to quarterly distribution in order to keep a portion of funding budget to support productive activities. In consequence each targeted student has got:

- Rice: 15 Kg,
- Soybean sauce: 1 bottle,
- Fish sauce: 1 bottle,
- Frying oil: 1 bottle (liter)
- Sugar: 1 Kg

IX- Medical examination

To avoid health care neglect and to maintain healthy body and mind of children for effective learning, the project accepts to pay medical checking fee through monthly rotation of 7 to 9 student a time in sort that all students have equal right to be protected. The communal clinic center is in charge of supporting required medicine and treatment.



List of students affected by disease in 2015

Disease	Number of student
Having worms	1
Catching flu	8
Throat inflamed	3
Stomach inflamed	1
Pale	2
Headache	3
Have gas in stomach	1
Normal	1
Total	20

X-Water and Sanitation

Water and sanitation are the principal key source for people daily life. Therefore the project team with support of donor has possibility to distribute jars to:

- a) Roka commune: 35 jars
 - b) RaingKesei commune: 25 jars
 - c) Tapon commune: 15 Jars,
- Total: 75jars.**

Permitting them to keep water for daily use.



XI- Contribution to educational development

As participation in Cambodian Education for All, and strengthening the right to education and to development, OEC has built a communal pre-school with latrine for 25 children. By discussion and serious selection commonly with territorial authorities of Roka, OEC succeeds to recruit 2 contracted teachers for educating children using official curriculum. Additionally, the project team has provided children with learning material and clothes.



CEREMONY OF OPENING SCHOOL TERM FOR SCHOOL YEAR 2015 – 2016 ORGANIZED BY OEC IN ROKA COMMUNE UNDER THE PRESIDENCY OF HE. Chan Sophal GOVERNOR OF BATTAMBANG PROVINCE, WITH PARTICIPATION OF MR. Ralf Krisal REPRESENTATIVE OF KINDERMISSIONSWERK



Project Name: **Smiling Cambodian Children**

Donor: **BICE/OAK, MISEREOR, Kindermissionswerk**



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 Sternsinger”, a children relief organization of the Catholic Church in Germany, starting from 2008.

I. Background and summary of situation requiring assistance

From its independence, November 1953, to 1993, Cambodia has made its way through five political regimes, Royalist, Republic, Communist Maoist, Socialist Marxist-Leninist and then returns back restoring Royalist again in 1993, by force of Paris Peace Agreement and election sponsored by UN. The constant change of political regimes made Cambodian people suffer for more than fifteen years, from killing, famine and destruction of culture and economic development. From 1993 to present time 2011, living with four successive governments, coming from democratic election, Cambodian people still suffer from human rights violation, children abuse and exploitation in countryside’s, ill management of natural resources with no real land reform, developmental imbalance between capital and countryside. In spite of a very good National Strategic Development Plan, called Rectangular Strategy from Phase I to Phase II, because of old habitudes and resistance to effective change, people suffering and poverty still exist.

Consequently the above events force Cambodian people to live in an atmosphere of subversion, demagoguery, flattery and fear that cause underdevelopment, poverty, economic disparities, inequality socio-economic structure, dysfunctional families, lack of education quality, rural-urban migration, gender discrimination, irresponsible adult sexual behavior, harmful traditional practices, armed conflicts and trafficking in children. Up to now, the government coming from four democratic elections cannot yet accomplish fully what having stated in the National Strategic Development Plan, called Rectangular Strategy with Good Governance at its Heart and Enhancement of Agriculture Sector. There is still an imbalance between the policy of great buildings with ill natural resource management and no proper land reform in countryside, that attract people to join the town wherein they face prostitution and trafficking problem, and in the other side, leaving the poor in countryside without land and water for agricultural production. All of this becomes a barrier preventing children from enjoying their basic rights, especially to suffer lacking of equality of opportunity and outcome, which create discrimination in education and in rights to development.

Sihanouk Ville people, in the Khmer Rouge time, accused of being enemy espionage members or pro-Vietnamese cadres were in majority killed without any judgment, especially during the purges policy in 1977 and 1978 when hundreds of thousands of people, including some of the most important Communist Party of Kampuchea (CPK) leaders, were executed. There were then tens of thousands of Cambodian and Vietnamese exiles on Vietnamese territory. On December 3, 1978, Radio Hanoi announced the formation of the Kampuchean National United Front for National Salvation (KNUFNS). Together, the Vietnamese army and the National Salvation Front struck at the KR on December 25. After a seventeen-day campaign, Phnom Penh fell to the advancing Vietnamese on January 7, 1979. Pol Pot and the main leaders initially took refuge near the border with Thailand. As consequence, a Coalition Government of Democratic Kampuchea was formed (3 parties) to combat Vietnamese Occupation which resulted in UN intervention for building peace and establishes a democratic system of government through new elections. During the UN

sponsored elections in 1992 and 1993, Sihanouk ville played host to the Australian, Belgian and French contingents of UNTAC (United Nations Transitional Authority in Cambodia). The emigrants from Sihanouk Ville in Pol Pot time and some new people seeking new living space return to Sihanouk Ville. After the elections, foreign tourists started coming to Sihanouk Ville for the first time, but tourism came to an abrupt halt with the tragic 1994 Khmer Rouge murders of 3 backpackers taken from a train on the way to Sihanouk Ville, and of 3 expatriates taken from a taxi on Route 4. With the 1997-98 demise of the Khmer Rouge and the political/military stability of the last couple of years, both the road and the train are in 2000 considered safe, at least from any military threat. Today Sihanouk Ville is a popular tourist destination emerging out of its past of war and murder. The numerous restaurants, bars and hotels with a large number of tourists have changed the face of the city. In spite of that poverty and shantytown still emerge from the successive change with neither real economy adapted and nor fishery and agriculture well reformed with systemic protection that lead to child prostitution, sex tourism, with sad effect on districts around exciting child abuse or violation.

With a strong spirit of protecting children against all forms of abuse and exploitation, and with eagerness of eliminating discrimination in education, OEC accepts happily extending its activities to Sihanouk Ville running Child Sexual Abuse Program sponsored by BICE.

II-Vision, Mission and Core Values of OEC

Vision:

Children and Cambodian people of all conditions and categories enjoy basic rights for life development, full of hope, security and prosperity.

Mission:

To bring local authorities and communities' members in common effort and activities for empowering children, people with disabilities and rural women.

Core Values:

We believe and implement strictly the eight principles of Good Governance.

III-Introduction

From 1st April 2015 to 31st October 2017, OEC received financial support for implementation of a project called "Child Sexual Abuse Program 2014-2017" which is the integral part of "Smiling Cambodian Children Project" with the total amount of \$69,038 from BICE, financed by Oak Foundation for supporting Children and People in the isolate remote area in province.

IV- Project Purpose

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

V- Project objectives

- To organize training on participative prevention.
- To conduct organize quarterly training workshop on participative prevention separately for the Parents Association of the 8 communes, 6 child-clubs of the 6 non-formal education classes and adapted to the 3 Child Friendly Space.
- To conduct in cooperation with district education quarterly training workshop in 7 public primary schools.
- To assist the victim of child sexual abuse in cooperation with the Network of Sihanouk Ville child protection by providing the victim with nutrition in rehabilitation and recovery plus travel cost in period of Medical Forensic Examination.

- To participate in the CCWC meeting at the commune level and DCPC meeting at the district level.
- To organize monthly meeting with NFE teachers and CFS leaders.
- To do systematic collaboration of information with authority, public and NGO's services and participate in related NGO network and provincial department in the province for inter-cooperation and development of working strategies.
- To conduct monthly community follow-up activities by project staff in collaboration and consultation with commune council members including CCWC members and village chief for continuous improvement and operational development.

VI-Achievements from 1st April to 30th October 2015

a- Things partially and progressively repeated in regular training workshop at the intention of PA:

Purpose of the Parents Association for Child Protection

The purpose of the Association 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 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.

Strategic Objectives of PA;

1. To initiate unity organizing by bringing all members in unity association, both men and women, loyal to the association for child protection as a whole and, in an atmosphere of tolerance and mutual respect;
2. To bring all members to understand the 3 stages of children development, relationship between rights of parents and rights of children, basic principles to be good parenting and principal steps to discipline children;
3. To facilitate participation for identifying causes of abuse, violation, commercial exploitation and determining measures for protection and prevention against all forms of abuse.

b- Things partially and progressively repeated in regular training workshop at the intention of CC:

Purpose of the Club for Children Development

The purpose of the 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.

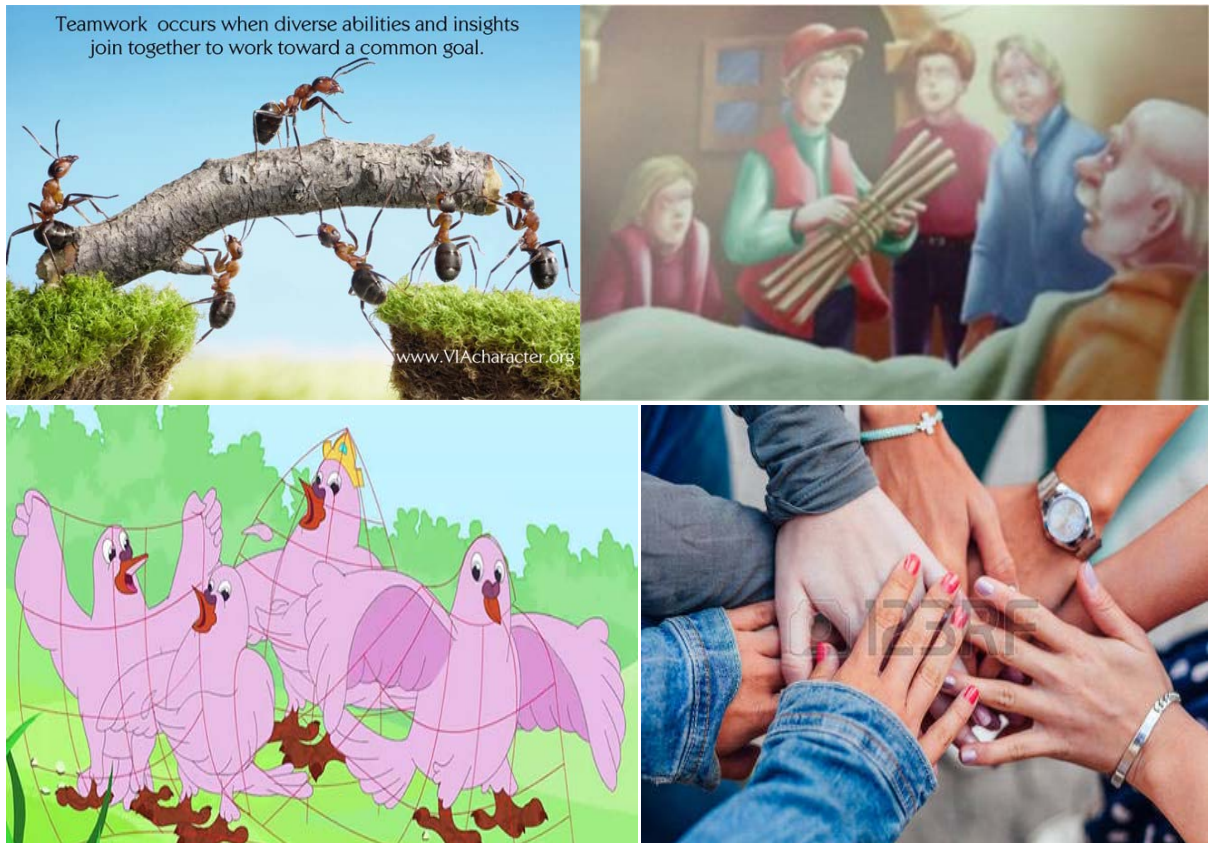
Strategic objectives of CC:

1. To develop children methodically by program corresponding to their group with inter-cooperative activities.
2. To realize article 12 of CRC stating that “the child who is capable of forming his or her own views has 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”.
3. To join child club with Parents Association, CCWC, communal security to strengthen parenting for effective child protection.

C- Methodologies: From Concrete to Abstract:

C1: The project team uses pictures and some storytelling to make them understand by common analysis, discussion and decision making that “Unity is Strength”

The story of an old man giving lesson to his 4 sons before his death is popular like the story of the flock of doves also. By interactive learning with The chain of Bloom’s Taxonomy questions and Socratic questions, adapted to the age of children, PA, CC and children of child-friendly space can arrive at the point that the union between PA, CC, CCWC members, local officials and community members, especially all public services and education staff, unite together to protect children against all forms of violence.



C2: Developing thinking power, from concrete to abstract

Overview:

An exercise to show that, from one object or one problem, different people perceive things differently; many eyes can see things completely; different people may have common thinking point, and from that common point people can associate with each other in friendship, in couple, in association, in political party or in pressure group.



Procedure:

- 1- Hand out the small picture to the groups and hang the poster on the blackboard or wall.
- 2- Leave them 2mn to observe the picture, then allow the representative of the group to tell what he/she have seen in describing their observing way.
- 3- Let the one who can find in the same time the both women to explain his/her finding aptitude.

Discussion point:

- 1- Why do from a same object, different observers perceive differently? (Different filling, observing and sensitive capability),
- 2- Why do some observers find only one woman, and some others find at one two women? (Some consider their first finding as a true and satisfactory, but others, more serious and like experimenting) ,
- 3- What are the lessons learnt from this exercise? (Do not keep the first finding as the right one, try to continue finding other alternative. Do recognize the other opinion and accept common discussion to reach a fact).
- 4- Try to find the common points between the both women? What do the common points tell? (Having the same feather, the same hair, the same scarf and the same feather towel. That unity in plurality allows people to form friendship, couple association, political party and group pressure.),
- 5- Between the individual working and the working in group, which one is the better way? (The discussion spurt out the flash.)

C3: Bringing PA and CC analyzing 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.



human being means:
man, woman, children,
boy and girls.

in comparing to article 7 which follows up this theme by saying that all are to be equal before the law and have a right to protection against any form of discrimination. Articles 3 and 27 are probably the core of the substantive provisions in the Declaration. They give every human being the rights to life, to liberty, to security of person (Art 3) and to an adequate standard of living (Art 27).

Consequently, the CRC, **article 4 (Protection of rights), article 19 (Protection from all forms of violence) added by the above description oblige then government with commercial and industrial sector to unite with all people to protect children from all forms of violence.**

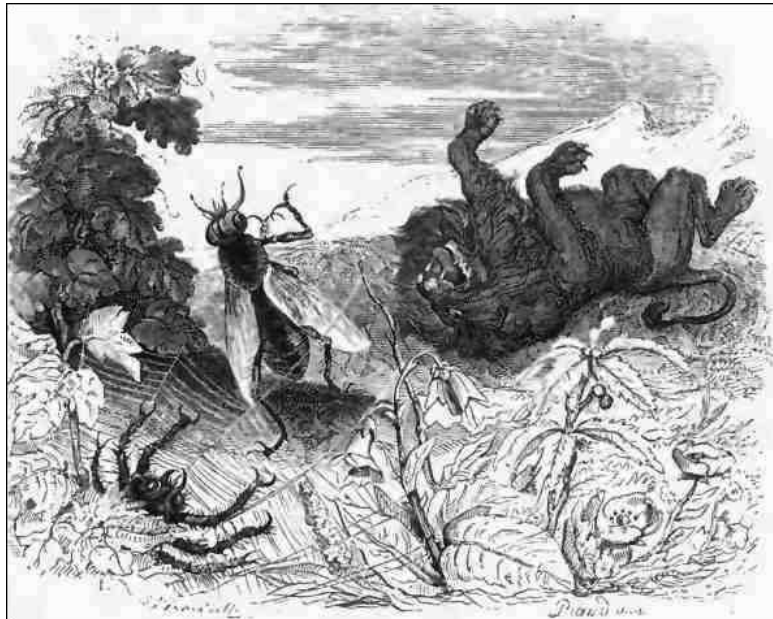
Members of Child club and their peers shall keep close watch on what is contrary to their interest and voice out in consultation with PA and CCWC who will take further action for solving problem.

C4: Encourage PA and CC members to maintain faithfully relationship with their peer for self- development.

Based on their knowledge on UDHR, CRC and CEDAW in the past time, using as review and deepening, the team uses Aesop and Fontaine fable stimulating their effort in leaning. Example:

First, the team conducts a short review of CRC, article 27 about right to education and article 28 about role of education which is to develop each child's personality, talents and abilities to the fullest and then introduces:

The Lion and the midge



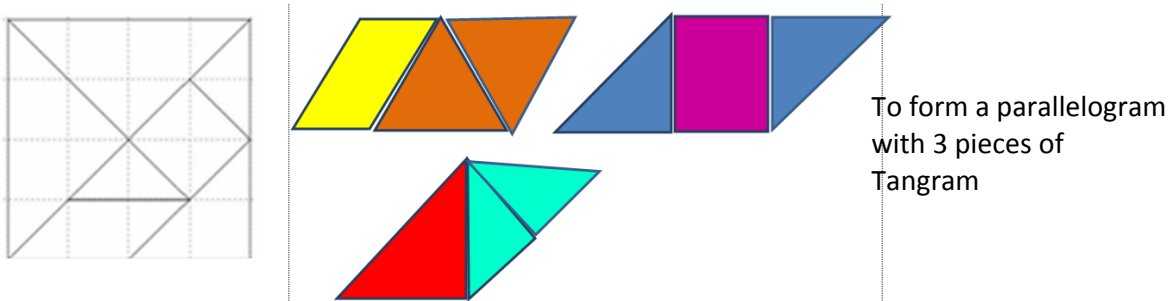
The lion by its violent anger wanting to attack the small but strategic midge, felling tired and dies. That means a small person but intellectual and shaped with strategy can win a powerful one. Based on this story, all children must accept to learn seriously to build good brain for winning obstacles or powerful formidable.

Note: these education games are used before or after a training session as a worm up.

D- Simple games, to develop thinking power of child-friendly spaces (learning by playing)

D1: Tangram with fewer pieces"

With children of low age, the team use not exceeding 4 pieces:



D2-To form rectangle with 3 and 4 pieces



D3-To create triangle with 3 pieces of Tangram



C5- Ask children to explain their success How many time have they tested before successful practice?
 What kind of benefit do they get from this exercise?

C6. recontraint the follwing 3 types of violation, how and to whom do they report to?

The following exercise is to develop capabilities od CC members in observing and doing report related to sexual violation:

- a) Facing a peaceful incest?
- b) Facing a sexual violence with no injury?
- c) Facing a violation with blooded injury?

(Discussion based on Cambodian law on the marriage and family, article 6 and 7 and the law on the prevention of domestic violence and the protection of the victim)

II- People with Disabilities and Landmine Victims/ Survivors Empowerment Program (PWD & LVSP)

Project Name: Disabilities and Livelihood Services Access in Cambodia



The project has been supported by EU/DFID through Handicap International, **TIGA II** which enters in its 5th year (last year of project period), 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:

- Poor PWD families (ID poor) or Household who faced food insecurity in the last year.
- Proving their firm determination to improve their life standing.
- At least, a person living with disability in family.
- Adults or young people from 16 year old

b- Statistics of beneficiaries

Commune	#PWD	#F/PWD	TOTAL
Bovel District			
4 communes	5	3	8
ThmorKaul district			
3 communes	0	0	0
Banan district			
5 communes	0	0	0
MaungRussei district			
4 communes	10	6	16
Grand Total	15	9	24

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:

C2. Community Vocational Training

The project team in cooperation with territorial authorities selected targeted groups in the 16 communes, and then organized community 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 facilitate 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: 22 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, tank age, supply protein. Tank age 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 Cell ulities, followed by treatment of diarrhea, gape, scaly legs and vaccination. Total trainees: 22 people.

Small business financial and Hygiene/sanitation 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. Total trainees: 24 people.

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 = 15 SBHs
- Bovel district = 8 SBHs

e- Encouragement and technical reinforcement

To encourage practitioners and improve technical application, the project team organized internal visit in MaungRussei district, and inter-district, from Bavel, bringing new practitioners to observe the activities accomplished by good experimenters and their success in the period March. Twenty six 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.

Moreover the project conducted the refresher training on technical including business management and hygiene/sanitation to 80 the project small business holders.

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 PWDs by improving their mobility for daily work, the project accepted referring 4 SBHs to PRC for rehabilitation, round trip traveling paid by the project. Apart from that, 31

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 2015, the project can close 239 cases.

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,

i- 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.



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 ware 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 communities during farming. Recognizing the geographic condition and the past events supported by the people of the two districts facing actual economic development, OEC decided to choose Pailin and Salakrov districts as targeted areas to improve victims and disabled people life in order to promote 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 school going to 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, some school building, no accessibility to education and adoptable toilets constructed and school have no ramps.

Some houses are not built in good condition because of poverty that poses problems 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 rehabilitation, the ones in course of learning lack of school materials and uniform, having no transport facility to attend class regularly. Additionally, communities 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 in implementing article 1 of the international Convention on the Right of PwDs about fundamental freedom and respect for 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 September 2015, OEC received financial support for implementation of a project called Empowering Children and Persons with Disabilities with the total amount of \$6,242 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. Meet 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 to emergency hospital, CwDs and PwDs, proved to be worth transferring, judged by OEC team, for any specific support by qualified 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 for children with disabilities and children of persons with disabilities.
7. Coordination 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 Intercooperation and development of working strategies, at the reason of 4 times a year.

4. Achievements from 1st March 2015 to 29 February 2016

1. Meeting with CCWC on survey tools orientation for identifying children and persons with disabilities:
 - Organized consultative meeting with the Commune Chiefs of the 8 communes, namely BorYakha, SalaKrao, Pailin, StoeungTraong, StoeungKach, O-Andong, O-Tavao and TuolLocea, with participation of CCWC to establish selection criteria for conducting assessment and identification of children and persons with disabilities.
2. Conduct assessment for identifying children and persons with disabilities.
 - Assessment was conducted in March 2015, to collect inform and data from CCWC in order to identify vulnerable poor families and land mine survivors and persons with disabilities who have lot of children for school integration. As results: 49 vulnerable families have been interviewed and selected.
3. Provide learning materials and school uniforms for children with disabilities and children of persons with disabilities:
 - We have purchased materials, prior to the new school term 2015-2016, 110 school uniforms and 1034 note-books, 720 pens, red and blue, 110 rulers, 110 rubbers and 110 pencils, to be distributed to CWD/children of PWDs.
4. Build capacity of CCWC members through quarterly meetings:
 - We support CCWC in 8 communes, namely BorYakha, SalaKrao, Pailin, StoeungTraong, StoeungKach, O-Andong, O-Tavao and TuolLovea, through quarterly meetings to build the capacity of CCWC and establishes good communication and collaboration with local authorities especially, Commune Committee for Women and Children (CCWC) and people in communities in order to for them to understand about the goal of the project and to build their capacity in the areas of child rights and right of PWDs, and how to encourage adults and children with disabilities to live with dignity and equal right opportunity, as part of democratic society and any commune development plans.
5. Organize meeting on special care, physiotherapy, rehabilitation, violence, sexual abuse, child labor, child work, children rights, hygiene/sanitation and the responsibilities of parents toward CWDs, parents and family members of CWDs:
 - OEC organized meeting with CWDs' parents dealing with healthy nutrition for prenatal women including nutrition for CWDs.
6. Referral of PWDs to emergency hospital:
 - OEC has referred PWDs and CWDs to PRC 25 people include 5 CWDs because some of them have their physical parts repaired by the community already by PRC.
7. Coordination 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:
 - OEC has been facilitating with teacher at each target areas.
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:
 - Children club has been started in three schools such as Ou-Ta Vau, TuolLvea, and Bar Yakha. There are 12 students in one group. OEC teaches them human rights and child rights also know to share information to their community.
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.

- CCWC has exercised followed up CWDs and PWDs to see the condition of their family in daily life.

10. Organize monthly meeting

Project staff at OEC office are 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:

- Twelve monthly meetings conducted and all staff was trained on CRC and human rights following the meeting.

11. Participate in related NGO network, organized outside of the province for Interco-operation and development of working strategies, at the reason of 4 times a year.

- We have only one invitation from UNICEF that talks about working to gather to award the accession to convention that related to NGO Networks.

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 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
- Nominative list of targeted people and children with disabilities
- budget according to the planned activities.

6. 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.

7. Annexes:

1. Selection of Targeted groups: After getting supporting fund on 14 June 2015, 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 BorYakha, SalaKrao, Pailin, StoeungTraong, StoeiungKach, O-Andong, O-Tavao and TuolLocea, 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

Nominative list of targeted people and children with disabilities

Pailin district				
Persons with disabilities				
Names	Sex	/Age	Type/disability	Commune
PholSom	M	52	Left Leg	Pailin
Cory Cheun	M	53	Left Leg	Pailin
SokThun	M	55	Left Leg	Pailin
SemSou Kou	M	33	Left Leg	Ou Ta Vau
Meon Morn	M	38	Left Arm	Pailin
SoumReun	M	58	Left Arm	BorYaKa
Kim Ni	M	55	Left Leg	BorYaKa
CheouKeon	M	62	Left Arm	BorYaKa
HingRi	M	52	Left Arm/Blind	TuolLvea
Cheng Teang	M	47	Left Leg	OuAndoung
Morm Hut	M	58	Left Leg	OuAndoung
MeonSok	M	45	Left Leg	OuAndoung
Chan Yean	M	60	Left Leg	Pailin
CheouCheou	M	62	Left Leg	BorYaKa
Sub total			14	
Children with Disabilities				
Min Channak	F	17	Polio	Bar Yakha
ChhayChorone	F	13	Left Leg	Pailin
Nin Heon	M	15	Polio	Bar Yakha
Lounlom	M	18	Polio	Ou Ta Vau
SronSok kern	F	17	Polio	Ou Ta Vau
Bun Sarina	F	16	Polio	Ou Ta Vau
Sub total			6	
SalaKrao District				
Persons with disabilities				
Names	Sex	Age	Type/disability	Commune
OukVy	M	60	blind	StuengTrang
Chan Pran	M	47	Left Leg	StuengKach
NheamTha	M	28	Left Leg	StuengKach
OumVean	M	50	Left Leg	StuengKach

Activities by Pictures



III- Rural Women Empowerment Program (RWEP)

Project Name: NOURS

Donor: USAID/Save the Children



1- Project Overview

OEC has three programs, 1- Child Right Development Program, 2- People with Disabilities and Landmine Victims/Survivors Empowerment Program, 3- Rural Women Empowerment Program which 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. OEC has a chance of getting NOURISH Project, a part of RWEP. NOURISH is a 5-year, USAID-funded project that addresses the complex causes of chronic malnutrition through an **integrated approach** that includes nutrition; water, sanitation and hygiene (WASH); early child development; and capacity building across all levels of government and civil society.

NOURISH project started from 09 June 2014 and end on 08 June 2019.

NOURISH Objectives:

1. Increase of key nutrition behavior and timely realization of child development milestones.
2. Increase use of improved sanitation facilities and practice of key water and hygiene behavior.
3. Increase nutrition institutional capacity in these provinces to support and sustain effective nutrition programming and practice

In order to succeed the three objectives above, this project had designed four strategies as below:

1. Improve **community delivery platforms** to support improved nutrition;
2. Create **demand** for health and WASH practices, services, and products;
3. Use the private sector to advance **supply** of sanitation hardware, other WASH products, and complementary foods; and
4. **Build capacity** of government and civil society in nutrition.

Staff Assignment

For the success of NOURISH Project, OEC accepts to assign two program officers working directly under NOURISH supervision, following by new recruitment and selection of 8 districts officers, one project account and one database entry, in total 12 staff attached to NOURISH.

Working areas: Sangker, Thmor Kol, Mong Russey, Rukhakiry, Rattanak Mundul, Samot, Bovel and Koh Kralor districts.

2- Achievement in 2015

- Conducting community feasibility study. After questionnaire orientation and interviewing role play, OEC and NOURISH team conducted community feasibility study in two target districts, Ratanak Mondul and Somlot.
- Hosting SNV visiting and collect data. Coordinated with SCI staff, DRD officers to arrange the meeting at 5 target communes to make WASH data collection.

- Project launching: With the collaboration between OEC and SCI staff, we organized a launching project and SCI regional office opening ceremony at Battambang province on 26 February 2015. The objective of this event is to disseminate the NOURISH project goal and objective; especially look for collaboration from all relevant key stakeholders. This event was honorably participated by the representative of USAID Cambodia office, Cambodia country director of Save the Children, governor, PDRDs, PHDs, commune councils, CWCC and NGOs.
- Participate in Community Nutrition Dissemination Workshop: team attended this workshop at PNP on 6 March, 2015. We got new information relate to community feasibility study/landscape analysis, literature review, and review of Conditional Cash Transfer (CCT).
- Joining exchange visit with SNV to Svay Rieng province on 23-25 March, 2015: team got new experience, lesson learnt and challenges of how to get success of ODF. A full and detail report are available on file.
- Participated in all sessions of NOURISH partner meeting, conducted by SCI in Phnom Penh.

3- Challenges encountered during this reporting period

- OEC had already recruited District Officers, but result was not yet released because we are waiting decision from Save the Children. Now it is time to invite them to work because project activities will start from June 2015.
- Office rental fee in OEC budget line is US\$900 per month but we are renting office in price of US\$ 1320, including tax. This is Shan's decision to OEC by verbal. OEC need formal paper for auditing.
- Office contract was made between OEC and House's owner. Actually, it is SCI regional office so office contract should be signed between SCI and house's owner.
- Since project start, all missions of OEC staff to target areas do not receive any allowance.
- Regarding allowance expenses, it should be followed by OEC policy or SCI policy.
- OEC had restructured of finance system by creating new post of financial advisor in order to control, advice and ensure that all expenses are follow by OEC policy and donor regulation. But the problem is salary for this post.

4- Measures taken to address the challenges, or solutions to be implemented

- OEC will write an official letter to SCI country director to ask for selecting District Officers.
- OEC is really needing an official letter from SCI, allowing rent office in price of 1320\$.
- Next term office contract should be done between SCI and House's owner. Budget line of office rental, cleaners, guards, utilities should be adjusted in to SCI budget line.
- All travel allowance should be adjusted and put it in to OEC budget line and followed by OEC policy.

5- Capacity strengthening activities

- 2 project officers, 1 administrative officer and a guardian participated in cease fire training, facilitated by provincial police at Battambang NOURISH office.
- Study Security and Safety E-course (Vicheth and Sophon). The test for certificate will be conducted soon.
- 2 project officers participated in USAID rule and regulation training, facilitated by Mr Mohand at Battambang NOURISH office and refreshing by Area Manager during weekly catch up meeting.
- 2 project officers participated in IT training, facilitated by SC IT manager at Battambang NOURISH office.
- All NOURISH team of OEC received project orientation of NOURISH.
- 2 project officers received fraud orientation, by USAID's FBI.

5- Collaboration with other US Government / USAID projects, other donors and stakeholders

- Participate every month of ProWT meeting at Provincial Health Department in order to share information and get new information.
- OEC make good collaboration with PHD, OD, PDRD, HC, NGOs and relevant stakeholders.
- Director of OEC had discussed with SCI country director and chair of party about OEC's financial structure to reflect to good government and code of conduct.

6- Management Section

1. Total funds spent this period compared to the total budget for the period, and explanation for over or under spending (1/2 page)
2. Staffing issues (Change key personnel, staff turnover, new recruitment.....) (1/2 page)
After discussion with SCI and OEC management team, OEC has restructured financial structure by creating new post, Financial Advisor. So former financial officer, Mrs. Tith Kanya were appointed as Financial Advisor and Miss. Chhim Vannara, a former accountant, become to Financial Offer. OEC will select a new cashier for NOURISH project and share office with NOURISH. Budget should be adjusted for finance personnel.
3. Other management achievements and challenges during this reporting period (1/2 page)
4. Capacity strengthening activities (conducted or participated) (1 page)
OEC finance and SCI finance team had discussed and verify financial transaction issue to seek better way of implantation in future.

Activities by picture

Activities Picture:





DONOR SUMMARY OF OEC in 2015

Nº	Donors` name	Tilte Project	Amount	Start of contract	End of contract	Period report	Period cash request
1	Save the Children International (SC/IKEA)	Ensuring the rights of children with disabilities	\$50,000	1-Jan-15	30-Jun-15	Per quarter (1Q,2Q)	Per quarter (1QU , 2QU)
2	Save the Children International (SC/AeA/EAC)	KHM Educate a Child – National Consortium for Out of School Children	\$168,735	1-Jan-15	30-Jun-16	Per quarter (1Q,2Q) Year I+II	Per quarter (1QU , 2QU) Year I+II
3	SCHMITZ-HILLE-STIFTUNG (SHS)	Improving Education and Health Care of Poor Children and Young People	\$26,818	1-Jan-15	31-Dec-15	Per semester(1SE,2SE)	1 Year (First time)
4	European Commission (EC)	Towards Sustainable Income Generation Activities for Landmines / UXOs Victims	\$57,003	1-Jan-15	31-Dec-15	Per month	Per quarter (1QU,2QU,3QU,4QU)
5	Misereor-KZE Grant,KINDERMISSIONSWERK (SCC /K&M)	Smiling Cambodian Children	\$67,109	1-Dec-14	30-Nov-15	Per semester (1SE,2SE)	Per semester(1SE,2SE)
6	OAK Founation / BICE (SCC/BICE-Aok)	Smiling Cambodian Children	\$13,724	1-Apr-15	31-Oct-15	Per semester (1SE,2SE)	Per year
7	USAID	Integrated Nutrition, Hygiene, and Sanitation Project (Nourish)	\$75,489	1-Jul-14	30-Sep-15	Per month	Per month
8	United Nations Children's Fund (UNICEF)	Empowering Children and Persons with Disabilities	\$20,000	1-Mar-15	31-Dec-15	Per quarter (1Q,2Q,3Q,4Q)	Per quarter (1QU,2QU,3QU,4QU)
9	Kinder Missionswerk (K- IEHC) Sangke (Rokar commune	Improving Education and Health Care of the poor/orphan children and children in families affected by HIV/AIDs	\$58,953	1-Apr-14	31-Jul-15	Per semester (1SE,2SE)	Per semester(1SE,2SE)
10	Kinder Missionswerk (K- PRDC)	Promoting Rights to Development for Children of Incarcerated persons	\$36,892	1-Apr-14	31-Jul-15	Per semester(1SE,2SE)	Per semester(1SE,2SE)
	Total		\$574,723				