



**OPERATIONS ENFANTS
DU
CAMBODGE
OEC
ANNUAL REPORT
2013**

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

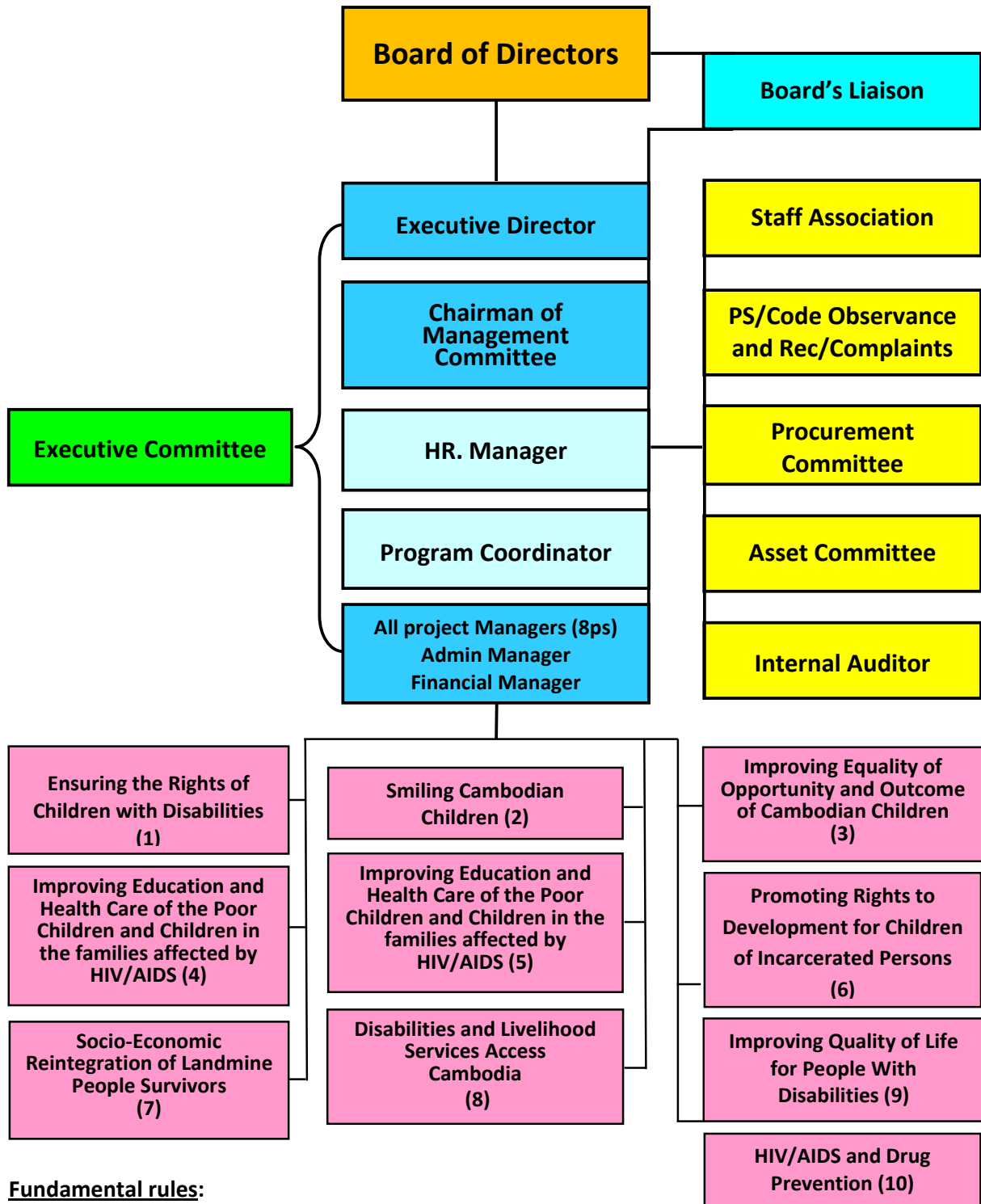
**All people with disabilities of any cause gain full and equal enjoyment of all human
rights and fundamental freedoms with better livelihood and dignity**

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

healthy family

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Organizational Structure in 2013



Fundamental rules:

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

LETTER FROM
THE CHAIRPERSON OF THE BOARD OF DIRECTORS

On behalf of board of director members and in my quality of chairperson of the Board, I frankly address my congratulation to all OEC staffs, led by their management committee and executive director, for accomplishing their activities in strict respect of all contracts and donors' guidelines, especially in firm conformity with their core values, namely the rule of law, transparency, accountability, participation and inclusiveness, proofed by participative management, resulting in running successfully ten projects, eight in the two determined program, "Children's Rights Development Program" (CDP) and "People with Disabilities and Landmine Victims/Survivors Program"(PWD/LVSP), plus two special projects, "HIV/AIDS and Drug Use Prevention" and "Promoting Rights to Development for Children of Incarcerated".

The year 2013 showed a great satisfaction of the project "Ensuring the Rights of Children with Disabilities" in the portfolio of CDP, which has expanded its activities into six provinces, Pursat, Kampong Chhnang, Koh Kong, Siem Reap, Preah Vihear and Kampong Cham, supported by Safe the Children to empower children with disabilities, improve equal access to education and eliminate discrimination in education. In fact, OEC has a pride in serving education and developing personalities of children. Other projects, mainly "Smiling Cambodian Children" strengthening child- friendly spaces for child protection in Sihanouk province, funded by triple sponsors through BICE, the project "Improving Equality of Opportunity and Outcome of Cambodian children" under 3PC scope, funded by Friends International, focusing in developing child-clubs and parents associations for succeeding child protection in remote areas, aimed constantly at serving the interest of Cambodian children and to improve equal opportunity of children. The project "Socio-Economic Reintegration of Landmine People Survivors, apart from its core mission empowering landmine survivors, support learning materials and transport mean of People with Disabilities' children.

Let me praise and encourage also the drug team for its work from 2006, supported by KHANA, and its success in 2013 to have the drug users stop consuming completely 16% among 800 addicted, 51% capable of reducing potential consumption of 5/10 and 33% still continue using drug in potential consumption of 7/10. Please continue constantly your effort with patience and hope, using your human skills, to get in the near future 0 drug user for a healthy society. Allow me to invite all drug team members to repeatedly make large clarification among local authorities and villagers, in operational areas, about human rights of drug users by considering their addiction as disease, and consequently, they have the right to access to health care service for treatment without any discrimination. All Cambodian villagers should have in practice Karuna and Metta Dhamma of Bramavihara Dhamma in treating addicted people equally with dignity, encouraging them to participate actively in the project for restoration and future well-being. Keep in mind that any discrimination and blame against drug users become an act expulping them from society that augment vulnerability and putting society in risk.

The Tiga II starting from 2011 supported by EU/DFID as participation in eradicating extreme poverty determined by MDG, succeeded to select in 2013, 242 targeted groups in 4 district of Battambang province with majority in chicken raising, 80 families and pig raising, 65 families and other chosen occupations. Among the total 842 target groups counted from 2011, Tiga II accomplished its 345 closing cases in 2013. It was really a success.

The real success in 2013 comes from clear knowledge of Cambodia problems identified by our donors, correct operations performed by OEC staff in function of their mission and core values, with firm sprit of human rights for development, and mainly from active and commitment of all partners in the fields. Therefore, I am asking leading committee of OEC and its staff to always maintain love and friendship, compatibility, trust and acceptance which are founded on contentment with being with each other, communication and openness, respect of your partners and

help them maintain their dignity and self-esteem, that are the best ways leading to continuous and successive success for final goal, positive changes.

Additionally, OEC should make great effort by approaching various donors to achieve all its strategic objectives, namely to complete child rights education in primary and secondary schools and women rural empowerment.

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

Chair Person of the Board of Directors,

Vay Po

BOARD MEETING ON 14 MARCH 2013



List of Donors in 2013

N°	Donor	Telephone	Email
1	Save the Children	012 965 698	ekvisoth.khatty@savethechildren.org
2	BICE/OAK Foundation / KINDERMISSIONSWERK/Misereor	0241/44 61-60	kresal@kindermissionswerk.de Wenke.Hansen@misereor.de lucia.ramirez@bice.org
3	KINDERMISSIONSWERK	0241/44 61-60	kresal@kindermissionswerk.de
4	UNICEF/FI	(66) 084 644 3788	kanchan@friends-international.org
5	Schmitz Stiftungen	+49 211 3983 770	MBehmenburg@Schmitz-Stiftungen.org
6	KINDERMISSIONSWERK	0241/44 61-60	kresal@kindermissionswerk.de
7	Adop-A-Minefield	202-448-4670	TDyall@unausa.org
8	EC/DFID	077 930 195	op.coord1@hicambodia.org
9	CMAC /Svenska PostkodStiftelsen	012-800-137	opse@cmac.gov.kh
10	KHANA	017 588 588	osopheap@khana.org.kh

OPERATIONAL ZONES IN 2013 ★



BACKGROUND

Who is OEC?

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

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

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

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

Our Vision

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

Our Mission

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

Our Core Values

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

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

FOCAL PERSONS OF OEC

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6	Ms. Chhim Vannara	President of Staff Association	017 281 865	oecc@camintel.com
7	Mr. Lek Hay	Project Manager and Liaison Officer, OEC-BOARD	092 981 382	oecc@camintel.com
8	Mr. Meas Vicheth	PM. and Chairman of Procurement Committee	012 994 616	oecc@camintel.com
9	Mr. Voeun Vannchhiv	Project Manager	089 996 888	oecc@camintel.com
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12	Ms. Vin Sophon	Project Manager	012 925 827	oecc@camintel.com
13	Mr. Seng Phin	PM and Chairman of Asset Committee	012 724 337	oecc@camintel.com
14	Mr. Oeur Kimhai	Project Manager	012 73 98 78	oecc_shv@yahoo.com
15	Mr. Din Peng An	Project Manager	012 50 13 26	pengandin@gmail.com

Staff Capacity Building in 2013

N°	Training Topics	Participant	Organizer/Facilitator	Training Plane
1	Review and Clarification of OEC core values with deepening of Good Governance by UN	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
2	Comprehension of JD of Executive director, Admin manager, Financial manager, Program coordinator	OEC Staff	Management Committee, facilitated by Admin manager	OEC Office
3	The reason why we all must learn history and social studies.	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
4	Assignment of 3 groups with prior information to present comparative study between PREFACE of WANGO, 2004 and General Principles of OEC stated in Code of Ethical Principles and Conduct for OEC.	OEC Staff	Presentation of the 3 groups followed by common discussion, synthesized by program coordinator.	OEC Office
5	Why people need to choose an ideal	OEC Staff	Management Committee,	OEC

	model in human history for self-development (Aesop, Abraham Lincoln, Helen A. Keller, Stephen Hawking, Oprah Winfrey)		facilitated by program coordinator	Office
6	The Four Pillars Learning of UNESCO, insisting deeply on “Learning to live Together” and “Learning to be”	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
7	Review: The Seven C’s of Writing	OEC Staff	Management Committee/ Common discussion/Synthesized by program coordinator	OEC Office
8	Importance of Reading: 8 Reasons . To excite OEC staff to read for their work and for self-development	OEC Staff	Management Committee, facilitated by program coordinator	OEC Office
9	Review: Rule of Law, Transparency and Accountability	OEC Staff	Presented by 3 assigned followed by common discussion and synthesized by program coordinator.	OEC Office
10	The Ten Essential Life Skills	OEC Staff	Management committee: Brain storming, grouping commonly and then developed by program coordinator.	OEC Office
11	Analysis on “Transparency lies at the very foundation of good governance,”, emphasized by Mr. Schöll, Chair of the United Nations Commission on International Trade Law (UNCITRAL) on 14 October 2013.	OEC Staff	Management committee Interactive discussion Conducted and synthesized by program Coordinator.	OEC Office
12	Revision: the use of “White point” in reading and text explanation (THE COBBLER AND THE FINANCIER)	OEC Staff	Management committee Conducted by Seng Phin, added by program Coordinator.	OEC Office

EXECUTIVE SUMMARY

INTRODUCTION

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

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

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

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

FUNCTIONING PROGRAM AND PROJECTS IN 2013

In 2013, OEC enters in its third year of its Strategic Plan 2011 – 2015, having functioning following programs:

I- The CRDP covers 6 projects:

1-The project “Ensuring the Rights of Children with Disabilities” supported by Safe the Children operating in 6 provinces: Pursat, Kampong Chhnang, Koh Kong, Siem Reap, Preah Vihear and Kampong Cham, supporting 710/314f of children with disabilities (CWD), 1831/921f of the poorest and 88/48f of the minority. The project works closely with local authorities from provincial level to communal level. The main activities are rehabilitation, provision of learning materials, uniforms and transport mean to some children living far from school; organizing training workshop for CCWC and parents, treating child's rights, human rights of children with disabilities, health care, rehabilitation, welfare service, special care and psychological needs, prevention against all forms of abuse; another training workshop for CCWC members, POE, POSVY and DOE staff, treating inclusion process, learning-friendly environment and elimination of all barriers against inclusion to make learning meaningful for all/

2- The project “Smiling Cambodian Children” funded by triple sponsors through International Catholic Child Bureau/OAK Foundation, MISEREOR, and KINDERMISSIONSWERK “Die Sternsinger” is strengthening child - friendly spaces for child protection in Prey Nup and Kampong Seila district of Sihanouk province. The main activities are creation of 6 NFE classes, 2 in Prey Nop district and 4 in kampong Seila district having in total 160 students; creation of 6 parents associations (PA), 6 child-clubs (CC) and 3 child-friendly spaces for children from 3 to 6 years old. The NFE uses child-centred techniques, the six cognitive of Bloom's taxonomy, learning by doing with integration of child's rights through daily lesson. The 6 PAs are educated of human rights, women rights, child's right discussing largely on child

abuse and protection measure with inter-cooperation with CC and CCWC and NGO working in child protection. The child friendly spaces have as methods learning by playing.

3- The project “Improving Equality of Opportunity and Outcome of Cambodian children” under 3PC scope, funded by Friends International, operating in 3 communes of Bovel district and other 3 communes of Sampeou Loun district, has main activities creating 6 PAs and 6 CCs for child protection. Each PA has 35 active members selected from 4 villages. The 35 persons, by vote, select 10 leading committee members, composed of 1 police officer, 1 commune council member, 1 CCWC member, 1 primary principal or head of secondary school and 1 head of cluster. PA possesses clear knowledge of human rights, women rights, children rights, child abuse and preventive measure, law on marriage and family, criminal law, Law on Prevention of Domestic Violence, Law on suppression of Human Trafficking and Sexual Exploitation, Law on the Protection and the Promotion of the Rights of Person with Disabilities, PA management and inter-cooperation with local authorities and agencies working in protection network, and with CC. Each CC has 50 members selected from 3 primary school and 1 secondary school. The team leader has 10 members composed of 6 from the 3 primary school and 4 from secondary school. CC learns guideline and function of CC, children rights of human rights, inter-cooperation with PA, CCWC and schools cluster. The project team work closely with territorial authorities and related service. In the current year the team has participated in 3 rescuing intervention.

4-The project “Improving Education and Health Care of the Poor Children and children in the families affected by HIV/AIDS” supported by KINDERMISSIONSWERK

operating in the commune of Roka, Tapon and Reangkesei, Sangker district has the main activities to provide scholarship, monthly food supply, learning materials, uniform, to 75/42f of primary and secondary students with additional support to 41 of 75 students to attend remedial class for equalization to their classmates. In other way, the project supports 2 young boys learning motorbike reparation. The project support also rotating medical check up for children health care. In view of encouraging and controlling, the team visits home learning and check quarterly the school report book. A historical site visit was organized at the end of school term.

5- The project “Improving Education and Health Care of the Poor Children and children in the families affected by HIV/AIDS” supported by SCHMITZ STIFTUNGEN, working in the commune of Peam Ek and Prek Khpop, Ek Phnom district, has the main activities supporting scholarship for 60 students including 37f. Apart, the project supports one young boy learning motorbike reparation, 17 students including 9f attending remedial class.

The project conducts monthly rotating medical examination to maintain good health for regular attendance in checking also quarterly school report book for encouragement or orienting

6- The Project “Promoting Rights to Development for Children of Incarcerated” is supported by Kinder MISSIONWERK, operating in Battambang, Pailin and Banteay Meanchey province. The project built a hangar class for Battambang prison, served as learning space for children living with their incarcerated parents and supports food supply with provision of learning materials to 42 poor children including 21 girls, aged 4 to 19 placed temporarily with relative or caregiver in the villages of the 3 provinces.

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

1- Socio-Economic Reintegration of Landmine People Survivors” supported by Adopt-A- Minefield is a prolongation project from July 2013 to March 2014 operating in Moungrussey, Sompovloun, Somlot, Bovel, RatanakMondul, Kohkralor districts of Battambang province, Pailin province and Malai district of BanteayMeanchey province, supporting landmine victim survivors from 2010 to 2013: 480 persons including 15 females composed of one-leg cut: 410ps; two-leg cut: 11ps; one-arm cut: 24ps; two-arm cut: 1ps and other disability: 34ps. During the reporting period 49lvs got their helping device adjusted directly in the district, by mobile team of PRC, other 174/8F referred to provincial center. The project pays \$1 daily to their spouse keeping house during their stay at rehabilitation center. For the injured caused by new explosion, the project pays primary medical care \$50, transport cost from accident place to hospital, \$15 and paying rice to the householder for 3 months, \$25. As contribution to alleviate poverty of LVS, the project distributes learning materials to their children, 369/158f to improve equal access to education. The Cambodian Mine Action Authority (CMAA) offers OEC its gift of 2100 sheets of zinc with 140 kgs to distribute to the 70 PWDs, victim of flood, at the reason of 30 sheets of zinc and 2 kgs of zinc nail each for renewing their house roofs.

2- The project “Towards Sustainable Income Generation Activities for People with Disabilities and their Families” supported by EU/DFID through Handicap International, **TIGA II**, enters in its 3rd year, operating in 4 districts of Battambang province, Bovel in 4 communes, Thmor Kaul in 3 communes, Banan in 5 communes and Maung Russei in 4 communes. The targeted people are 174 divided in 110 PWDs and 64 family members working for PWDs. The main activities are: conducting vocational training workshops responding to their option: agricultural farming, non-agricultural business, and financial management for small business running. Some options such as tailor, cosmetics, television and engine reparation are referred to private shops at the charge of the project. After the end of training, depending on training result, commitment and the real individual situation, 75% of them receive professional kits for starting their own business. Combined with the non-trained from year 2, the training result in the current year are: agriculture: 191; technical reparation: 7; Seller: 21; cosmetics: 1; tailor: 4; hairdressers: 5 and floorer: 1, in total 230 small business holders. In June and December 2013 the project team study-trip bringing new practitioner to observe the experience of the small business holders of year one and two. The team improves hygiene and sanitation by distribution of 237 water filter to targeted groups.

Violinist Rachel Kolly d’Alba, the ambassador for Handicap International which received the Nobel Peace Prize in 1997 visited operational fields in Maung Russei on November 2013 and perform some show calming the body and the mind, diverting attention of villagers away from unpleasant situations to build peaceful spirit. In 2013, TIGA II succeeded to close 345 cases including some remaining from year 2.

3. The project “Improving Quality of Life for People with Disability” is supported by **SVENSKA POSTKODSTIFTELSEN** through Cambodian Mine Action Centre (CMAC). The targeted area is **Svay Chek**, north of Banteay Meanchey Province, in north-western Cambodia. Svay Chek town is located around 22 kilometres north of the provincial capital of Sisophon by road, sharing a border with Thailand to the west. The western part of Svay Chek district is part of the heavily mined K5 belt which lies just inside the Cambodian border with Thailand, wherein many people, soldiers and civilians were affected by landmines. In cooperation with district social affairs service, territorial authorities and commune council members, the team selects from 6 communes of Svay Chek 50LVS/12F. A two-full day training workshop was conducted; the first day treats human rights, children rights and the law on the protection and the promotion of persons with disabilities, the second day focusing on agriculture and animal farming followed by prevention against infection disease, vaccination and simple management of small business. At the end of training each participant gets gift of \$70 as capital for starting his/her own business: Forty five persons/11f adopt chicken raising; 2 persons/1f adopt pig raising; 2 persons practice grocery and 1 person chooses reparation of handheld motor plough.

Extra Program: The project “HIV/AIDS and Drug USE Prevention” is a special project out of the 3 programs, supported by The Global Fund, round 7 through KHANA. The main activities are improving quality and accessibility of integrated services for the prevention of illicit drug use related HIV/AIDS harms; strengthening and improving national understanding and response to HIV/AIDS and illicit drug use, and improving the quality treatment incorporating HIV prevention and referral. The project team works actively in 5 communes of Battambang district, in 2 communes of Banan district and in 4 communes of Sangker district. The project uses in total 15 Peer Facilitators (PF), 10 for Battambang city, 1 for Banan district and 4 for Sangker district. For the success of the project, the project team constantly strengthens capability of the 15 PFs by repeated input of communication skills, individual and social discipline enforced by the following qualities: -Study environmental behaviour of the object (in family, his relation with people around); -Contact in friendly way, avoid criticizing him, showing our honesty and sincerity, starting first by his past and actual life, then arouse him to want what all people like; -Bring the partner to do reflective and analysis for a prosperity life; -Finally guide him to see the solution and the motive by throwing down all challenge; -Knowing to use favourable and repeated contact times; -Very patient, always friendly with no irascible reaction in always respecting partner; -Keeping strong hope in convincing with perseverance; -Analyze experience of the first approach, then adapt and vary talking style for next approach; -Use chain of questions instead of giving direct order; -Let the partner safe face and praise his slightest improvement and all improvement; -Good role model in society, creative and innovative; -Practices confidentiality of clients information; -Able to refer clients, counsellor and listener; -Knowledgeable and friendly; -Credible, influential and good role model.

FINDINGS

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

The 3 projects in the PWD/LVS aim at empowering PWDs and LVS to improve their livelihood eliminate discrimination against persons with disabilities, concretizing article 1 of UDHR “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

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

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

The extra project, fighting drug aims at progressively building healthy society with 0 drug users.

The final part: **“IDEAL EXAMPLES FOR SELF-DETERMINATION AND SELF-DEVELOPMENT”** is a good method to strengthen morale and developing spirit not dependent on external factor.

COMMENT

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

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ACHIEVEMENT IN 2013

I- CHILDREN'S RIGHTS DEVELOPMENT PROGRAM (CDP)

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

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

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

Province	Categories of children from 6 to 14 years old		
	CWD	Poorest	Minority
PST	226/92F	610/315F	6/5F
KCHH	54/16F	286/147F	0
KKG	2/1F	170/75F	0
SRP	11/07F	336/173F	0
PPH	56/24F	160/78F	82/43F
KCH	36/174F	269/133F	0
Sub total	710/314F	1831/921F	88/48F
Gd.Total	2089/1283F		



SC delegation visits Chhnok Tru primary school in Boribo District, Kampong Chhnang Province

b- Strategic Objectives of the project:

Strategically, the main objectives of the project are to fulfil article 2 of CRC by eliminating all forms of discrimination against children, article 12 by strengthening the respect for the view of children, article 19 to realize the protection of children against all forms of violence, article 23 by empowering children with any kind of disability to have the right

to special care and support, as well as all the rights in the convention, so that they can live full and independent lives, article 28 by developing equal liberty to access to quality of education, that require inclusive schools which educate all children together, children with disabilities, children of the poorest people and children of the minority by effective teachers using cooperative learning, and supported by all community members, leading to strengthen inclusive teaching and learning methods. Therefore, it provides a good venue for learning and growing. In terms of socialization, children learn to develop friendships while enhancing self-respect. They learn, respect and to value each other's abilities, regardless of what they are, as well as patience, tolerance, and understanding. They come to realize that each person is “special” and to embrace diversity and cherish it.

Families and communities are principal factors to involve in the whole process of creating and maintaining an inclusive, learning-friendly environment, as well as to involve parents and community members in the school, and vice versa to involve children in the community activities, that require knowledge, courage, persistence, and true collaboration among everyone involved.

c-Building capabilities of persons involving in inclusive education:

Category	#Trng	#Ppnts
1-CCWC and parents	48	916/684F
Topics: CRC, human rights of children with disabilities, access to education, health, rehabilitation, welfare service, special care and psychological needs, prevention against all forms of abuse,		
2- CCWC members, POE, POSVY and DOE staff	52	804/296F
Topics: Inter-cooperation to create and maintain an inclusive, learning-friendly environment and eliminate all barriers of inclusion with identification of ways to make learning meaningful for all and ability to Identify different types of disabilities by diagnosis, so they can refer children to specific rehabilitation centre. Preventive measure against disability is also treated.		



Training workshop on inclusive education, rights and obligation of families and communities in support of CWDs

d- Referral activities: CWDs referred to PRC for surgery or receiving assistive devices are: PST: 48/8, KCHH: 67/28, KKG: 23/11, SRP: 21/4, PVH: 26/1 and KCH: 53/8).

e- Provision of learning facilities: The following materials were distributed to children for supporting their regular learning: 307 bicycles, 570 bags, 570 school uniforms, 4,805 writing books, 2,965 pens, 2,105 pencils, 531 rulers, 1,363 erasers, 305 slates and 305 boxes of chalks



Children of minority people in Pal Hal, Preah Vihear province, received bicycle for regular attendance



Country Director, West Zone Manager and Partnership Manager of SC pay visit to Trapeang Chornng Primary School Administration in Pursat province to maintain working harmony in developing inclusive education

f- Effect of the project: By effect of the training workshop and awareness campaign, the project team in collaboration with communal authorities assisted by CCWC succeeded convincing parents to enrol 132 CWDs in new school term 2013-2014, by sense of recognizing the right of CWD and the obligation of good parents. Additionally, the team has approached school administration in having 19 CWDs re-joining school for their hopeful future.

g- Challenges: Some parents in remote areas, under the pretext of having no one to go taking care of the child in provincial rehabilitation centre and nor having replaced person for preparing food for other children staying home, they refuse to send the child to rehabilitation centre. Some others refused to send the child out of their living province which has no required specialty.

Facing these obstacles, the project team will collaborate with education staff, CCWC members and the head of village explaining them about the advantage of having the child rehabilitated and the consequence of keeping him/her not rehabilitated that will produce positive or negative effect on the future life of the child and the family. Repeated explanation from different related persons may change their decision for realizing the right of children with disability to be protected through access to health care service and to development by free mobility.

h- Conclusion and lesson learnt:

Provincial, district and commune education staff express their deep and frank thankfulness to Save the Children and OEC for their precious assistance in helping develop education and improve child's rights of human rights, especially inclusion of children with disabilities in education mainstream.



Provision of learning materials, school uniforms to primary Krobei Real School in Siem Reap province

Majority of heads of education district, **Mrs. Mey Huor, Mr. Sat Sumonny and Mr. Kol Soeung** respectively head of Boribo DOE, head of Botum Sakor DOE and head of Veal Veng DOE admit that the project has increased attention of parents towards children and reduced neglect in the family, an act of unintentional abuse of children. Additionally relationship between parents and teachers become closely strengthened. They confirm also that teaching conscience of teachers is sensibly improved. Teachers feel really that all act of neglect in the class becomes a violation of liberty to access to good quality of education and the right to development of children that cause discrimination in education, contrary to article 1 of the convention against discrimination in education, and to article 35 and 37 about rights of learners and right and obligation of educational staff, stated in **Cambodian Education Law**.



Training Wshop on inclusive education at the intention of Prey Khmer, Prey Moul and Krirsovanvong teachers,KCHH.

2- 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.

a- Working strategies: The project team by human skills, builds close and friendly contact with important official services, mainly education, social affairs, security from provincial level to village level, especially with commune council committee members and commune committee for women and children (CCWC) in the view of strengthening working harmony with common understanding to succeed the project. In the other way the team maintain close cooperation with related NGOs in the province, namely LICADHO, ADHOC, LAC, APLE, and member of the Sihanouk Ville NGOs Network for Advocacy (SNAN) for exchanging ideas, experience and mutual aid in protecting, securing and rescuing victims of violation.

b- Strategic objectives of the project:

- To eliminate discrimination in education, improve equal access to quality of education by cooperating with local authorities and community members of the lieu to create 6 NFE classes, 2 in Prey Nop district and 4 in kampong Seila district of Preah Sihanouk province, run by 6 contracted teachers selected commonly with the heads of village, district education staffs, with monthly pay of \$50 each.
- To build unity and harmony in the village and commune for mutual aid in enhancing home environment, solving socio economic situation, paying attention to protect safety and security of children, forming social organization for promoting school and learning development by creating 6 parents associations in 6 villages.
- To use a rights-based approach to ensure the rights to survival, development, participation and protection by establishing 6 child-clubs working in relation with parents association and CCWC.
- To respect and implement article 20 of CRC about children deprived of family environment or children not being look after by their own family by establishing 3 child-friendly spaces providing children of fishermen in Prey Nup district and children of people in Kampong Seila, working in exploiting forest product, with special care, eliminating ignorance and realizing liberty of opportunity.

NFE-Village	# Students	# CC members	# Ppts CFS
Ma Ou	51/29F	40	19
KohThmei	24/11F	11	
Thmar Kieb	8/6	15	
Krang Arth	25/16F	23	
Kilo 11	31/18F	26	24
PhoumThmei	21/13F	14	28
Total	160/93F	129	71

c- Methodologies: c-1. By having always in mind that children are the building blocks of the nation, and we need effective and ideal teachers to develop each child’s personality, talents and abilities to the fullest, encourage children to respect others, human rights and their own and other cultures, help children learn to live peacefully, protect the environment and respect other people, educate children to have a particular responsibility to respect the rights their parents, with respect for the values and culture of their parents (article 29 of CRC), the project team conducts monthly and progressively reinforcement of teaching and learning techniques of the contracted teachers, enabling them to implement effectively Child-Centered Approach to development, creation and innovation by using the six cognitive domain of Bloom’s Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation), Socratic method, use of chain of question to identify the logical or true thing followed by Morale of Socrates (Live into your vision, know your limitations, expand your horizons, whatever you have is enough and define what you want) combined with the 4H (Head, Heart, Hand and Health) with the 4Ws and 1H (Who, What, When, Where, Why and How) adapted to teaching topics and level of grade 1, starting from what having seen, heard, read, observed, analyzed and discussed through active/cooperative learning.



Learning by observing, doing, experimenting, analyzing is the most use in daily class. Another way through playing and educative game, children can develop their imagination, learn to take control and make their own decision, that help develop creativity.

Concerning children rights education, step by step, the project team shows teachers how to integrate the basic rights of children: the right to survival (to life, health, nutrition, name and nationality), the right to development (to education, care, leisure, recreation), the right to protection (from exploitation, abuse, neglect) and the right to participation (to expression, information, thought and religion) in daily lessons with repeated inspiration leading children to behave towards each other in brotherhood/sisterhood, tolerance, kindness and mutual aid for common learning success.



c-2. To keep PA in permanent role as primary caregivers, protectors and guides of boys and girls to develop their full personalities, capabilities, talents and ready to be democratic citizens (article 18/CRC), the project team successively reminds them of good parenting, of Children which have the right to be protected from being hurt and mistreated, physically or mentally (article 19/CRC), the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy (article 24/CRC). For this end, they are asked to work closely with CCWC to eliminate domestic violence and to build healthy family, with Child club because children have the right to say what they think should happen and have their opinions taken into account (article 12/CRC). Principally the team explains them clearly about referral services in case of facing violation, performing rescue, recovery or rehabilitation, that require assistance from ADHOC, LICADHO, APLE and M’LOP TAPANG in collaboration with security service or social affair of the lieu.



c-3. First of all the team leads club members to analyze article 35, chapter 7 of the Law on Education about the right to free expression on academic views; the rights to freedom of study; the right to access the quality of education; **the right to assemble as groups or clubs of the learners for educational purposes;** the right to participate actively and fully in order to develop educational standards at institutional and national levels, directly or through their representatives, to assure children that activities of the club are lawful. After that the team leads club members to identify the objectives of the club which is 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. From that, ask all members to determine activities of the club based on the paragraph 1, article 19 of CRC about protection of children against all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Successively during club meetings, the team conducts discussion about establishment of disciplines and duties of club members to accomplish in the club, observation and notes recorded from family sphere, from school and classes that may be issues to find solution by the club, or in consultation with CCWC, or further more to cause village meeting, depending on the degree of abuse and neglect.



c-4. Safe Person: To reinforce communication and reception of information on time, as well as to assist children resolving some difficulties related to domestic abuse and violation, the team has selected in consultation with parents association six safe persons in parallel with the six PAs. The main roles of them are to work closely with PAs, CCs and CCWC, social workers and Project team, as intermediary person. The team in cooperation with provincial social affairs department trains them to conduct interview with the victim and exercise

counseling, intervention and the process of rescuing, including prevention against all form of abuse and trafficking.

c-5. Children attend the three CFSs are from 3 to 6 years old. The methods used for their development are learning by playing and learning by doing, led by a team leader formed by the project. By playing together, children learn how to respect choices and are exposed to a variety of thought processes. They learn from the consequences of their actions, and then realize why they were or weren't asked to do something, learn to take control and are capable of making their own decisions. Interactions with others help develop communication skills and personality development with creativity. (Cooperative play, Competitive play, Dramatic/Fantasy play, Associative play, Physical play and Constructive play)

Learning by doing is an important aspect in experiencing the knowledge or events or activities, Children are asked to learn cooperatively through doing experience that can change individual learning style and behavior of children in their course of learning processes: Forming simple figures using Tangram pieces; drawing picture following story telling or analyzing commonly the development of story and making comment on a picture.



c-6. Networking: - On 18 February 2013, ten NGOs staff including OEC attend SNAN meeting held in ADHOC office, initiated by APLE. As conclusion, all participants are invited to make close watch on two foreigners, former offenders newly released from the provincial prison. - On 27 March 2013, the project team participates in a training workshop organized by APLE, starting first by presentation of lieutenant E Sokha, chief of human trafficking and minor protection of Preah Sihanouk province. Afterward, APLE takes its turn organizing inter-cooperative group's discussion, resulting in setting following guidelines and procedure: 1-Teachers,

School personnel/ Parents' Association/ parents are particularly well placed to observe and monitor children for signs of abuse and neglect. 2- Children with disabilities, children who are homeless and those who, for one reason or another, are separated from parents or other family member and who depend on others for their care and protection are most vulnerable. 3-All information regarding concerns of possible child abuse and neglect should be shared only on a 'need to know' basis in the interests of the child. 4- Any person who reports child abuse 'reasonably and in good faith' is to be legally protected as long as in doing so for the best interest of the child. 5- Strategy to prevent the sexual abuse and exploitation of children in individual capability and in community. Referral services, complaint and rescue are also clarified ended by great appeal to all Cambodian people for unanimous protection of children against all form of abuse, especially sexual and trafficking.



c-7. Support to former victims: In the view of restoring morale and self-confidence of the 3 former families, whose young daughter had been victims of sexual violation in 2012 that OEC team had involved in rehabilitation, and to increase their courage of struggling for life with feeling of no isolation, the project team has provided each of them, twice, in March and April 2013, with 10 kilogram of rice, 1 box of noodle, 1 bottle of fish sauce and 2 bottles of soybean sauce, an act of alleviating their poverty and psychological encouraging.



3- The project **“Improving Equality of Opportunity and Outcome of Cambodian children”** under 3PC scope, funded by Friends International, focusing in developing child-clubs and parents associations for succeeding child protection in remote areas, enters in its second year operating in 3 communes of Bovel district and other 3 communes of Sampeou Loun district.

a- Purpose of the project in year II: The project team has to create 6PAs and 6CCs in Bovel and Sampeou Loun districts:

- Parents Association for Children Protection is a Unity Organized to bring the whole commune together, regardless of color, sex, religion, political or other opinion, wealth, disability, or other status. The main duty is to protect children against all forms of abuse, eliminate domestic violence and to build good learning environment in the commune, rid of any troublesome, in order to build strong childhood capable of continuing their study in scientific, economic, social and politic domain. They can later replace old people in the future time, full of national harmony and prosperity.
- Child Club for Children Development is a children organization grouping voluntary of both sex among primary and secondary student in the commune implementing article 15 of CRC about the rights of the child to freedom of association and to freedom of peaceful assembly; article 13 about the right to freedom of expression, freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, or writing or in print, in the form of art, or through any other media of the child's choice; working in joining CC, PA, CCWC, community and schools to get strong protection of children against all forms of abuse, as stated in article 19 of CRC. The main mission of CC for Development is to get support for developing the members' personality, shaped with cognitive knowledge, talents and mental and physical abilities to their fullest potential to succeed their study in school and social integration in order to realize protection of children rights and gender equality.



b- Innovation in year II: From the lesson learnt of Year I, using young social workers, active but having little influence with unattractive personalities and human skill, the project team has chosen in year II good educational staff to be social workers. With knowledge of pedagogy and psychology, they have enough capabilities to absorb new input for effective operation by gaining easily trusty from students and villagers for active participation in accomplishment of the project goals.

c- Working strategy: With the reason of reinforcing existing local authorities, mobilizing communal human resources for working harmony in successful child protection the project team succeeds to establish PA and CC functioning structure as below listed:

Structure of PA with 35 members selected from its 4 villages		
10 Leading committee members elected from the 35	Key persons in the PA	Roles and duties of PA
<ul style="list-style-type: none"> -1 President of Association -1 Vice President of Association, -1 Secretary -1 Treasurer -1 PA in charge of cultural Affairs and counseling, -1 PA in charge of all forms of violence, and -4, members 	<ul style="list-style-type: none"> -1 communal police officer, -1 Representative of commune council members, -1 CCWC member, -1 School principal or head of secondary -1 Head of cluster 	<ul style="list-style-type: none"> Work in accordance with: -Memory aid for training composed of detailed human rights, children rights and women rights, -Memory aid for PA development, -Guideline for PA, -Function and activities of PA -Structure of PA
Total: 6 communes = 6 PAs = 210 members		
Structure of CC with 50 members selected from 3 primary school and 1 secondary		
10 Leading committee members selected 4 from secondary and 2 from each primary school	Composition	Roles and duties of CC
<ul style="list-style-type: none"> -1 Club leader, - Leader's assistant -1 Secretary, -1 Treasurer -1 Cultural leader, -1 Social leader, - 1 Entertainer -1 Information collector -1 Gender equality protector -1 Liaison 	<ul style="list-style-type: none"> 1 Secondary school 3 Primary schools -Each school has 10 team members of the club led by 2 team leader (1 boy and 1 girl) -The 3 primary schools select individually 2 other members for club leading committee, while the secondary school selects 4. 	<ul style="list-style-type: none"> Work in accordance with: child's rights -Memory aid for CC development, -Guideline for CC, -Function and activities of CC -Structure of CC
Total: 6 communes= 6 CCs = 300 members		

d- Academic Knowledge planned to empower PAs and CCs: To develop capabilities of PA members and encourage them to take rightful activities in cooperation with communal authorities, national and international agencies for protecting children and eliminating domestic violence in their community, a total of 18-two-days training workshops are planned dealing with the following subjects: UDHR, CEDAW, CRC, Law on marriage and Family, Cambodian Education Law, Law on Prevention of Domestic Violence, Law on suppression of Human Trafficking and Sexual Exploitation, Law on the Protection and the Promotion of the Rights of Person with Disabilities, Penal Law and Civil Law, completed by Relationship between parents and children: Ways helping children to succeed in school; duties of parents towards children, basic principles of good parenting, way to discipline children and helping children in socialization, discussed during bimonthly meetings, including process of rescuing, counselling, rehabilitating the victim of violation and formulating complaint.

Training program for CC, planned in its one full day workshop and its bimonthly meeting, is composed of basic children rights of human rights, insisting mainly on article 12, about capability of forming his or her own views, the right to express those views freely in all matters affecting the child; 17 about ensuring child to have access to information and material from a diversity of national and international sources, especially those aiming at the promotion of his or her social, spiritual and moral well-being and physical and mental health.; 19 about protecting the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse; 27 about right to be protected from all forms of sexual exploitation and sexual abuse; 29 about right to access to education which shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential, obligations of children towards parents, family, school, community, nation, world peace (individual discipline, moral discipline, professional discipline, social discipline, and political discipline).

e- Achievement in year II: Caused by unexpected factors, interruption of supporting fund from January to May 2013, general election period from 25 Junes to 28 July 2013, also bothered by its pre and post period, aggravated by flooded situation from August to October, The project team could not accomplished the activities according to planning. Only 7PA training workshops of 18 and 1 CC of 2 were performed. Consequently the 210 active

members of PA have not received equally the topics treated. What the project team makes great effort to equally input through workshop and bimonthly meeting is penal law dealing with determination of criminal acts (crimes committed against the public authority, murder, misdemeanours, felonies, and treason, stealing a car, resisting arrest, driving while under the influence of alcohol, and possessing or selling illegal drugs, sexual violation or abuse committed against children under 15; between 15 and 18 and over 18 years old), description of the condition of provisional detention (article 23,24,25 of the Law on the Prevention of Domestic violence) and duration of Provisional Detention in Case of Misdemeanour (article 209, 210, 213,214 of the Code of Criminal Procedure of the Kingdom of Cambodia). Concerning civil law, the project team insists only on the concept of personal rights which include the rights to life, personal safety, health, freedom, identity, dignity, privacy, and other personal benefits or interests in making comparison with Human Rights, then defining the minor, the right to rescind act, the disposal of property with permission of parental power holder or guardian, the minor permitted to conduct business, the requirements for emancipation (article 10, 17, 18, 19, 20 and 21 of the Civil Code of Cambodia).



By the one CC training workshop for the 60 leading committee members and its bimonthly meetings, the project team treats child rights of human rights, composition of leading committee members and their roles, activities of CC in cooperation with

CCWC, PA and schools cluster for solving all problems in relation with children interest. To develop thinking power of CC members, the project team conducts discussion and analysis of given pictures and studying some fables by active and cooperative learning method, based on Bloom Taxonomy and Socratic techniques.



d- Building capabilities of project team:

From January to April 013, the program coordinator spent favorable time to develop capabilities of team members in implementing the cognitive domain of Bloom Taxonomy, Socratic techniques, lower and higher thinking level, inductive and deductive strategies, how to use pictures for interpretation and how to use fables for developing reflective and critical analysis power, enabling the team to bring later PA and CC members in positive thinking for combating domestic violence and strengthening child protection.

e- Celebration of International Children’s

Day: The project team in collaboration with district and communal authorities organized on 05 June 2013 at Sampovloun District and on 07 June 2013 at Bavel District the International Children’s Day in which the project manager was an activist announcing the cause, purpose and the development of the celebration course, followed by competitive question-answers awarded and educative games deepening comprehension and mobilizing active participation in child protection.



f- Intervention for rescuing and rehabilitating the victims of violation:

f1- OEC in collaboration with WHI, WVC, Commune Council members and CCWC has rescued on March 2013 a small girls of 8 years old, violated by a 60 years old, in Sdok Pravoek commune, Rukkha kiri district. The victim was sent to safe center of WHI at Siem Reap for more than one month and she was reintegrated into her family on April 2013 with supporting materials: bicycle, clothes, and capital seeds. By intermediary role of OEC, CCWC and PA leader, WVC and WHI made contribution of a new house in new plot of land for the family to avoid possible retaliation by the criminal family members.



f2- On July 2013 a violation case happened in Dangkor Pen village, Prek Khpos commune, Bavel district, committed against a girl of 14 years old, former student of college Prey Phpos. The head of CCWC in company with the head of village, the chief-post of Prey PKpos and member of PA in charge of all form of violence, and two other communal security police went to meet parents of the victim and afterward they arranged sending the victim to Banteay Srei, Migration Center in Battambang, for expert checkup. The project team contacted rapidly LICADHO and ADHOC to assist the victim family in undertaking legal process, while the criminal had gone away escaping the court.

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

Name of staff recorded: Seng Phin, project manager
Location: Ta Sda commune, Sampeou Loun district, Battambang province
Date of recording: 31 October 2013

Title of Story: Life is not for suffering



Chuon Sreynich, the third child of Mr. Maom Much, communal police officer and Mrs. Chuon Ry, living in Chakkrey commune, Phnom Proek district, attended primary school of the commune in 2011, while she was in grade 6. Her father divorced her mother who left all the four children to go staying with her grandmother in Southern Kon Phnom village, Ta Sda commune, about 10Km. from the initial village. A week later, her father tried to go seeing her mother, but in vain, because she left for Thailand already without leaving any useful information.

From 2012, considering the facility of attending lower secondary school on time, and security in travelling, her father brought her to live with the grandmother, nearby the school, Kon Phnom-32-secondary school, financially supported by her father. She adheres to “Club for Children Development” since 1st December 2012, elected as club leader. Presently she is an active club leader, learning in grade 8.

Responding to the question of what she has gained from the club, Chuon Sreynich made the following clarification: I cannot remember exactly the article number, but I know principally the rights of the child, namely right to access to good quality of education, right to freedom of thought, of expression and of association. From this understanding I dare now to discuss politely with my teacher, asking him to make clarification of what I and my classmates do not understand clearly, because I consider all neglect and carelessness committed by teacher as act of violating the right of children to development and to access to good quality of education. With my grandmother and other adults around, I have the courage of explaining my point of view and sometimes my smooth opposing idea to raise reasoning discussion with firm discipline of respecting each other to find common decision.

Being member of the club of children for development, I am now practicing the freedom of association, that mean we have full right to meet together for cooperative learning, analyzing things related to our interest and to children in the commune, and then trying to use practical way to assist each other for developing intelligence, learning skills, and reinforcing interaction and relationship in and outside the club in order to receive information for reflection or discussion, which can create a shared vision of change and deciding on common commitments to action, to contact PA for consultation or for help, or to contact CCWC and association for school support to do intervention, depending encountered problem.

After learning child rights, especially discussion on cause and impact of domestic violence, physical abuse, emotional or psychological abuse, neglect as abuse and sexual abuse on children learning, with recognition of the role of PA, CCWC and our teachers in preventing and responding to these acts, the club members recognize their participation role and obligation to be vigilant observers, critical analyzers and reporters to the club seeking way for solution or, if meeting impasse, the club will have recourse to PA or CCWC for further solution.

Asked what change has she perceived in participating in the “Club for Children Development” Chuon

Sreynich answered with little smile as follows: I have perceived three main changes. The first I feel a real change in my own spirit and behavioral thinking and working. Before I had only relationship with my classmates, thinking cooperatively to improve capabilities of all classmates, but now with the club composed of children of different age, grade and familial situation, also shaped by the role and function of the club, I have now in my mind and action, an inclusive practice about all learners and about taking action to remove barriers to participation and learning, involving eliminating discrimination of any kind, irrespective of the member's or his or her parent's or legal guardian's race, color, sex, disability, religion, political or other opinion, in order to build working harmony and promoting equality in participation and learning for individuals and groups usually involve social interacting factors, cooperation with PA, CCWC, Association for school support and cluster school to protect children against all forms of abuse in inviting all members to maintain constant learning, familial and social discipline with tolerant and mutual aid spirit for common success. I keep my mind strong and free from abandon by my mother.

The second change is in my father's behavior. After participating in PA training workshops commonly with teachers of cluster and having read my CC documents, including memory aid for CC development, he begins to encourage me to work seriously with patience, kindness and to always be sociable. He consoles me to do not think to my mother who decided going to live in separation from the family without any information. My father advises me to be strong with self-confident for successful learning and being a good leader of child club. He recognizes my work and praises me for working hard. He talks to me in a friendly manner about my study in school and about the activities in the club. He responds to all invitation from school or from association for school support, discussing and sharing idea in the meeting with seriousness and attention, a clear behavioral change, influenced by PA and CC activities. He considers my suggestion and makes me feel protected.

Here is the third change, noted among teachers in the schools. After participating in PA training workshops during that human rights, children rights and women rights have been largely discussed and insisting mainly on different forms of abuse and prevention, teachers under the pretext of having not enough salary for their subsistence and becoming in majority laissez-faire teachers, become then having new conscience. Hearing the discussion of CC members about their learning and their solutions for protection children, teachers feel then moral obligation to become more friendly and effective than before, because students, shaped by right to access to good quality of education and the right to development, are active in posing question and asking teachers for additional clarification.

Asked about the past training process and instruction given, Chuon Sreynich, answered as follow described: Among the brochures received from the project team, the point 3 of the strategic objectives in the activities guideline has mentioned clearly the realization of article 12 of CRC, which promotes the right of every child to freely express her or his views, in a matter affecting her or him. The child shall in particular be provided the opportunity to be heard, either directly, or through a representative or an appropriate body. This requires building reflective, critical and analyzing capabilities of CC members, so that they can form correctly their views. The expressing power needs practice and exercise of performing presentation and debate, without that, courage and vivid mind cannot occur effectively. Therefore I am asking the project team to find possible way with enough time to conduct these activities completed by report and complaint writing. **“By force of forging, everyone can be a blacksmith”.**

Bringing teachers in PA activities in relation with CC can help developing education and improve teaching class. Psychologically from 12 to 15, the child needs full emotional support of parents and teachers, and from 15 to 18, the child now transforming into adulthood wants to explore the world, sensitive to criticism and hates to be ridiculed. Parents and teachers need to accommodate mistakes and encourage new ideas. Therefore, Chuon Sreynich's recommendation is true and worth accepting, because in the past, CC had only one training workshop, not enough for transforming theory or idea into action through practice and experimenting exercise. The project team welcomes her idea and will try to find practical way in its possibility to satisfy her dream and to enhance activities plan for next operation, based on the idea that long practice with a lot of exercises will strengthen mindfulness and cause reasoning and responding activities.

4- The project “Improving Education and Health Care of the Poor Children and Children in the families affected by HIV/AIDS” has been divided distinctively into two projects operating in different areas and supported independently by two different German organizations, having the same strategic goals:

4-A. KINDERMISSIONSWERK, the children relief organization of the catholic church in Germany, from 2011, continues supporting scholarship of primary, secondary and university students in Sangker district.

4- A1. Objectives of the projects: -To provide opportunity to the high age, not attending school with the possibility to enjoy vocational training, technical electricity, and motorbike reparation; encourage with technical assistance, targeted children to practice at home raising livestock, poultry and pig; organize agricultural cooperative by selecting voluntary students in a limited number not exceeding 10 voluntaries for practicing agricultural products in a farm, financially, technically and sheltering supported by OEC; assist weak pupils by supporting remedial class fee, depending on their weakness and choice of learning subject for strengthening their learning capability; maintain good learning condition of targeted children by conducting monthly medical check at a rotary number of 9 children each, 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; assist the poorest people in enhancing sheltering condition by supporting some houses reparation, and new construction, including some water closets for health care; improve drinking water condition of some families by improving means of keeping raining water for use; improve people livelihood by practicing provision of revolving fund for their enterprise running depending on evidence observed and willingness of the concerned to change their standing of life, a sum limited between \$50 to \$100; support monthly food supplies for 75 targeted children; provide annually targeted children with school uniform and learning materials; organize historical site study at the end of academic year.

Sangker district			
Roka	Tapon	Reang Kesie	Total
30/13F	25/17F	20/12F	75/42F

4-A2. Statistics of targeted students

Vocational Training: Motorbike repairing: 2 young people, one from Roka and another one from Reang Kesie.

The primary school years are an important phase in education system. It lays the foundation for

children’s learning and development later on citizen life. The primary school curriculum is designed for a well-rounded learning experience and focuses on three main aspects of education: -Multiple subjects comprises Languages, Math; - Character Development which focuses on instilling sound values in children, to take them through life as a responsible adult. - Children will have many opportunities to develop life skills through inter-cooperative learning. Recognizing these ideas, OEC supported by KINDERMISSIONSWERK pays great attention to develop education in primary school

List of targeted students by school level

Commune	Total	F
Primary School	22	12
Secondary School	37	24
Lover Secondary Sc	12	05
Upper Secd. Sc	4	1
Grand Total	75	42

From 1970 to 1993, Cambodia has five successive political regimes disturbing social development and affecting education. From 1993 to 2013, education progresses successively in a slow flow caused by multiple factors during which children of difficult families have no equal capabilities with others in good familial situation. To fulfill article 6 of CRC about rights to survival and development of children, OEC, in agreement with donor, tries to improve capacities of difficult children by remedial courses to develop self-confidence and perseverance

List of students allowed to attend remedial class

Commune	Khm	Math	Phys.	Chtry
Roka	5	2	0	0
Tapon	0	0	7	7
Reang Kesie	0	8	8	0
Battambang city	2	2	0	0
Grand Total	7	12	15	7



Fulfilling article 6 of CRC about Survival and development, article 12 about Respect for the views of the child, OEC supported vocational development for young children leaving school.



4-A3. Poverty reduction: In contribution to UNMDG and CMDG1 about Eradicate extreme poverty and hunger, OEC practices revolving fund allowing poor people committed to change their life standing, borrowing a small fund for their proper business. Eight persons have been benefited.



4-A4. Encouraging children to love agricultural practice for self-subsistence: OEC establishes a practical farm for 10 voluntary children to come practicing familial agriculture



4-A5. Cooperative animal: Two student's parents receive individually one cow for exchange breeding, the first baby-cow will belong to the breeder, the second will return to OEC for further contribution, and so on.



4-A6. Annual food supply: From the idea that good intelligence exist in a strong and healthy body, the project provides targeted children with food supply as below listed for regular school attendance, and alleviation of family's poverty.

Nº	Items	Unit	Total
1	Rice	Kg.	12375
2	Soy Sauce	Bt.	825
3	Frying oil	Bt.	900
4	Sugar	Kg.	900
5	Canned fish	Can.	1800
6	Salt	Kg.	1042.50
7	Sampoo	Dozen	300
8	Detergent(Viso)		75
9	Soap (Protect)		75



4-A6. Monthly medical check: the project has in rotation 7 children a moth, submitted to medical check. During 2013, among 75 children, communal clinic discovered and treated 17 throat inflammatory , 8 pale with intestine worms, 5 catching cold, 2 lower pulse, 6 fatigues, and 23 stomachaches,



4-A7. Challenges: 2.5% absent during agricultural collection along Khmer-Thai border.

1, 7% living with care-givers go often earning their life. **This problem needs a global solution.**

5-B. SCHMITZ STIFTUNGEN, great philanthropist extending a “helping hand” to the poor and especially working with severely disadvantaged people, from 2006, continue supporting scholarship for primary and secondary students in Ek Phnom district in 2013,

5-B1. Project Purpose: To strengthen access of poor children and children of family affected by HIV/AIDS to quality of education and eliminate illiteracy:

- To promote liberty of opportunity and right to development by provision of learning facilities to children in difficult condition permitting them to attend regularly daily classroom.
- To eliminate discrimination in education based on social status, gender or living condition by reinforcing friendship, mutual assistance, tolerance through deepening of basic child’s rights during circle discussion, the time of food supply distribution.
- To strengthen individual, familial, school and social discipline of targeted children for effective learning and participation in communal activities.
- To improve relationship between children and parents through common discussion on good parenting and on the role and duties of children toward parents in order to build living harmony and eliminate all forms of domestic abuse and neglect.
- To provide opportunity to the high age, not attending school with the possibility to enjoy vocational training, technical electricity, and motorbike reparation.
- To assist weak pupils by supporting extra class fee, depending on their weakness and choice of learning subject for strengthening their learning capability,
- To maintain good learning condition of targeted children by conducting monthly medical check at a rotating number of 5 children from each commune, with additional hygiene and sanitation campaign for health care development, in the families, allowing children to learn with clear mind, and to conduct public talk about nutrition and prevention against disease and infection.
- To support monthly food supplies for 60 targeted children;
- To provide annually targeted children with school uniform and learning materials
- To allow project team and social workers participating in the monthly staff meeting in OEC office, which will be followed by their

own monthly assessment for alternative objectives.

5-B2. Targeted Areas: The project has been run in two communes of Ek Phnom district, which are Prek Khpop and Peam Ek commune:

- In Prek Khpop: The project has been operating in 4 villages: Prek Sno, Sna Pimuk, Prek Khpop and O-Kambot.
- In Peam Ek: The project has been operating in 5 villages: Peam Ek, Chong Chdor. Ta Koam, Kok Dong and Kong Tum.

5-B2. Activities and outcome

a- Statistics of targeted students:

Commune	Targeted Children		
	Total	M	F
Peam Ek	30	14	16
Prek Khpop	30	9	21
Grand Total	60	23	37

b- Vocational training

Option	Peam Ek	Prek Khpop
Reparation of motorbike.	1 boy	0
Tailoring.	0	1 girl
Total	2 young children	



Ms. Chaom Srey Leak practices tailoring for six months, paid by the project.

The young boy Lu Minea, practices motorbike reparation, for one year, paid by the project



c- List of children attending remedial class

Commune	Total	M	F	Grd	Option
Peam Ek	10	6	4	7-8	Khm & Math
Prek Khpop	7	2	5	8-10	Khm Matn Chem,

Grnd Total	17	8	9		
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d- Rotating Monthly Medical Check

During 2013, among 60 students, communal clinic treated 7 inflammatory throats, 20 intestine worms, 3 high fevers, 2 pales, 14 catching colds, 7 headaches, 3 stomachaches, 1 constipation, 2 catching cough, in total 59 patients.



e- Annual Food Supply

Items	Unit	Quantity in Kgr
Soy sauce	Bt	480
Sugar	Kg	300
Can fish	C	1080
Fish sauce	Bt	120
Frying oil	Bt	600
Detergent	Sack	420
Shampoo	Dozen	6
Toothpaste	Piece	180
Toothbrush	Piece	60
Body Soap (Lux)	Piece	60
Seasoning powder	Piece	60
Iodine salt	Kg	100
Sweet White Radish	small sack	240
Sweet and Sour Onion	Bottle	60
Rice	Kg	10800



f- Strengthening child's rights education:

The project team profits distribution of monthly food supply to deepen child rights education for forming personalities of children, developing individual, familial and school discipline, mainly to improve mutual aid, tolerance and eliminate all form of discrimination in education and in daily life of children.



g- Follow-up activities:

The project team exercised 3 follow-up a week. The main objectives are to contact proper teachers to get information about learning progress of the beneficiaries, approaching parents to get information concerning familial relationship, parent's opinion about the project, children learning style at home and checking intellectual development of children through some testing exercises.



h- Impression and feedback from community



On 18 October 2013, Mr.Lek Hay, project manager went talking with Mr. Meas Punleur, head of Peam Ek lower secondary, wherein the project supports 21

children (13girls) from grade 7 to 9. The head of secondary school reported that, the beneficiaries of the project in different grade attend regularly classroom and very active in cooperative learning. They have strong courage in asking teachers for clarification of what they do not understand clearly, or about their wrong doing of assigned work. Mr. Meas Punleur affirmed that the project is very helpful for children in difficult living condition to have supporting moral and learning material allowing them to continue learning in equal access and opportunity with other children of wealthy families. He addressed his great thanks to Schmitz Stiftungen Foundation for having helped Cambodian children to enjoy their right to develop themselves through education. He wishes to see the project prolonging support permitting children to achieve at

least their upper secondary school that will give them a possibility to choose future option.

CASE STUDY OF PHIN SOCHY



I am Phin Sochy, female, born on 15/03/1994. My father, Chan Phin divorced my mother, Yuom Saraong in 2003 and moving to be military police at Poy Pet along Thai border, wherein he married a new wife. I continue living with my mother who has no fixed employment that forced her to look for job depending on labor market and having no fixed stay. Consequently I begin living with my aunt, Yuom Sareum in Sna Pimuk village, Prek Khpop commune, Ek Phnom district in order to have fixed place for learning. My aunt, she earns her daily life by selling fishes. Facing difficulty in having stable employment, my mother decides to go working in Thailand since 2010 where there she married a new husband, Mr. Nou Sambit, a Khmer worker in Thailand.

This situation makes me feel a life of sadness and not really calm for learning. Additionally, I have a feeling of inferiority among my classmates. Luckily from the late 2012, I have been chosen as a beneficiary of the project founded by Schmitz Stiftungen, while I was in grade 12. The project not only provides me with monthly food supply but shapes me with deep comprehension of child's rights in the scope of human rights. The team goes to see me with my aunt at home, reinforcing my morale by telling as example some histories of model people in human history, which have made great effort with constant patience and firm determination in developing themselves, based on human value, dignity and equal right to education and to development. From this advice, I start to concentrate my effort in learning and building good friendship and communication with my classmates and other friends of my generation, improving cooperative learning and mutual aid with keeping in mind that education is a fundamental basis for all development.

I succeeded my exam at the end of upper secondary school, thanks to Schmitz Stiftungen Foundation (SS) who has helped me through Operations Enfants du Cambodge (OEC). Allow me to express again my grateful thanks to the foundation with suggestion that Cambodian poor children still need your assistance for eliminating discrimination in education.



CASE STUDY OF LU KAMPHEAK

I am Lu Kampheak, born in 24/02/1996, daughter of Mr. Lu Nuom and Mrs. Meas Chenda, living in Takoam village, Peam Ek commune, Ek Phnom district, My father is a seller of traditional medicines and my mother is a seller of vegetable. I am the third among my 5 other brothers, 2 boys and 4 girls. Two of them founded their family and leaving the family for their own life. My third elder boy brother left the family to live with his uncle. Only 3 kids, me in grade 8, my younger sister in

grade 2 and my younger brother in technical training for motorbike reparation. Sometimes, I feel hopeless to continue my study because of daily life standing and of load work supported by my parents that suggests me to abandon school for assisting my parents to earn money.

On 14 November 2012, OEC project team went to see my parents, explaining the goal and purpose of the project with objectives to serve child's rights and improve access to quality of education by the support founded by Schmitz Stiftungen Foundation. They see very well the living condition of my family and willing to assist my study with agreement of my parents. Finally I have been accepted as beneficiary of the project. Through successive input of basic child's rights and vice versa of relationship between parents and children, my parents become more aware of domestic forced work and allowing me to have suitable time for study at home. Encouraged by the project team with monthly food supply and school learning materials, I feel then happily in learning with confidence that results in having me passed to grade 9 for school year 2013-2014.

In consequence, I would like to express my grateful thanks to Schmitz Stiftungen foundation for having supported me in succeeding my upgrade that reinforce my dream to achieve later at least completing upper secondary cycle. I frankly ask the generosity and humanitarian thought of the Foundation to study the possibility to continue supporting Cambodian children to have chance equalizing their capability to children in developed countries, allowing us to have a positive change for common well-being.

CULTURAL EDUCATION

During the school long term break at the end of school year 2012 – 2013, the targeted children of both project organized a study trip to Siem Reap visiting Angkor Wat. Prior to the trip, Mr, Meak Marin, the program coordinator had conducted a cultural education, clarifying the myth of churning ocean of milk, graved on the Eastern gallery, South wing of Angkor Wat, which is the most well-known and well-represented of the Puranic narratives. This story exists also in Mahabharata, Ramahana and Visnu Purana.



Meak Marin explained that the myth comes from Hindu culture, religion and philosophy, which was spread from India all the way to Vietnam, Thailand, Cambodia and Indonesia. This popular and insightful Puranic story has manifested in all manner of traditional art-forms; sculpture, dance, theatre and painting. He told the story for the project managers and social workers who would lead the trip to Angkor Wat. Afterward, he asked all participants to analyze and make reflection on the scene represented in the middle of Thai SUVARNABHUMI, the principal touristic transit.



First of all, using Socratic techniques he asked the participants to identify different types of tourists: Adventure tourist, Agritourist, Ecotourist, Rural tourist, Geotourist, Cultural tourist, sex tourist...and to foresee the consequence of tourists passing through SUVARNABHUMI transit, but having no cultural knowledge, how do they think when visiting Angkor and seeing the churning ocean of milk? The discussion permitted to see two main reasons:

- Artistic reason
- Cultural war with hiding reason

Finally, all Cambodian people need to know clearly this story with its source as above described to eliminate cultural war of ill intention and to keep all non-cultural tourists well aware. The leaders of study trip have the obligation to tell their followers the story of churning ocean of milk which purely a myth from Hindu religion. Additionally, Meak Marin enumerates some temples as Khmer heritage in the present Thai territory after the collapse of Khmer empire.



Phnom Rung
in Buriram



Phimay
in Chhiengmay



Sam Yoat
in Lupbori



Sikhorabhum in Sisaket



Sdok Kok Thom
in N.Sidhamaraj

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

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

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

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

d- Project Objectives:

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

e- Activities and outcome:

e-1. Statistics of children of incarcerated

Battambang prison				
Family	#Chd	Age	Grade	CareGv
<u>F1</u>	<u>6</u>	<u>5-14</u>	<u>0-1-9</u>	<u>GdFath</u>
Pailin prison				
<u>F1</u>	<u>3/2f</u>	<u>5-14</u>	<u>0-5-7</u>	<u>GdMoth</u>
<u>F2</u>	<u>4/2f</u>	<u>6-16</u>	<u>1-9</u>	<u>GdMoth</u>
<u>F3</u>	<u>3f</u>	<u>10-14</u>	<u>3-7</u>	<u>Sister</u>
<u>F4</u>	<u>2/1f</u>	<u>8-14</u>	<u>1-7</u>	<u>GdFath</u>
<u>F5</u>	<u>3/1f</u>	<u>4-6</u>	<u>1-7</u>	<u>GdFath</u>
<u>F6</u>	<u>2/1f</u>	<u>5-6</u>	<u>1</u>	<u>Neighb.</u>
<u>F7</u>	<u>2/1f</u>	<u>3-4</u>	<u>0</u>	<u>GdMoth</u>
Banteay Meanchey prison				
<u>F1</u>	<u>2/1f</u>	<u>15-19</u>	<u>0</u>	<u>GdFath</u>
<u>F2</u>	<u>3/2f</u>	<u>4-14</u>	<u>0-3-6</u>	<u>GdFath</u>
<u>F3</u>	<u>3/2f</u>	<u>6-8</u>	<u>1-2</u>	<u>GdFath</u>
<u>F4</u>	<u>2f</u>	<u>6-7</u>	<u>1</u>	<u>GdFath</u>
<u>F5</u>	<u>3/2f</u>	<u>10-13</u>	<u>3-5</u>	<u>GdFath</u>
<u>F6</u>	<u>2/1f</u>	<u>6-7</u>	<u>1-2</u>	<u>Uncle</u>
<u>F7</u>	<u>1f</u>	<u>4</u>	<u>0</u>	<u>GdMoth</u>

TOTAL	42/21F Beneficiaries of the project
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e-2. Annual food distribution: Three distributions were done as below listed:

No	items	Unit	Qty
1	Rice	Kg.	1500
2	Soy Sauce	Bt.	105
3	Frying oil	Bt.	105
4	Sugar	Kg.	123
5	Canned fish	Can.	105
6	Noodle	Pack	210
7	Fish Sauce	Bt	105
8	Hot dog	kg.	15
9	Dry fish	Kg.	5
10	Salt	Kg.	25



f- Construction of hangar class in Battambang prison.

To conduct non-formal class and recreation for friendly space, a hangar class of 8m x 5.60m was built in Battambang provincial prison, financially supported by the project, \$1550.00 and technical plus labor by prison administration. The Morning Tear organization is in charge of paying contracted teacher. OEC provides children with school bag and pencils.



g- Child's right education:

Profiting the time of food distribution and follow-up, the project team leads discussion and interpretation on the below principal rights of children of incarcerated:

Children of incarcerated people have the right to:

- Be kept safe and informed at the time of their parent's arrest.
- Be offered and/or their caregivers basic information about the post-arrest process.
- Have the right to be heard when decisions are made about them.
- Have the right to be considered when decisions are made about their parents.
- Have the right to be well cared for in their parent's absence.
- Have the right to speak with, see and touch their parent.
- Be supported by supporting their caretakers.
- Have the right not to be judged, blamed or labeled because their parent is incarcerated.
- Have the opportunities to communicate with their parent and support each other.
- Have the Rights to Development.

h- Safeguard activity:

Ms. Eam Nenag imprisoned in Battambang has three children, the youngest one is with her in the prison, the second is in the foster care in Phnom Penh, while the third is staying with her two uncles, poor and mentally ill, living at Sampovloun district. Provincial Human Rights Office in Battambang asked OEC to do a favor by getting the girl from Sampeou Loon for placing in a safe center. Accepting the demand, OEC team, with the help of Provincial Social Affairs of Battambang succeeded to place the girl in Komar Rekrey Centre.



i- Emergency support

On October 2013, Battambang, Banteay Meanchey and Pailin prison faced danger cause by unexpected flood that obliged prison administration of Pailin and Banteay Meanchey to evacuate prisoners to safe places, Battambnaf and Siem Reap that posed a problem for the host province which did not have reserved materials for accommodation. Response to the provincial prison appeal, the project team uses

its small reserve for emergency fund providing Battambang prison with 10 mosquitoes, 10 pillows and 10 mats.



g- Psychological visit for actual information

As way of encouragement, and building hope for future positive social reintegration, the OEC team has paid visit to incarcerated people in Pailin with warm welcome of the prison administration in late 2013. The team addressed to the incarcerated with friendly manner that the default is human; we must not condemn ourselves, but we must consider our default as lesson leading us to build a good path towards a bright future. Be courageous, because your family members are now waiting for welcoming you in a hopeful atmosphere. The team got a smiling accord from the incarcerated. Before



leaving the incarcerated, the team expressed a last words that the banana be a friendly power promoting freedom, equality and good faith among people in all community members.

REALITY NOTED:

Friendly talk with the beneficiaries aged over 12 years old let the team know that before participating in the project support, children of incarcerated parents support discrimination heavier than children with disabilities that make them sometimes discourage to continue learning. Now with support morally, materially and openly of the project, they feel no more isolated, but encouraged to live with dignity, abandoning the unjust idea of supporting shame of their parents that they did not wrongly do. The project awakes their classmates to value child's rights and decrease progressively the discrimination against children of incarcerated. They express their

thanks to **Kinder MISSIONWERK** and OEC for allowing hem to enjoy the right to survival and development.

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

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

1-Socio-Economic Reintegration of Landmine People Survivors” supported by Adopt-A-Minefield is a prolongation project from July 2013 to March 2014.

a-Project objectives:

To Promote welfare of PWDs, landmine/ERW victims through provision of quality rehabilitation, social services, life skills, education for children, emergency support for new victims and disseminating public awareness of national and international convention on disability, law on disability, children’s rights of human rights in target areas (MoungRussey, Sompovloun, Somlot, Bovel, RatanakMondul, Kohkralor districts of Battambang province, Pailin province and Malai district of BanteayMeanchey province)

b-Statistics of targeted people

District	From 2010 To 2013	1leg cut	2leg cut	1 arm cut	2 arm cut	others
Pailin	60/2f	55	1	3	0	1
Moung Russey	60/2f	53	0	7	0	0
Malai	60/1f	56	2	0	0	2
Sampovloun	60/3f	45	1	4	0	10
Bovel	60/4f	42	2	4	1	11
Samlot	60/0f	55	2	1	0	2
Ratanak Mondul	60/0f	52	2	4	0	2
Koh Kralor	60/4f	52	1	1	0	6
TOTAL	480/15f	410	11	24	1	34

List of PWDs received rehabilitation service , from July 01, 2013 to Mar 30, 2014

Target Districts	Artificial leg
Pailin	0
MoungRussey	12
Malai	0
Sampovloun	7
Bovel	12
Samlot	6
RatanakMondul	10
KohKralor	2
TOTAL	49

Assistive devices help PWDs move independently for their daily life. The provincial rehabilitation center used to communicate to OEC the schedule of its mobile service going to repair or maintain helping device of PWDs directly in district, except production of a

new device or changing device, PWDs should go to provincial rehabilitation center. OEC pays the round-trip for every LVS with support of \$1 per day to his/her family during his/her stay in rehabilitation center. 174/8F PWDs were referred to provincial center. Specially for the new victim of landmine explosion, the project pay primary medical care of \$50, the transport from accident place to hospital, \$15 and rice support to family for 3 months, \$25.



c-Education: With recognition that education is a fundamental base of all development and in participation to achieve the Cambodian Millennium Development Goal 2, the universal nine-year basic education by 2015, the project team assist PWDs by providing their children with learning materials as following listed:

District	Students		School Materials		
	Total	F	Book	Blue ball pen	Red ball pen
Mong Russei	66	30	564	154	95
Pailin	49	22	413	112	70
Sampov Luon	55	21	505	140	85
Bovel	74	33	632	174	105
Rattanakmudu	60	26	528	145	89
Samlot	65	26	585	161	99
Total	369	158	3227	886	543

d- Participation in reduction of poverty

Respecting the CMDG 1 in decreasing the proportion of people whose income is less than the national poverty line from 39% in 1993 to 19.5% in 2015, the project allows in March and April 2013, 72 PWD of targeted beneficiaries to get a loan of \$150 each for starting their proper business to improve their income generation. Among them 1PWD practice pick rising, 10 PWDs do rice planting, 61 PWD plant red corn and manioc. The loan is expected to return back to OEC in Dec 2013 or Jan 2014, or later than that based on real situation.



e- Supporting Flood Victims

The period between September and October 2013, Battambang, Pailin and Banteaymeanchey experienced flood damaging many houses in project target areas, destroying about 70% of agricultural production. 50% of PWD's houses roof was moved out by strong wind and raining. In collaboration with Cambodian Mine Action Authority (CMAA), OEC received 2100 sheets of zinc and 140 kgs of zinc nail to provide individually the 70 PWDs with 30 sheets of zinc and 2 kgs of zinc nail for renewing their house roofs.



f- Challenges:

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

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

a- Criteria for selection of beneficiaries

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

- Person having fixed installation registered by the commune, PWDs or family member of PWDs
 - Proving their firm determination to improve their life standing:
 - PWDs or PWDs' family members having large dependents in household,
 - Adults or young people from 16 year old
- The person with disabilities unable to run the business by him/herself entrust his/her family member to run the business for his/her interest.

b- Statistics of beneficiaries

Commune	#PWD	#F/PWD	TOTAL
Bovel district			
Prey Khpos	0	0	0
Bovel	36	16	52
Kdol Ta-Hen	2	2	4
Ampil Pram Deum	10	4	14
Thmor Kaul district			
O-Taky	3	4	7
Chrey	0	0	0
Tameun	16	10	26
Banan district			
Takream	0	0	0
Snoeung	19	16	35
Phnom Sampeou	24	12	36
Chheuteal	0	0	0
Bay Damram	0	0	0
Grand Total	110	64	174



c- Vocational training

Considering geographic situation, market activities of the lieu and willingness of the concerned, the project conducts vocational training workshops responding to their option: agricultural farming, non agricultural business, and financial management for small business running. The ones of other options, such as tailor, beauty arts, and television and engine reparation are referred to private shops, the training

fee of which is paid by the project. After the end of training, depending on training result, commitment and the real individual situation, 75% of them receive professional kits for starting their own business.

d- List of beneficiaries attending vocational training (current targeted groups plus the non-trained of the late year 2)

Option	Bavel	Thmor Puok	Banan	Maung Russei	Total
Agriculture ¹	58	31	53	49	191
Reparation ²	0	1	2	4	7
Seller ³	2	2	5	12	21
Cosmetics	1	0	0	0	1
Tailor	2	0	1	1	4
Hairdresser	4	0	0	1	5
Floorer	1	0	0	0	1
Grand Total					230

Notes: 1: includes family farm, livestock and vegetable planting.

2: includes reparation of TV and motorbike engine.

3: includes selling rice and vermicelli soup.

The project provides, in year three, 266 small business holders with professional kits, the 75% of current year plus the rest from year 2.



e- Encouragement and technical reinforcement

To encourage practitioners and improve technical application, the project team organizes internal visit in Bavel district within February, and inter-district, from Maung to Bavel, bringing new practitioners to observe the activities accomplished by good experimenters and their success in the period of June and December 2013. Sixty 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.



Recognizing the fact that strong and healthy body is the main capital source for any development, the project supports round trip cost for 21 PWDs to

have, change or adjust their assistive devices at provincial rehabilitation centre. In other way, the project supports round trip cost for 91 small business holders during their medical check up in referral hospital, including medicine prescribed by doctor, not exceeding \$18 each. Two others having problem with their eyes receive the same facility to go getting treatment by specialist doctor.

To improve hygiene and sanitation of beneficiary families, especially the use of safe drinking water, the project has provided individually the 237 small business holders with water filter, preceded by a session of orientation.



g- Field Visit by delegation of HI's Friends

On March 2013 a Belgium friend delegation of HI came visiting activities of TIGA II, year 3 in operational field of Bavel. They talked freely with the beneficiaries about successive process of their practice and their expectation in the near future that can prove the result of the project with supportive factors, served as good practice for other area.



The OEC TIGA team has a chance accompanying Violinist Rachel Kolly d'Alba, the ambassador for Handicap International, one of the founding members of the International Campaign to Ban Landmines which received the Nobel Peace Prize in 1997, to visit operational fields in Maung Russei and perform some show calming the body and the mind, diverting attention of villagers away from unpleasant situations to build peaceful spirit.



evaluation tools and based on direct observation permit the project team closing 345 cases, mixed of small business holders in year 2 and 3, which are

capable to develop their livelihood in a continuous growth.

i- Successful factors of the project:

The successful factors of the project come from:

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

j- Constraints

In this year the project team face some obstacles:

- Natural factor, large flood delaying project activities,
- Some small business holders with strong attachment to their business not joining rehabilitation centre on schedule time,
- Some old PWDs incapable of running their own business have no relative force in place to take in charge of them, because of migrating to Thailand leaving them for house keeping,
- Some family members of PWDs, selected for working in the interest of PWDs leave the project for going to work in Thailand.

The migration obliges the project team to find new targeted PWDs for replacement and abandon some PWDs deprived of work force assisting them to run the offered business, with regret.

3. The project “Improving Quality of Life for People with Disability, 11A092” is supported by SVENSKA POSTKODSTIFTELSEN through Cambodian Mine Action Centre (CMAC), following the objective of the area of people's living conditions; the focus is on poverty reduction, promotion of human rights and peace building. The stated principle allows then Operations Enfants du Cambodge (OEC) to empower Landmine Victim Survivors (LMVS) in remote areas. The project enters in its second year.

a- Targeted Area: The project has chosen Svay Chek for new targeted area because it is in the north of Banteay Meanchey Province, in north-western Cambodia. The district capital is Svay Chek town located around 22 kilometres north of the provincial capital of Sisophon by road. The district shares a border with Thailand to the west. The western part of Svay Chek district is part of the heavily mined K5 belt which lies just inside the Cambodian border with Thailand, wherein many people, soldiers and civilians were affected by landmines, keeping only follow-up for previous targeted district, Phmor Puok and Preah Netpreah.

b- Criteria for selection of targeted groups

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

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

Statistics of targeted groups in Svay Chek

Commune	Total	F
Svay Chek	17	5
Roluos	6	0
Taben	1	0
Slor Kram	5	1
Treas	9	2
Tapho	12	4
Grand Total	50	12

c. Building capabilities of LVS

During year 2, two-full-day training workshop were organized at the intention of LVS, from 10 to 11 March 2013. The first day, the project team leads discussion on human rights, child's rights and the law on the protection and the promotion of persons with disabilities, participated by 47 persons /7F. The second day the workshop turns to life skills, focusing on livestock breeding, pig and chicken followed by selection of quality of pig and chicken with prevention against infection disease and the practice of vaccination. The familial agriculture, especially vegetable planting was discussed vividly

insisting on soil preparation, selection of kind of vegetable popular in the market, use of compost and watering potential. Additionally, the team introduces familial economy system, use of capital, time and labor spent for production, selling price of the product to gain benefit with prevision of risk, the simple financial management of a home based grocery related to recording process, keeping stock and making balance.

At the end of training, every participant receives from the project a grant of \$70 for starting their own small business.



List of business partitionners

Type of business	#LVS	Female
Chicken raising	45	11
Pig raising	2	1
Grocers	2	0
Repairer of handheld motor plow	1	0
Grand Total	50	12



d. Reparation of LVS's houses

The project provided LMVS with zinc sheets for recovering their houses' roof as below listed:

District	# Prevision	# Provided	To be completed
Preah Netpreah	6 houses	4 houses	2 in Ma 14
Thmor Puok	6 houses	4 houses	2 in Ma 14
Svay Chek	10 houses	9 houses	1 in Ma 14
Total	22 houses	17 houses	5 houses



e- Distribution of learning materials to LMVS'S children

To alleviate their expense for educational cost of their children and to strengthen the right to access to education including the liberty of opportunity, OEC project team accepts providing LMES'S children with learning materials following listed:

Items	Svay chek	Thmor Puok	Preahnet Preah
Number of Children	102	86	107
Note books	997	811	1027
Blue fountain pen	308	256	317
Red fountain pen	102	86	107
Ruler	102	86	107
Pencil rubber	102	86	107
Writing slate	42	44	52
Pencil	236	200	247



f. Distribution of bicycles to LMVS's children

To maintain regularity and constant school attendance of LMVS's children for equal access to quality of education, the project team provides them individually with bicycle for attending class on time:

District	# children receiving bicycCle
Svay Chek	30/16F
Preahnet Preah	15/5F
Thmor Puok	15/6F
Total	60/27F



g. Grant awarded to successful business runners

The project has conducted evaluation survey of former beneficiaries in the two previous districts, Phmor Puok and Preah Netpreah and decided to turn the revolving fund into final grant awarded to successful business runners for their growth.

Among 45 beneficiaries in Preah Netpreah, 25 got final award; the rest of 20 others will be decided in March 2014. In Thmor Puok 19 of 30 beneficiaries got the awarded grant; the remaining 11 will be decided in March 2014, a psychological way to strengthen effort for their life standing success.



h-Referral activities

Assistive devices are very important for PWDs to move independently and accomplish their daily work for gaining their life with dignity. Therefore the project team leads them to make serious analysis about the consequence of using or not using helping device. As result of the analysis, 14 PWDs/2F accept going to provincial rehabilitation center with the charge of going-trip cost by the project and the charge of returning-trip by PRC, to get their new helping device. Another way 74PWDs/13F succeed to have their assistive device changed or adjusted by mobile team of PRC going to offer service directly in the district.



i- Celebration of International Day of Persons with Disabilities, 3 December 2013

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



j. Visit of operational field performed by CMAC

To ensure efficacy of the operation and to encourage LMVSs in their improvement of life standing, a fact-finding committee of CMAC led by Mr. Prak Sokhon, SPF Project Coordinator and Mr. Iv Tha, QA/QC Finance, went visiting OEC on 11/12/2013, spending a half day for discussing the development

of the project, verifying financial transaction and setting visit schedule successively to Thmor Puok, Svay Chek and Preahnet Preah on 12 and 13/12/2013. During the field visit, the committee members pay visit to some commune council members, collecting information about integration of persons with disabilities in the community, about implementation of the rights of persons with disabilities combined with Buddhist Brahmavihara-dhamma to eliminate all form of discrimination

against persons with disabilities and promote equal access and liberty of opportunity proved by inclusion of persons with disabilities in all social religious and cultural activities of the commune. The committee visits some activities exercised by the beneficiaries for income generating, especially in agricultural domain and technical domain. The committee invites all beneficiaries to be patient with firm determination and methodic work for future positive change.



The project “**HIV/AIDS and Drug USE Prevention**” is a special project out of the 3 programs, supported by The Global Fund, round 7 through KHANA.

I- Project Objectives

The main objectives are to improve quality and accessibility of integrated services for the prevention of illicit drug use related HIV/AIDS harms; to develop, strengthen and improve national understanding and response to HIV/AIDS and illicit drug use, and to improve the quality and accessibility of comprehensive illicit drug use treatment incorporating HIV prevention and referral.

II- Project Areas

The project team worked actively in the following district:

1- Battambang district, operating in 5 communes, Tuol Ta Ek, Rattanak, O-Cha, ChamkarSamrong and KdolDontev.

2- Banan district, operating in 2 communes, Phnom Sampeou and Chheuteal.

3- Sangker district, operating in 4 communes, AnlongVil, Norea, O-Dambang I and O-Dambang II.

III- Strengthening capabilities and human skills of Peer Facilitators

The project uses in total 15 Peer Facilitators (PF), 10 for Battambang city, 1 for Banan district and 4 for Sangker district. For the success of the project, the project team constantly strengthens capability of the 15 PFs by repeated input of:

1- Developing Self-awareness and interpersonal Relationship

Through monthly meeting, the project team improved personalities and capabilities of PF by conducting dissuasion and analysis on the following topics:

- Value **inclusion** (Truth, Right conduct, love, Nonviolence and Peace) and lessen violent behavior.
- Increase **pro-social behavior** (voluntary behavior intended to benefit another, consists of actions which "benefit other people or society as a whole," such as helping, sharing, donating, cooperating, and volunteering.) and decrease negative, **self-destructive behavior** (Self defeating way, depressed anxious, low ego, low self-esteem and seclusion).
- Increase the ability to plan ahead and choose effective solution to problem.
- Improve self-image (What are your hopes and dreams? What do you think and feel?)

- What have you done throughout your life and what did you want to do?) and self-awareness (what you want in your life; your strengths and weaknesses ; what motivates you and makes you happy; what you want to change about yourself or about your life; your achievements so far ; how you relate to others ; you need to improve as a person; your most important beliefs and values; how you see yourself as a person).
- Improve handling of interpersonal problems and coping with anxiety (trying to be as social as possible; Exercise physical activities; herbal tools; Meditation and yoga; Positive thinking and learning to accept it).
- Improve constructive conflict resolution with peers (Depersonalize the issue; Defuse the situation and Direct the conversation).
- Improve self-control (healthy living: eating right, exercising, avoiding drugs and alcohol, studying more, working harder, spending less).
- Peer Counseling

2- Qualities of peer facilitators (PF)

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

- Let the partner safe face and praise his slightest improvement and all improvement.
- Good role model in society, creative and innovative
- Practices confidentiality of clients information
- Able to refer clients, counselor and listener
- Knowledgeable and friendly
- Credible, influential and good role model



IV- Activities of PF

The 15 PFs use the above communication skills for working in their own area by convincing the 800 /24F drug users, including new 207/8F addicts to progressively reduce their consumption and finally stop completely for the sake of themselves and their family, which are the base of social development.

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

PFs constantly remind friends of:

- Practical danger caused by drug: loss of time and money to obtain drugs, loss of social consideration, and negligence of their family, friends, and work, harm to unborn children, risk of death, possibility to become theft or sex worker, drug seller, or other criminal activity to pay for their habits.
- Moral obligation toward family, leading to meet qualities of a good citizen, accepting to make some sacrifice as moral obligation for the future generation.
- Prevention of new infected HIV caused by:

- Unprotected sexual intercourse (vaginal, anal, oral),
- Unsterilized needles for tattooing, skin piercing or acupuncture,
- Pregnancy, delivery and breast feeding (from an HIV-infected mother to her infant), Consequently that requires:
- Individual discipline, moral discipline, duty of good husband and wife toward each other,
- family programming by proving the advantage and disadvantage of birth spacing in an interval of 2-3 or 3-4 years which give physical, psychological and financial advantage that allow mother to be healthy and have more time to assure the children be clean and well-fed and loved,

PFs encourage all addicts by commenting **the United Nations' Human Rights Guidelines for Addiction Treatment**, during the monthly meeting or circle talk in the villages to clarify the United Nations Human Rights Guideline for Addiction Treatment, mainly the below articles:

- 1- The right to treatment without discrimination: Addiction is a disease and no one should be discriminated against that for past or present drug use, or for any other reason, such as race, ethnicity, sexual orientation, gender disability status etc.
- 2- The right to the same ethical standards of treatment as is given to those with physical health conditions.
- 3- The right to access to treatment during all stages of the disease.
- 4- The right to privacy of information

History of Opium War in China: This story is used to show the danger of drug and to convince addict people to accept treatment for healthy society, rid of any aggression using English strategy in China.

In 1820, the West found a product which China did not have, opium. Between 1829 and 1855, opium smuggling developed rapidly along China's South Coast. In 1820, 9,708 chests of opium were smuggled in per year. 15 years later, the smuggled opium rose to 35,445 chests, a growth of 400%. In the 1830's, opium had become a vice in China. Virtually all men under 40 smoked opium. The entire army was addicted. It affected all classes of people, from rich merchants to Taoists. The total number of addicts in China in the 1830's was as high as 12 million. The Treaty of Nanjing (August, 1842) and supplement treaties (July and October 1843) signed between the British and the Chinese were the

first of the humiliating "unequal treaties". It radically increased the openings for trade in China and expanded the scope of British activities. The treaties opened five ports, Canton, Fuzhou, Xiamen, Linbou and Shanghai to conduct foreign trade as treaty ports. A war indemnity of 21 million Mexican dollars was to be paid by the Chinese government. Hong Kong was surrendered to the British, giving the British a base for further military, political and economical penetrations of China. The surrender of Hong Kong breached China's territorial integrity.

Hong Kong returned to China by the handover ceremony held at the new wing of the Hong Kong Convention and Exhibition Centre in Wan Chai on the night of 30 June 1997.



V-Referral activities:

One hundred and twenty seven (127) targeted people including 3 women were referred to clinic centre for 211 cases. Among them, 123 persons have undergone blood test, 84 persons attain venereal disease and 4/2F got antiretroviral drug.



VI-Cooperation with local authorities

The project team works also in cooperation with Provincial Drug Control Committee (PDCC), District Drug Control Committee (DDCC) and Local Communal Authorities to conduct awareness campaign for drug prevention and reduction, to develop villages free from drugs with prevention against new HIV/AIDS infection, and principally to prevent drugs from infiltrating into school mass.

VII-Statistics of targeted groups classified by age:

Age level	#ATS/DU	f
Under 10	0	0
10 - 17	43	2
18 - 25	447	6
26 - 35	255	12
36 - 45	52	2
From 46	3	2
TOTAL	800	24

VIII- Strategy to combat infection:

Team member and PFs lead interactive discussion on ABC strategy, the necessity of voluntary counseling testing (VCT) and voluntary counseling and confidentially testing (VCCT) and avoiding of sharing needle and syringes for injection. Additionally the team member insists on safe sex by respecting gender equality and implementation of behavioral change communication. The above VCT and VCCT must be adopted by people sexually active with multiple partners; young people before their marriage; husbands who are not completely faithful to their own wife; couple members who feel some doubt, to assure their quiet mind; absolutely pregnant women to avoid transmission to their baby (PMTCT) and victims of sexual violation. The team insists PFs to describe in detail the danger of absorbing Ecstasy, Methamphetamine, Cocaine and Marijuana before having sex with their own wife or partner that can facilitate infection.



IX-Constraints

- 1- Migration to Thailand poses problem for PF in assembling group members for regular meeting.
- 2- Some targeted people have reduced remarkably their potential of consumption, but in migrating to Thailand for working in condition of accepting the whole job in a limited time, they consume new drug called Kao Kao (99) or fragrant powder, then they return back home in a grave addiction.
- 3- Some addicts continue to live in hiding position fearing arrest.
- 4- There is an addict brutal group recognized by villagers of Battambang city not accessible to project's PF.

X-Conclusion

Recognizing clearly the danger of drug, with concrete example happening in China, opium war, the project team and PFs with encouraging support from community members declare solemnly with patience to continue using psychological ways and other possible strategies in cooperation with related agencies to combat drug for healthy society and safe environment for children learning.

IDEAL EXAMPLES FOR SELF-DETERMINATION AND SELF-DEVELOPMENT

OEC recognizes that some ideal examples can excite self-determination by imitating idealist personages in human history. Therefore OEC advises its project staff to comprehend clearly some models with capability of making comment and inciting imitation for positive change and self-development by eliminating passivity and dependent spirit but cultivating ownership. These models for repeated reminding in circle talk are as following described:

I-Poverty is not really an obstacle for self-development:

First model: Aesop



Aesop is by an almost universal consent, allowed to have been born about the year 620 BC, and to have been by birth a slave. He was owned by 2 masters in succession, both inhabitants of Samos, Xanthus and Jadmon, the latter of whom gave him his liberty as a reward for his learning and wit. One of the privileges of a freedman in the ancient republics of Greece, was the permission to take an active interest in public affairs; and Aesop, like the philosophers Phaedo, Menippus, and Epictetus, in later times, raised himself from the indignity of a servile condition to a position of high renown. In his desire alike to instruct and to be instructed, he travelled through many countries, and among others came to Sardis, the capital of the famous king of Lydia. He met at the court of Croesus with Solon, Thales, and other sages, and is related so to have pleased his royal master, by the part he took in the conversations held with these philosophers, that he applied to him an expression which has since passed into a proverb, "The Phrygian has spoken better than all." On the invitation of Croesus he fixed his residence at Sardis, and was employed by that monarch in various difficult and delicate affairs of State.

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

Second model: Abraham Lincoln : Abraham Lincoln was born on Feb. 12, 1809, in a log cabin



in Hardin (now Larue) County, Ky. Indians had killed his grandfather, Lincoln wrote, "when he was laboring to open a farm in the forest" in 1786; this tragedy left his father Thomas Lincoln, "a wandering laboring boy" who "grew up, literally without education." Thomas, nevertheless, became a skilled carpenter and purchased three farms in Kentucky before the Lincolns left the state. In 1816 the Lincolns moved to Indiana, "partly on account of slavery," Abraham recalled, "but chiefly on account of difficulty in land titles in Kentucky." Land ownership was more secure in Indiana because the Land Ordinance of 1785 provided for surveys by the federal government; moreover, the Northwest Ordinance of 1787 forbade slavery in the area. Indiana was a "wild region, with many bears and other wild animals still in the woods." The Lincolns' life near Little Pigeon Creek, in Perry (now Spencer) County, was not easy. Lincoln "was raised to farm work" and recalled life in this "unbroken forest" as a fight "with trees and logs and grubs." "There was absolutely nothing to excite ambition for education," Lincoln later recalled; he attended "some schools, so called," but for less than a year altogether. "Still, somehow," he remembered, "I could read, write, and cipher to the Rule of Three; but that was all." Lincoln's mother died in 1818, and the following year his father married a Kentucky widow, Sarah Bush Johnston. She "proved a good and kind mother." In later years Lincoln could fondly and poetically recall memories of his "childhood home." Abraham Lincoln earned his first dollar ferrying passengers to a steamer on the Ohio River in 1827. In 1828 he was able to make a flatboat trip to New Orleans. His sister died in childbirth the same year. In 1830 the Lincolns left Indiana for Illinois. Abraham made a second flatboat trip to New Orleans, and in 1831 he left home for New Salem, in Sangamon County near Springfield. In New Salem, Lincoln tried various occupations and served briefly in the Black Hawk War (1832). This military interlude was uneventful except for the fact that he was elected captain of his volunteer company, a distinction that gave him "much satisfaction." It opened new avenues for his life. Lincoln ran

unsuccessfully for the Illinois legislature in 1832. Two years later he was elected to the lower house for the first of four successive terms (until 1841) as a Whig. His membership in the Whig Party was natural. Lincoln's father was a Whig, Encouraged by Whig legislator John Todd Stuart, Lincoln became a lawyer in 1836, and in 1837 he moved to Springfield, where he became Stuart's law partner. With a succession of partners including Stephen T. Logan and William H. Herndon, Lincoln built a successful practice. In 1856 he joined the newly formed Republican Party, and two years later he campaigned for the Senate against Douglas. Lincoln won the debates and his first considerable national fame. He did not win the Senate seat, however; the Illinois legislature, dominated by Democratic old overs in the upper house, elected Douglas. In February 1860, Lincoln made his first major political appearance in the Northeast when he addressed a rally at the Cooper Union in New York. He was now sufficiently well known to be a presidential candidate. He went on to win the presidential election, defeating the Northern Democrat Douglas, the Southern Democrat John C. Breckinridge, and the Constitutional Union candidate John Bell. Lincoln selected a strong cabinet that included all of his ajor rivals for the Republican nomination: Seward as secretary of state, Salmon P. Chase as secretary of the treasury, and Edward Bates as attorney general.

Lesson learnt:

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

2- Abraham Lincoln was active and persistent in learning through diligent, a truly self-made man, self - educated, exorable rising from manual to mental labor (Abraham Lincoln earned his first dollar ferrying passengers to a steamer on the Ohio River in 1827).

3- Abraham Lincoln, controlling his emotion, accepted moving and trying hard for job, learning from them, and progressing from employee to soldier, law partner, representative of lower house then finally becoming president of USA.

ABRAHAM LINCOLN IS A UNIVERSAL MODEL FOR SELF-DEVELOPMENT

Third model: Helen Adams Keller: Keller was born on June 27, 1880 in Tuscumbia, Alabama. In



1882, she fell ill and was struck **blind, deaf and mute**. Beginning in 1887, Anne Sullivan, helped her make tremendous progress with her ability to communicate, and Keller went on to college, graduating in 1904. In 1920, Keller helped found the American Civil Liberties Union (ACLU). She was one of the greatest women activist, socialist, authors and was the first deaf blind person to get a bachelor degree in arts. During her lifetime, she received many honors in recognition of her accomplishments

Fourth model: Stephen Hawking, Hawking born in 1942, got award of a scholarship after taking the



examinations in March 1959, allowing him to go up to Oxford University in October 1959 at the age of 17. The diagnosis of motor neuronal disease came when Hawking Was 21. At the time, doctors gave him a life expectancy of two years. Hawking had difficulty walking without support, and his speech was almost intelligible. He obtained his D.Phil (PhD) degree in March 1966. At the turn of the century, he and eleven otherluminaries signed the "*Charter for the Third Millenium on Disability*" which called on governments to prevent disability and protect disabled rights. In 1999 Hawking was awarded the **Julius Edgar Lilienfeld Prize** of the **American Physical Society**, **Presidential Medal of Freedom** on 12 August 2009.

Lesson learnt:

The two examples show clearly that with external assistance, internal factor is the principal leading to success: Firm commitment, constant effort and perseverance, individual and social discipline, valuing oneself with confident and hope.

Fifth model: Oprah Winfrey When Oprah was nine, her nineteen-year-old cousin raped her, who was babysitting her. This wouldn't be the only time she was sexually abused, she would then be sexually abused by her cousin, a family friend, her mother's boyfriend, and her uncle during her stay in Milwaukee. Toward all these incidents, she never told a soul because the predators swore he



At the age of thirteen Oprah ran away from home, this was due to her years of abuse and at the age of fourteen she became pregnant with an ill son who died shortly after birth. Oprah took the death of her son as she was given a second chance in life. Oprah's mother sent her to live once again with her father in Ashville, Tennessee. Oprah's father was very strict and made education the number-one priority for Oprah. Oprah soon entered into a public speaking contest where the grand prize was a scholarship to Tennessee State University. Oprah won the contest and received a scholarship to Tennessee State University where she majored in Speech Communications and Performing progressively. Oprah Winfrey in 1998 received an Achievement Award from the National Academy of Television Arts and Sciences. In 2011 Oprah Winfrey received a Jean Hersholt Humanitarian Award from the Academy Of Motion Pictures Arts And Sciences. *Forbes* magazine included her in its 2003 list of America's billionaires, the first African American woman to become one.

Lesson learnt:

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

21 lessons from Oprah, out of which we can take for ourselves an example:

1. Keep your dreams always right in front of you

Think of your prize award, and follow your dreams. Oprah recommended the establishment of a board of your vision to visually see what you really want to do in your life.

2. Anyone can achieve [success](#) and wealth

Just do not look for excuses. The whole point is not where you were born, but what you do with what you have. Oprah could make of herself whom she is now. No matter how bad was your past, it should not restrict you.

3. Surround yourself with a super team

Learn from the best. Find mentors and coaches who will help you to find your best qualities and begin to use them. Oprah has her own team of experts in health, [spirituality](#), identity, relationship, home, the material side.

And who is your team? This does not necessarily have to be someone famous. You can learn from people from the past or present, or even books. "Get up on the shoulders of giants" rather than to start from scratch. Clean up your life from the unnecessary. Clean, to make room for opportunity, creativity, and sense of well-being. Cleaning will help you to get rid of the energy leakage and chaos.

4. Live more consciously

Increase your understanding of things. Be careful. Stay up to date. Make thoughtful choices. For example, do not make emotional buying food. Improve your self-awareness.

5. Do not complain on life

Appreciate what you have, what you get, and do not think things are taken for granted. Make the most of what you have. Make the most of ... Your mind ... Your body ... Your emotions (including self-esteem and confidence) ... Your relationship ... Your home.

6. Take care of your body

Eat right. Take care of yourself and look well. Enjoy the feeling. Like it or not, but it's your body. Take care of it so well that it could take care of you. In the end, it should serve you a lifetime.

7. Keep learning new things

Nourish your mind. Reading is the primary source of information for your mind. Oprah is a firm believer of education and forces of know-how (knowledge of how things are done). From the words of Oprah, "Books were my ticket to personal freedom. I learned to read at the age of three, and soon discovered that there was a world to win, which extended beyond our farm in Mississippi."

8. Live well

Take responsibility. Be accountable to yourself and to your dreams. Do not sit passively.

9. Live your dreams

Be true to yourself. At the end of the day you are the one who knows your hopes and dreams and can make them come true. Make sure that the dream is yours and not someone else.

10. Enjoy the place where you live

Take care of your house, apartment, those places where you spend your day.

11. Do not let fear hold you back

Take bold action. Do not let fear make decisions for you.

12. Believe that you can

If you believe, you can achieve it. Create an atmosphere of mutual trust and self-esteem, beginning with small wins, the right choice.

13. Donations and assistance to other

Oprah has consistently made philanthropy and donations. She effectively devoted her life to helping others improve their lives.

14. Be realistic

She has done a lot, what would fit for normal life, but she's still a man. She is vulnerable. She has her drawbacks. She struggles for a better life. She lives a life of continuous improvement.

15. Monitor your own life

This is your life. Do not look for excuses. Instead, work on the realization of your dreams.

16. Find your inner peace

Clear unnecessary baggage. Farewell, and forget the insults. Another key point here – self-knowledge and integrity. Be the person you want to be, and learn to forgive yourself when you do not obtain what you want. But you have to be constantly striving for better.

17. Do not give up

Do not give up on your dreams. Do not be disappointed in yourself. Your persistence will pay off anyway.

18. Live in the present, with a view to the future

Evaluate the results that you obtained. If you do not like what you have, change your approach. The most important thing you can change is your approach to business.

19. Record

Recording your thoughts will help you to reflect and get a more objective view on things. There are many things that could be said about thinking on paper. The simplest is that writing helps to organize your thoughts. Your records will help you improve your communication with yourself, as well as help to remind you of your priorities. Life is short

20. Live without selfishness

Eckhart Tolle teaches us that our selfish thoughts don't help us to live better. Through self-acceptance, living in the moment, finding our own truth, and assigning a higher purpose, we reveal our best qualities.

21. Enjoy the moments

Enjoy your relationship. Enjoy your choice. Enjoy a meal. Enjoy your pleasures. Do not miss your moments. Your moments make up your life. Add fresh beginnings in your life. Whether it's a new day, new week, new month, new year ... or just a new look, make it a fresh start. Look for ways to update yourself, whether there is a redistribution of yourself or your home and are looking for inspiration for another chance to live a new life.

ALL OEC STAFF ARE INVITED TO LEARN AND USE THESE LESSONS FOR COUNSELING AND MOTIVATING THE VULNERABLE, THE POOR AND THE VICTIM TO REALIZE THEIR DREAM

OPERATION ENFANTS du CAMBODGE (OEC)
Summary expenditure from 01 Jan to 31 Dec 2013

No	Project code	Opening balance	Bank interest	Fund transfer	Expenses	Balance
1	SCI	21,627.15	184.70	219,207.80	233,596.96	7,422.69
2	BICE	9,684.60	88.00	53,268.98	23,148.58	39,893.00
3	Swedish	1,454.40	14.59	19,751.73	18,362.55	2,858.17
4	EC	18,482.93	53.01	68,163.82	77,603.66	9,096.10
5	AAM	56,130.01	179.02	12,919.00	59,076.48	10,151.55
6	KHANA	1,320.12	12.12	30,177.05	23,542.55	7,966.74
7	FI	817.84	22.28	32,599.86	27,369.69	6,070.29
8	UNICEF	24.45	1.76	10,000.00	10,001.76	24.45
9	SHS	8,763.16	2.76	18,755.00	27,509.42	11.50
10	K-IEHC	21,964.95	90.99	27,152.15	45,530.86	3,677.23
11	K-PRDC	-	68.87	28,440.40	27,534.83	974.44
Total		140,269.61	718.10	520,435.79	573,277.34	88,146.16