



# OPERATIONS ENFANTS DU CAMBODGE

## ANNUAL REPORT 2012

*Bringing children of different conditions  
to enjoy basic rights of children's rights*

*Poor children living in remote areas facing difficulties enjoy equal right to access to basic education for their intellectual, social and cultural development.*

*Young orphans not attending school get vocational training and receive a capital to begin their preferable small enterprise for their livelihood.*

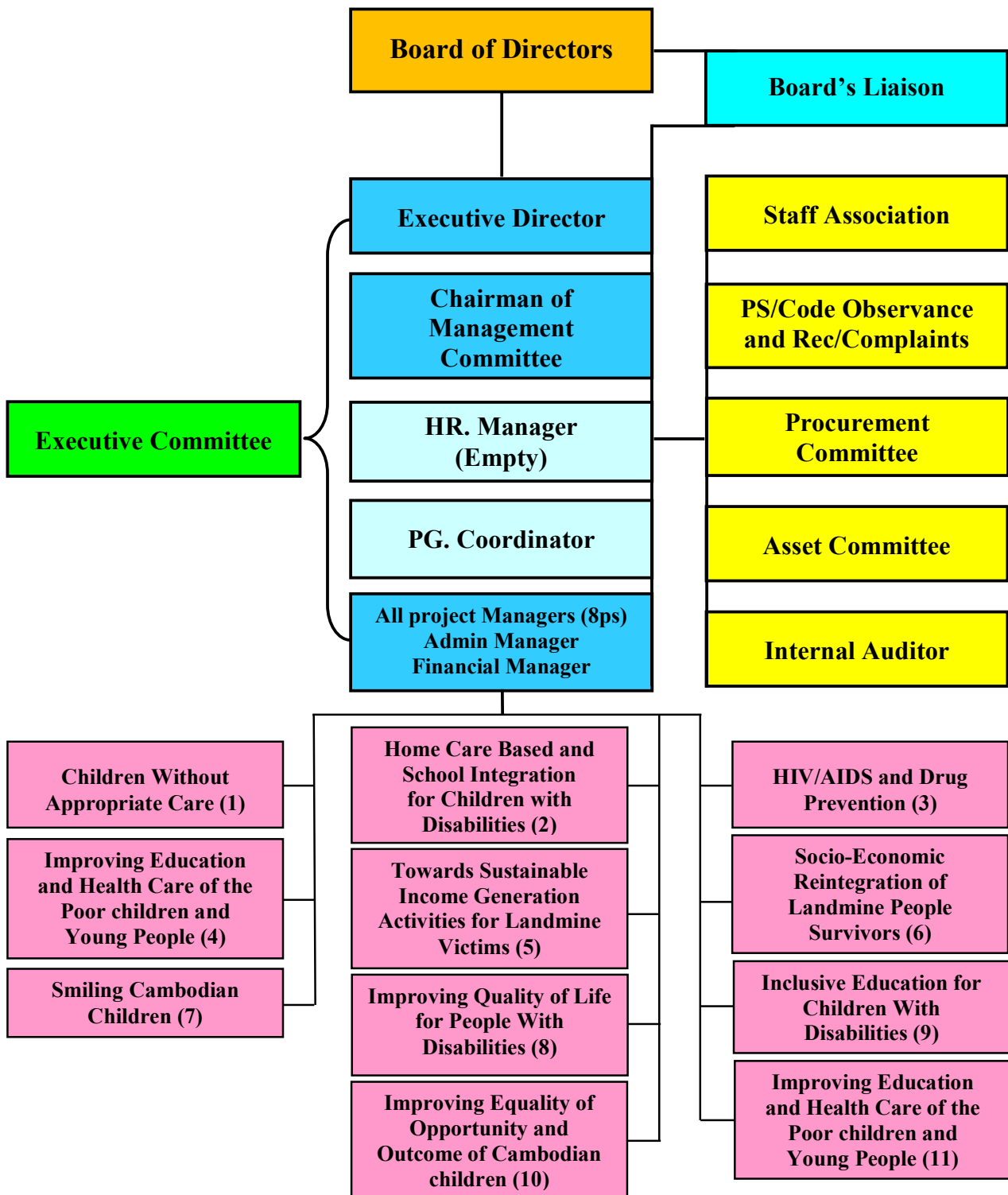
*Children with disabilities have full enjoyment of all human rights and fundamental freedom on equal basis with other children, access to education, then integrated in formal school, vocational training and life skills.*

*Children are protected against illicit use of narcotic drugs and prevented from being instrument for trafficking of such substances.*

*Orphan children of aids families receive food support allowing them to continue their learning. The ones ending their vocational training get a capital to start their small business, a bridge for a new life with dignity.*

*Landmine victims and other disabled people are empowered by managerial, technical and life skills training, then provided with professional kits to start their business, for a better standing of life.*

# Organizational Structure 2012



**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;
- 10 - Procurement Committee; 11- Asset Committee; 12 -Internal Audit; 13- The Permanent Secretariat for Code Observance; 14- Financial Policy; 15- Admin Policy; 16-Delegation of Authority Framework.

## ACKNOWLEDGMENT

On behalf of members of the Board of Directors and OEC staff, I, Vay Po, in quality of Chairperson of the board, have moral and inter-cooperative obligation to express our grateful thanks to our primary, generous and humanitarian donors below listed. Thanks to your warm support, OEC got from 1996 accumulated experience in democratic governance, human rights, women rights, children rights and human skills, with high commitment to the ideals of national peace, justice, and wellbeing for children, normal or with disabilities, and for people with disabilities and their children, especially the landmine victim survivors. OEC works harmoniously with territorial authorities, social affairs, and education staff, mainly with heads of commune and security police including Commune Committee for Women and Children to succeed its field operations.

1. Association of Marie France Botte supporting the project “Improving nutritive condition of patients, HIV/AIDS in Battambang Referral Hospital, including other absolute needs” from 1996 to 2000 with a total budget of **\$63,519.00;**
2. Proper fund of Mr. François Pochon’s family, reporting the project “Development of access to basic education in remote areas” from 1996 to 2008 with a total budget of **\$11,291.00;**
3. UNESCO supporting the project “Development of access to Basic education in remote areas of Maung Russei, Ratanak Mundol and Bavel” from 2002 to 2005 with a total budget of **\$83,699.00;**
4. WORLD BANK, supporting the project “Development of access to Basic education in remote areas of Koh Kralor” From 2003 to 2004 with a budget of **\$14,500.00;**
5. UNICEF, the first phase, supporting the project “Access to education for children at risk in Kamrieng” from 2006 to 2007 with a total budget of **\$85,595.00**, the second phase supporting the project “Home Care Base and School Re-integration for Children With Disabilities” from 2001 to 2010 with a total budget of **\$432,776.00;**
6. ChildHope UK supporting the project “Social/Economic reintegration of child-Landmine survivors” from 2003 to 2004 with a total budget of **\$26,776.00;**
7. UNFPA supporting the project of “Youth Reproductive Health” from 1998 to 2006 with a total budget of **\$262,245.00;**
8. Global Fund/Family Health International (FHI) supporting the project “Smiling Family Program” from 2007 to 2011 with a total budget of **\$ 463,814**

Especially, we would like to express our deep and sincere gratitude for the constant support full of trust, value and strong common goals accepted by the following humanitarian donors who permit OEC to overcome its seventeen-year and complete successfully the activities in academic year 2012. OEC running this year eleven different projects in six provinces of Cambodia, funded specifically by:

- Save the Children supporting the project (1);
- UNICEF supporting the project (2);
- KHANA supporting the project (3);
- Schmitz-Stiftungen which supports the project (4);
- European Union through Handicap project (5);
- Adopt-A-Minefield supporting the project (6);
- Co-funding between Bice/OAK, Misereor-KZE and Kindermissionswerk supporting the project (7);
- FI/UNICEF supporting the project (8)
- Australian Red Cross supporting the project (9)
- Svenska PostkodStiftelsen, supporting the project (10)
- Kindermissionswerk, supporting the project (11)

Your support is very important for empowering people with disabilities including the landmine survivors with their family and children to transform their passivity in active mind analyzing the actual conditions and seeking for available ways, and then making plan for action with confidence to improve their life standing. They acknowledge that Cambodia is inseparable from the world of human rights and

democracy. Your support to children with disabilities and children facing difficulties in remote areas is the best solution to eliminate discrimination, ignorance, and inequality in access to quality of education. We have firm belief that Education is a human right and a key to reduce poverty and inequality through empowering people. From that, they can transform their lives and the societies in which they live. Consequently, we feel an absolute necessity to ask your patience, tolerance and clear comprehension of actual situation in Cambodia to continue supporting OEC in its long way operation to have children and people in everywhere enjoyed their dignity and responsibility, full of rights for social, cultural and economic development.

Battambang, .....April 2013



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# OPERATIONAL ZONES ★



## Staff Capacity Building in 2012

No	Internal Training			
	Training Topic	Participant	Organizer/Facilitator	Training place
1	Good governance and Human Rights	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
2	Values of Angkor and Independence Monument through inductive and deductive strategy	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
3	How to be a good leader?	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
4	Human Rights and Development	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
5	Human Rights and Democracy	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
6	Educative games for thinking development and analytical development	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
7	Method of text explanation followed successively by application to fables of Fontaine to develop thinking power of children	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
8	Critical thinking especially Human rights and democracy	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
9	Analytical study of the first discourse of Buddha to prove Human Rights in Buddhism	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
10	Human Rights and Development	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
11	Human Rights and literature	All OEC staff	Management Committee,	OEC office

12	How to study Khmer, Vietnamese and Thai myth?	All OEC staff	Management Committee, facilitated by Program Coordinator	OEC office
No	<b>External Training</b>			
	Training Topic	Participant Unit	Organizer	Training place
1	1 <sup>st</sup> World Community Based Rehabilitation	Ms. Tith Davy, Executive Director	BICE	India
2	Seminar on assistance to victims (medical care, rehabilitation, psycho-socio-support and inclusive education).	Ms. Tith Davy, Executive Director	HI	Viengtanne
	Work with vulnerable children	Mr. Vin Thol, livelihood field officer	SSC	SSC office in Phnom Penh.

## **BACKGROUND**

### **Who is OEC?**

Operations Enfants du Cambodge is an organization not-for-profit, non-governmental, not to be part of, or controlled by, government or an intergovernmental agency and not affiliated with any political party. OEC is working to save and protect the rights of children, without any exception, distinction; without discrimination based on race, color, sex, language, religion, political or other opinions, national or original origin, state of wealth or birth. OEC is focusing principally on having the poor children, children with disabilities, orphans and vulnerable children affected by HIV/AIDS, children of landmine survivors and children addicted drug users, enjoyed equal opportunity, as their similar of normal conditions, for basic rights. They are then equipped with knowledge, skills and understanding and developing their attitudes and behavior, to empower them to exercise and defend their democratic rights and 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 and the rule of law.

In implementing the concept of Education for All, “Equal access to quality education and lifelong learning” and the concept of Freedom, Equality and Justice for forming Equal 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.

### **Our Vision (amended on 19/09/2012):**

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 endeavoring to respect, protect and promote the fulfillment 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.



Supported by Save the Children, in transforming the title “**Ensuring the Rights of Children with Disabilities**” into actions, the project team set the objectives of the project in the period from 1<sup>st</sup> January to 31 December 2012, operating in **Pursat City**(2 communes), **Bakan**(2 communes) and **Kandeang Districts**(3 communes)of Pursat Provinceas follows:

- To prevent and protect children from all types of disabilities;
- To provide 245 children with disabilities, with special care, rehabilitation and education;
- To free Children with disabilities from discrimination by meaningful participation in decision process related to protection against all forms of violence;
- To improve quality and capacity of project staff.

### **Main activities**

#### **I- Workshop as project campaign**

First, the project team organized individually in the 3 districts a one-day workshop among council committee members, members of the commune committee for women and children (CCWC) and other related local authorities. The team exposed the goal, purpose and activities of the project with financial resource that require collaboration, cooperation and active participation of whole community members for realization. Secondly, the team caused discussion about absolute obligation to empower children with disabilities: From the convention of the rights of persons with disabilities: Article 7 about Children with disabilities; Article 24about the the right of persons with disabilities to education; Article 32 about international cooperation. The team led analysis deeply on the Human Rights of children with disabilities found in CRC: the non-discrimination; the best interests of the child; survival and development and respect for the views of the child. Thirdly, the team led discussion on roles and duties of parents toward children with disabilities supported by community in referring to the precondition for equal participation: Awareness-raising; Medical care; Rehabilitation and Support services. Fourthly, the team brought participants to analyse poverty coming from disability.

#### **II- Workshop as Awareness Campaign**

The project team organized a second workshop of 2 days in each targeted district, except Kandieng, by consideration of travel difficulty and geographical problem, zone flooded by Tonle Sap, was allowed to split into 2 different places, for the same participant as previous. The main topics treated are: 1- different causes of disability and their effect on learning disability; -prevention against disability, especially pregnancy and disability, infectious diseases and congenital infection with preventive

the causes of domestic accidents and their prevention; traffic accidents and their prevention, followed by roles and duties of parents and families toward children with disabilities.

2- Rights of children with disabilities and the risk and prevention of maltreatment of children with disabilities: The team excited clear discussion on neglect, physical abuse, sexual abuse, psychological/emotional abuse, and medical neglect.

**The participants of the activity I and II are 161 local authorities, of which 36 females.**

#### **III- Meetings to reinforce protection of children with disabilities**

The project team organized in the 7 targeted communes, 2-round meetings of a full day each, for the intention of a total of 193/95F parents and 237/55F children with disabilities, focusing mainly on:

a) Identification of types of disabilities by diagnosis, home-based care, hygiene and psychology of family members;

b) Rehabilitation, re-adaptation and integration of children with disabilities in the mainstream schools or in home-based education to promote the right to access to quality of education and liberty of opportunity;

c) Advantages of using artificial devices, maintenance and replacement to strengthen the right to protection and to development. The possibility of moving at ease reinforces morale and self-confidence of children, thus having no more complex of inferiority and allowing them to socialize with their normal friends in school and in community.

#### IV- Referral Activities

In the project period, the children requiring hernia surgery were referred, depending on schedule and possibility of the clinic, to “Angkor Hospital” in Siem Reap province, Pursat Referral Hospital and Maung Referral Hospital, in total 78/2F. Provincial Rehabilitation Center in Battambang (PRC) is in charge of rehabilitation and provision of prosthesis and wheelchair. Eighty-eight children/39F got prosthesis and one girl got her wheelchair.

#### V- Provision of school facilities

Among the total 361/91F children supported by the project, 232/48F children attend primary school, 105/36F children attend secondary schools. Depending on their disability gravity, their location from school and their family standing, the project provided them with 40 tricycles, 289 bicycles, 253 sets of uniform and 323 rucksacks with individual learning materials.

#### VI- Life skills training

The project organized a three-day training workshop, combining theories with practice, for 35CWDs/9F, respecting their choice and geographical situation, treating agricultural production (vegetable growing, chicken and pig feeding). Eight high-age/3F not attending school received a total revolving fund of \$384.00 for starting their small business.

#### VII- Awareness raising: Right of CWDs under the cover of CRC, UNDHR and Education for All

After reminding children successively of the definition of the child, and other important rights, such as non-discrimination, best interests of the child, parental guidance, respect for the views of the child, freedom of expression, freedom of thought and conscience, freedom of association, the team brought children to group children rights following international standards, as below listed:

- 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 right to health care service.
- the right to participation - to expression, information, thought and religion.

To prove that the **Universal Declaration of Human Rights is the umbrella of CRC**, the team led comparative study by bringing children to compare the above meaning to the following

article of human rights:

**Article 1.** *All human beings are born free and equal in dignity and rights.* All human being means all people regardless of sex, age, and social status, normal or with disabilities. Therefore children with disabilities are also included and covered by this article.

**Article 2.** *Everyone is entitled to all the rights and freedoms set forth in the Universal Declaration without distinction of any kind.* The word everyone means everybody, every person of the group, of the society and can stand for All people without discrimination. Consequently children with disabilities are entitled to all the rights and freedom set in the UNDHR, rid of any form of discrimination.

**Article 26 of UNDHR** and **article 29 of CRC** have the same principle: education should lead to form **full personalities**. The framework for Action: Education for All:- Meeting our Collective Commitments', which obliged the governments to halving the number of illiterates in the world by 2015. Children in all countries were to have the opportunity to attend school. Equality of opportunity for women and girls in basic and secondary education was also to be achieved. Additionally, the Education for All named four dimensions of basic education for full development of human potential:

- learning to know,
- learning to do,
- learning to live together,
- learning to be.

In conclusion, children with disabilities are protected and fostered by UNDHR, CRC and Education for All. The team revealed that all these rights are reiterated in article 3, general principal of the convention on the rights of persons with disabilities, which set the following principles:

(a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

(b) Non-discrimination;

(c) Full and effective participation and inclusion in society;

(d) Respect for difference and acceptance of persons with disabilities as part of human



- diversity and humanity;
- (e) Equality of opportunity;
  - (f) Accessibility;
  - (g) Equality between men and women;
  - (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

To strengthen morale, self-confidence, friendship and mutual aids for common development, the team led participants analyzing the Buddhist "Brahma-vihara" or "four divine states of dwelling." called also the "Four Immeasurable" or the "Four Perfect Virtues." in causing discussion and getting following clarification:

1. **Metta, loving Kindness:** Metta is benevolence toward all beings, without discrimination or selfish attachment. By practicing metta, people overcome anger, ill will, hatred and aversion.
2. **Karuna, Compassion:** Karuna is active sympathy extended to all sentient beings. Ideally, karuna is combined with prajna (wisdom),
3. **Mudita, SumpatheticJoy:** Mudita is taking sympathetic or altruistic joy in the happiness of others. The cultivation of mudita is an antidote to envy and jealousy.
4. **Upekkha, Equanimity:** Upekkha is a mind in balance, free of discrimination and rooted in insight. This balance is not indifference, but active mindfulness.

### **Rights and Responsibilities:**

The team led discussion using chain of Socratic questions to make appear the responsibilities of children with disabilities who have:

- to present good appearance.
- to shape intelligence.
- to be smartness.
- to be trustworthy, high integrity and responsible.
- to develop knowledge, in depth.
- to do time and learning management.
- to have efficiency, using existing thing
- to be economic
- to have strong morality / character

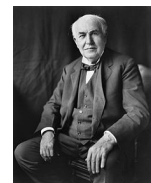
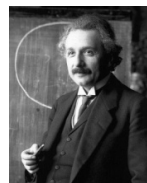
These behaviors and manners allow them to form their good personalities. Parents, teachers and the learners have to unite together to make that appear.



Two hundred and nineteen children with disabilities (219/104F) attending the awareness raising, accepting that disability is not always obstacle for self-development. To encourage them to make effort with always keeping hope for bright future, the team

brought them to make comment on the picture that shows a disabled people with open mind receiving information from everywhere, collecting all kind of information and reading that with serious analysis for fact-finding and self-development. To encourage children with disabilities to have strong hope for positive change, the project team showed them the below famous disabled people in human history followed by large comment.

### **Some Famous People with Disabilities**



From left to right:1- **Albert Einstein** who is the greatest scientist of the twentieth century and the greatest physicist of all time had a **learning disability** in the early parts of his life. Till the age of three he could not speak and was severely dyslexic and autistic.

2- **Beethoven** is the greatest German composer and musician who were **deaf** at the later part of his life. In his early life he was famous as a pianist. He got the primary knowledge of music from his father, who was a musician.

3- **Thomas Edison** is the great inventor who had over 1,000 patents and his inventions are in various fields used in our daily life. In his early life he was thought to have a **learning disability and he could not read till he was twelve** and later he himself admitted that he became deaf after pulling up to a train car by his ears. He first captured world attention by inventing the phonograph. His most popular invention is the electric light bulb. He also developed the telegraph system. He also became a prominent businessperson and his business institution produced his inventions and marketed the products to the general people.

## VIII- Celebration of International Day of People with Disabilities

OEC project team organized in collaboration with Disability Development Service Program (DDSP) a celebration of International Day of People with Disabilities, taking place on 07 December 2012 in Roleap pagoda, SangkatRoleap, Pursat city, under the presidency of District Education with following participants: 125 parents/55F and 23 CWDs/5F representatives from the 7 targeted communes and other participants around the pagoda, lasting for a half-day.

The head of District Education, in his speech, he focused on international observance promoted by the United Nations since 1992 to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. Afterward, he linked the law with Cambodian law on the Protection and the promotion of the Rights of Persons with Disabilities, emphasizing on article 27, 28 and 29 about education. Finally he referred to Article 39- Rights of disabled learners in Cambodian Education law, by making strong appeal to local authorities and parents to have all children, normal and with disabilities enrolled in public schools with facilitation of good learning environment.

The head of provincial project team started the second speech by making clarification of international theme for 2012: **"Removing barriers to create an inclusive and accessible society for all"**. He first recalled the statement of the Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008: *"An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction"*. In short, this mean an inclusive society is a society in which every individual, each with rights and responsibilities, has an active role to play, and based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law. It is promoted by social policies that seek to reduce inequality and create flexible and tolerant societies that embrace all people. He asked then all Cambodian people, with regards also of Metta and Karuna in Buddhist Bhramvihara to unite in

in an ideal of having all Cambodian children, normal or disabled, rich and poor, living in district and in remote villages, enjoyed equal access to quality of education without discrimination, but by mutual aid, tolerance and fraternity, by moral and material support, in eliminating neglect, all form of violation and injustice, especially by reinforcing learning security for children.

It was afterward the speech of representative of normal children who declared solemnly respecting and implementing article 2 of CRC by respecting and protecting their classmates and school friends in a spirit of brotherhood for common learning success without discrimination based on any kind, disability, birth or other status. Normal children assure their frankness to assist disabled friends in all difficulties to achieve their potential.

The last speech made by representative of children with disabilities expressed their full knowledge of children rights covered by universal declaration of human rights that strengthen their courage with dignity in participation either in collaborative learning or in other social, economical cultural activities. They have no more inferiority complexes and feel warm support in family and in school. They promise to use their effort with confidence to develop their capability and to be useful for society. They expressed finally their grateful thanks to their family members, teachers, friends and community members for their constant support and tolerance.

The last activities animating the celebration were the Q/As around the rights of people and children with disabilities, qualities required to be strong learners and obligation to be associated and succeeding a bright future, intercalated by some storytelling to overcome poverty and difficulties for future success. The logical and rightful answer got award in learning material or T-shirt.

The end of celebration left in participants and observers mind an idea of inclusive society to be thought and discussed for future realization and concrete social development.

# ACTIVITIES BY PICUTES



## I- Background

The project was first supported directly by UNICEF in two different purposes. The first purpose starting from 2006 to 2007 to improve access to education for children at risk in Kamrieng by provision of learning and teaching materials to 9 child-care-classes, 9 remedial classes, 6 literacy/vocational classes (sewing and agriculture), with allowance and training fee for teachers, plus refreshment for child-care-classes. In total, 358 child-care students supported, 439 students reintegrated in the mainstream school, 149 young people trained for Literacy and Vocational skills. The second purpose was started from 10 January 2001 to 31 December 2010, operating in Sampov Loun, Phnom Proek, Kamrieng district, Battambang Province; Malai district, Banteay Meanchey Province; Anlong Veng, Trapaing Prasat district, Otdor Meanchey Province, Rovieng district of Preah Vihear province and Pailin municipality. As result, 328 children with disabilities and 38 disabled people physically rehabilitated; 190 CwDs integrated into the mainstream schools; 89 bicycles were distributed to CwDs for their traveling to schools. Afterward a short interruption occurred due to changing working policy. Finally UNICEF refers OEC to work directly in harmonious coordination with National CBR.

In consequence, OEC got “Contract Agreement” from The National CBR, commonly signed on June 21, 2011 for a working period from 1<sup>st</sup> June 2011 to 31<sup>st</sup> May 2012 with adjustment of working period from 1<sup>st</sup> June 2011 to 31<sup>st</sup> March 2012 and additional 9-months expansion from 01 April 2012 to 31 December 2012, allowing OEC to operate in the scope of CBR in Pailin and Preah Vihear, focused mainly on “**Home Care Based and School Integration for the Children with Disability**”

## II- Project purposes

Children with disabilities have access to health care service; education quality, protection, and to have their voice heard through communal participation.

## III-Project objectives

- 1- To eliminate discrimination in education by promoting access to education of children with disabilities (CWDs) through organizing Home based Care and school integration. (Education, rehabilitation and health care).
- 2- To reinforce communal harmony between

all existing institutions for realization of respect for the four basic child rights especially for development of children personalities.

## III- Operational areas

1. Salakrao district of Pailin province: Commune O-tavao, Bor Yakha, Pailin, Tuol Lovea, Stoeng Train and Stoeng Kach, in total 65 villages.
2. Rovieng district of Preah Vihear province: Robieb, Rungroeung, Reasksmey, Rikreay, Rumny, Rumtum, Rumdoh, in total 47 villages.

## IV- Targeted beneficiaries

In implementing the project, O.E.C continues supporting the former 71 CwDs and 20 PwDs beneficiaries of the previous project. Then O.E.C selected seven additional new CwDs, in total, 98 beneficiaries of the project, of which 36 females.

## V-Achievement

1. Integration of CwDs and children of PwDs into public school.
1. 1 OEC team constantly approaches parents of CwDs awakening them of educational values and of good parenting in sending their children to school. Additionally the team repeats the right to education stated in Child’s rights, Cambodian Constitution and Cambodian law on education, inviting them to comprehensively to use their rights and to abandon passivity. Developing their children can later change their standing of life, because having no knowledge; children have no bridge to choose other technical or professional knowledge to gain their life. The statement of freedom from discrimination, based on wealth or disability status and the elimination of discrimination in education are sources encouraging parents and children to develop their children through home based education or through mainstream public school. The team has also advised them to use psychological and technical methods to verify the progress of their children, regardless of their illiteracy. Parents’ attention on children’s learning becomes an encouragement for children and pushes children to regularly working with success. The team encourages insistently encourages parents to admit that poverty is not an obstacle for learning that requires principally

willingness and perseverance with strong determination of objectives. In the other hand, the team makes great effort in inviting teachers heads of village and commune to unite tighter in serving the right to development of children without partisanship but thinking to common goal, forming strong and efficacious generation for the future, as all Cambodian accept the slogan “Bamboo Shoot replace the Bamboo”. Respecting the instruction of the government for strengthening the “Well-being of the village”, the team politely asks territorial authorities, educational institution and all parents to make close-watch on thing troubling education, such as drug use, gambling, and exploitation of children for illicit commerce. The team encourages teachers to pay attention to disabled children, which need special and additional effort in varying teaching methods that require an effective teacher shaped with love of kids, passion for teaching and collaboration with friend-teachers of the same class to exchange efficacious teaching methods.

1-2: The reporting period coincides with the school-long-term vacation from July to September 2012. The statistics of targeted CwDs and Children of PwDs integrated into public school are as listed below:

#### Statistics of children beneficiaries in public schools, supported by the project

District/city	CwD&C/PwD in Public Sch.	CwD&C/PwD dropped out	CwD&C/PwD permanent
Pailin & Sala Krao	28/10F	4/1F	24/9F
Rovieng	104/46F	10/2F	94/44F
<b>Total</b>	<b>132/56F</b>	<b>14/3F</b>	<b>118/53F</b>

To alleviate expense of their family, encourage them to learn seriously by having necessary learning materials, OEC provided the beneficiaries with the materials below listed.

Items	Province		Total
	Pailin	Preah Vihear	
Notebooks	200	450	650
Pens	80	120	200
Pencils	30	40	70
Rulers	40	40	50
Rubbers	100	200	300
Bicycle	1	1	2

## 2- Physical Rehabilitation

### 2.1 Physiotherapy

OEC project team gave technical method to parents or guardians of CwDs habituating them to practice physical physiotherapy to increase or maintain flexibility of CwDs by Active Assistive Range of Motion (AAROM) Exercises,

or strengthening exercises and balancing exercises. Additionally, DoSVY seconded staffs, during their follow-up, assisted some parents in practicing exercises regularly that can bring the concerned to make effort in doing exercise by themselves. The team paid great attention to children getting newly their artificial device to exercise physically, so they can adapt to their situation for habitual daily move.

Furthermore, OEC staff and OEC DoSVY seconded staff explained parents about applicable hygiene, special measure for maintaining CwDs health and prevention against infectious disease, self-learning process at home and materials use with psychological support that maintains strong hope and confidence in children mind for their learning success.

### Referral activities

After observing, interviewing and evaluating the general situation, such as permanent use of helping device, hygiene practicing, as well as their need for replacement of their device, adapted to their growths and physical health, the project team determined selection of CwDs and PwDs to be referred to the qualified hospitals and rehabilitation center, depending on limited supporting fund. During the reporting period, OEC project team referred CwDs and PwDs from Pailin and Rovieng to get rehabilitation services as below listed.

District/City	PR C/HIB	Anko r/KC H	TT.C WD & PwD referred	Type of Service		
				Surgery	Treatment	Assistant/braces
Pailin/Sala Kr.	6/1F	0	6/1F	1F	3	3
Rovieng	1/1F	6	7/1F	1F	2	4
<b>Total</b>	<b>7/2F</b>	<b>6</b>	<b>13/2F</b>	<b>1F</b>	<b>5</b>	<b>7</b>

### 3. Reduction of some activities

Due to modest supporting fund, the project has reduced some activities related to home-base classes, awareness raising, child clubs and CwDs' parent meeting that affects learning and teaching quality, weakening permanent effort to equalize children with disabilities with their normal classmates.

The project team deepened capabilities

of second staffs in matter of children rights and human rights enabled them to have possibilities discussing and clarifying targeted children about their basic rights and how to use these rights in the family, at school and in the community. Based on Article 2 of CRC about Non-discrimination, the staffs encouraged children to abandon complex of inferiority and use their freedom of expression assured by article 13 to learn cooperatively and actively with their classmates and asking teachers for clarification when they do not understand well the learning subject. The project team explained all children that the freedom of thought, conscience mentioned in article 14 cannot be realized when they do not develop their capability and thinking through inter-cooperative learning and group discussion. By article 15 about freedom of association, children can form learning group at home or in classroom in asking authorization of school principal to open classroom in vacation period.

During the follow-up performed by the project manager and the assistant, the project team tried to organize small circle talk clarifying article 3 about the best interest of the child which means parents and family members must give large opportunity to children learning at home with moral, psychological and material support by arranging good space and time for children, and not using children in forced domestic labor. Concerning Article 12 about Respect for the views of the child, the team asked parents and family members to do not make any decisions that affect children. Allow children to have a say of what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making in the family or relating to their study. Article 18 about parental responsibilities that mean parents should advice and orient children to have strong individual, familial, and social discipline and shape children's ability to form and express their opinions developing with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

The project team took time to talk friendly with some teachers related to Article 29 about Goals of education that means education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully,

protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.

#### **VI-Constraints and obstacle**

a/ Some school building and toilets constructed previously have no ramp. Other public buildings, such as clinic center remain not adaptable to disability conditions that require time and long negotiation depending also on enforcement of the new law.

b/ Poor living conditions force some CwDs to give up studying and look for jobs in early age. This is one of serious problems beyond our intervention.

c/ Lacking of fund to support training workshop to be organized among teachers, parents, communal authorities and key person in the commune cannot mobilize participation and discussion together to concretize learning to know, learning to do, learning to be and learning to live together in order to form inclusive commune and district leading toward inclusive society.

#### **VII- Impact**

a/ The targeted CwDs feel their importance, not marginalized and become more confident in participating in cooperative learning with their normal classmates. The spirit of mutual assistance for learning success appeared in the class eliminating discrimination based on disability, or based on social status. Teachers and community members abandon the idea-underestimating children with disabilities and recognize that the impairment of arm or leg does not rend the brain incapable of absorbing new knowledge. These proofs make teachers very proud in preparing their teaching plan for developing children with disabilities. The implementation and protection of the rights of children with disabilities become stronger and stronger. Thirty six students with disabilities have successfully been promoted to upper grade.

b/ The idea of hurrying to get and use helping device become not more fearful like before, because the advantage and experience of the previous acceptant persons proved efficacious mobility and practicing fruitful daily work, as well as accomplishing small business or slight farm work, including going to attend daily class.

## VIII- Conclusion

The project has been well supported by community members and all local authority members. The communities wish to see UNICEF expanding more of its activities in the current target areas and in other remote areas to support a larger size of targeted disabled children to realize the rights to access to quality of education, health services, and rehabilitation, mainly the liberty of opportunity. This support encourages the project team to accomplish the mission as having planned, and strengthening the practice of CBO process, especially equalization of the rights of CWDs with all normal children actively and fruitfully implemented by all community members, which is the main goal of the project. Logically, reasonable supporting funds should be allocated in function with the expected outcome responding to the requirement of social development in the sense of empowering children with disabilities to participate in social, economic and cultural life of the community, especially to join countryside with the town. In the other hand, enough supporting fund allows main activities to bring the concerned playing and transforming what having learnt into action that will enlarge their horizon and courage to live in society with active participation and harmony.





USAID and Global Fund through KHANA have supported the project “HIV/AIDS and Drug USE Prevention” since 2006. The Global Fund, round 7 continues supporting the operations always through KHANA from 1<sup>st</sup> January to 31 December 2012.

**I- Project Objectives in 2012**

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, Chamkar Samrong and Kdol Donteav.
- 2- **Banan district**, operating in 2 communes, Phnom Sampeou and Chheuteal.
- 3- **Sangker district**, operating in 4 communes, Anlong Vil, Norea, O-Dambang I and O-Dambang II.

**III- Strengthening capabilities and human skills of Peer Facilitators**

**1- Developing Self-awareness and interpersonal Relationship**

The project team used in 2012 Nineteen Peer Facilitators. Successively through monthly meeting, the project team improved personalities and capabilities of them by conducting dissuasion and analysis on the following topics:

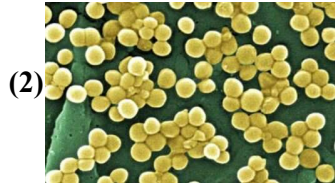
- Value **Inculcation** (Truth, Right conduct, Love, Nonviolence and Peace) and lessen violent behavior.
- Increase **pro-social behavior** (voluntary behavior intended to benefit another, consists of actions which "benefit other people or society as a whole," such as helping, sharing, donating, co-operating, 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 solutions to problems.

- increase the ability to plan ahead and choose effective solutions to problems.
  - **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

### 3- Well understanding of type of drugs and their effects



**Short history:** One of the earliest uses of **methamphetamine** was during World War II when the German military dispensed it under the trade name **Pervitin**. It was widely distributed across rank and division, from elite forces to tank crews and aircraft personnel. Chocolates dosed with methamphetamine were known as **Fliegerschokolade** ("flyer's chocolate") when given to pilots, or **Panzerschokolade** ("tanker's chocolate") when given to tank crews. From 1942 until his death in 1945, **Adolf Hitler** was given frequent intravenous injections of methamphetamine by his personal physician, **Theodor Morell** as a treatment for depression and fatigue.

Picture (1) and (2) are YAMA in pills. (3) and (4) are Methamphetamine in pills and powder. The picture (5) is Crystalline Methamphetamine. YAMA are tablets containing a mixture of **methamphetamine and caffeine**, typically brightly colored in orange or green and carrying logos such as "R" or "WY".

#### How is Yaba used?

Yaba tablets typically are consumed orally. The tablets sometimes are flavored like candy (grape, orange, or vanilla).

Another common method is called chasing the dragon. Users place the Yaba tablet on aluminum foil and heat it from below. As the tablet melts, vapors rise and are inhaled. The drug also may be administered by crushing the tablets into powder, which is then snorted or mixed with a solvent and injected.

#### Effects

##### *Common immediate effects:*

- **Euphoria** (a feeling of happiness and bodily well-being)
- Increased energy and attentiveness
- **Diarrhea, nausea**
- Excessive sweating
- Loss of appetite, insomnia, tremor, jaw-clenching (**Bruxism**)
- Agitation, compulsive fascination with repetitive tasks (**Punding**)
- Talkativeness, irritability, panic attacks
- Increased **libido** (sexual energy or desire)

##### *Side effects associated with chronic use:*

- Drug craving
- Weight loss
- Withdrawal-related depression and **anhedonia**
- Rapid tooth decay ("**meth mouth**") (often exacerbated by resultant poor dental hygiene)
- **Amphetamine psychosis**
- **Dopamine receptor** downregulation and hypersensitization
- Axonic degeneration of the dopamine **axon** terminals in the **striatum, frontal cortex, nucleus accumbens**, and **amygdala**

##### *Side effects associated with overdose:*

- Brain damage/ **Meningitis** (Neurotoxicity)
- **Formication** (sensation of flesh crawling with bugs, with possible associated compulsive picking and infecting sores)
- Paranoia, delusions, hallucinations, which may trigger a **tension headache**
- **Rhabdomyolysis** (Muscle breakdown) which leads to **Kidney failure**

Death from overdose is usually due to stroke, heart failure, but can also be caused by cardiac arrest (sudden death) or hyperthermia.

**B. Ecstasy:** Ecstasy first came into widespread use with the emergence of techno music and parties known as raves, where users stayed up all night dancing for hours on end. Today, Ecstasy is also taken in bars, nightclubs, and other places where people meet to party. Ecstasy is a substance (tablet, gel, or powder) that is composed of methylenedioxy methamphetamine (MDMA), a molecule in the amphetamine family. MDMA has both stimulating and hallucinogenic effects.

The actual composition of tablet sold as ecstasy is often uncertain.



### Effect and Danger of Ecstasy

Ecstasy is the prototype of the stimulant hallucinogens—psychoactive substances that have

both stimulant and hallucinogenic effects. Though MDMA is technically classified as a **hallucinogen**, it is derived from amphetamines, which are characterized by their stimulant properties.

In ecstasy, it is these stimulant effects that predominate, causing excitation and feelings of physical and mental prowess while suppressing fatigue, hunger, and pain. The hallucinogenic effects are relatively minor and generally occur only with high doses

Ecstasy initially causes slight anxiety, along with higher blood pressure, a faster heart rate, clenched jaw muscles, damp skin, and a dry mouth. Next, users experience feelings of euphoria, relaxation, enhanced self-confidence, reduced feeling of fatigue, and lowered inhibitions. Users' senses become more acute, and they find it easier to express emotions and communicate with other people.

In settings quiet enough for conversation, ecstasy users experience a sense of freedom in their relations with other people. They feel that they accept both themselves and other people better. They display increased abilities to examine and understand themselves (entactogenic effects), as well as to put themselves in other people's places and understand what others are feeling (empathogenic effects). This phase of pleasant sensations is generally followed by one in which users feel tired, sad, depressed, and irritable. This phase may be accompanied by panic attacks and nightmares. Sometimes users may experience anxiety or feel so depressed three or four days after taking the drug that they need to see a doctor.

Some frequent and regular users of ecstasy may lose weight and start to feel weak. They may also experience mood swings, sometimes accompanied by aggressive behavior. This usage pattern may indicate or lead to serious, lasting psychological problems. This phase of pleasant sensations is generally followed by one in which users feel tired, sad, depressed, and irritable.

This phase may be accompanied by panic attacks and nightmares. Sometimes users may experience anxiety or feel so depressed three or four days after taking the drug that they need to see a doctor.

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Ecstasy users at parties may dance non-stop for hours on end, which can dehydrate them and raise their body temperature substantially. That is why it is important to keep hydrated and to get outside for some fresh air. It is also important to drink small amounts of non-alcoholic liquids regularly, to urinate frequently, and to take rests at regular intervals.

Ecstasy can cause a rapid or irregular heartbeat, high blood pressure, and various other cardiovascular problems. This can be especially serious for people who are predisposed to such problems. Because ecstasy has toxic effects on the liver, this drug may also cause very serious hepatitis in regular users.

Taking ecstasy together with other substances can increase the drug's undesirable effects. The risks of complications seem to increase with the amount of ecstasy taken, its actual chemical composition, and the individual user's susceptibility.

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Taking ecstasy is especially dangerous for people with irregular heartbeats, asthma, epilepsy, kidney disease, diabetes, chronic fatigue, or psychological disorders.

### C. Amphetamine



Amphetamine in capsule and in powder



Ice comes in sheet like crystals or crystalline powder

Amphetamine-type stimulants are abused by more people than cocaine and heroin combined. Manipulating pleasure centers of the brain, these synthetic drugs, which include "speed"; and "Ecstasy", are easy to produce, cheap to buy and hard to control. They can be more potent than cocaine and usually have a longer-lasting effect. Taken as pills, smoked, inhaled or injected, they are particularly attractive to young people because they produce a sense of high energy, a release of social inhibitions and feelings of cleverness, competence and power.

Amphetamines have the potential to make people feel energetic, confident with a high sense of positive feelings like love, happiness and gratitude. These drugs are often used by those who want to dance and party all night.

#### **Effect and danger of Amphetamine**

**Unwanted Side Effects :** Increased heart rate – heart palpitations; faster breathing; higher blood pressure; panic attacks ; headaches ; reduced appetite ; irritability; dry mouth; sweating; dilated pupils/

**Long Term Side Effects :** Sleeping disorders such as insomnia ; anxiety – depression; Mental issues – paranoia, high blood pressure, aggression; irregular heart beat; malnutrition.

**Overdose And Death :** Stroke ; heart attack ; coma ; seizure ; death

#### **D. Cocaine**



The predominant methods currently used for illicit production of cocaine are described. For illicit natural cocaine (i.e., from coca leaf), this includes production of coca paste from coca leaf via both the solvent and acid extraction techniques, purification of coca paste to cocaine base, and conversion of cocaine

base to cocaine hydrochloride. For illicit synthetic route used in all clandestine laboratories seized to date is summarized. The origin of the most common alkaloid impurities and processing/synthetic by-products typically identified in illicit natural, illicit synthetic and pharmaceutical cocaine are discussed. Forensic differentiation of exhibits arising from the various production methods are addressed both in terms of overall product purity and the presence/absence of these impurities and byproducts.



The coca plant grows best in the mountain and jungle areas.

#### **Consequence of Cocaine use**

Long term use of cocaine leads to the failure of many organs including the skin, brain, lungs and central nervous system. Cocaine is very potent and addictive because the benefits are short-lived.

#### **Addiction**

Cocaine is one of the most addictive recreational drugs available. The intense high is very short-lived, and prolonged exposure limits the brain's ability to feel good when it is not "high." Unless cocaine use is continued, the client becomes depressed, now less able to feel pleasure on his own.

#### **Sniffing**

If cocaine is constantly snorted, the nose takes a brutal beating. A user can lose her sense of smell, and her voice can also become hoarse. The nose may also be chronically inflamed and runny.

The condition is only made worse by swallowing because of the irritation of the nasal passages and throat from snorting cocaine.

#### **Needle Vulnerability**

Shooting cocaine into the veins with needles leave the body with "tracks." Dealers often lace the cocaine with other drugs and the user may have an allergic reaction to the injection. The allergic reaction may potentially kill the user. A user may also contract Hepatitis or HIV from using shared or unsanitary needles.

## Death

Cocaine directly affects the central nervous system, and complications could lead to stroke or death. Smoking crack directly affects the lungs, decreasing lung capacity and could possibly lead to respiratory failure.

## E. Heroin



### POPPY PLANT

Heroin is a highly addictive drug that is processed from morphine, which comes from the seedpod of the opium Asian poppy plant. It is a depressant that inhibits the central nervous system. First you have the opium poppy plant. Then that is made into opium which has many different substances. Then morphine and/or codeine are isolated and separated; and morphine is used to make heroin.

Heroin can be injected in a user's veins, smoked or snorted.

### The Effects of Heroin?

Users who inject heroin will feel a euphoric surge or 'rush' as it is often called. Their mouths may become dry. They may begin to nod in and out and their arms and legs will feel heavy and rubbery. They may experience a diminished mental capacity and dulled emotions. The [effects of heroin](#) lasts three to four hours after each dose has been administered.



**Powdered Heroin**

### What is Heroin Withdrawal Like?

When the drug is discontinued, the user will experience physical withdrawal. The withdrawal can begin within a few hours since it was last administered. Withdrawal symptoms include: restlessness, [insomnia](#), [diarrhea](#), [vomiting](#), cold flashes with goose bumps, kicking movements and muscle and bone pain.

Major withdrawal symptoms peak between 48 and 72 hours after the last dose and subside after about a week. Sudden withdrawal by heavily dependent users who are in poor health can be fatal.

## 4- Drug prevention

### Approach Method

- 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.
- Form peer discussion group

### Discipline in communication

- 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.

### Eight ways to strengthen PF self-discipline

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

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

All PFs must always incite the obligation of a good friend, which must be honest and clear about his intention in assisting each other toward development. Good friend does not push his friend into a suffering cave, but warn and advise his friend when noting a wrong way or about to commit an error. Good friend accepts different thinking, which does not harm anyone. Good friend does not practice flattery and demagoguery. He remains always supportive and trustable. A true friend sticks with his friend in joyful and sad condition by walking side by side with patience even one make a mistake, in trying together to find suitable solution for the best of all, consequently abandon the ill habit in the past, 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 great sacrifice by cultivating clinics are in charge of treatment medicines.
- Prevention of new infected HIV:
  - 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),
- 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,
- 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,
- Strengthening gender equality and promoting ideal love and faithfulness for efficiency of family program,
- Encouraging people to accept voluntary counseling testing (VCT) and voluntary counseling and confidentially testing (VCCT).

#### IV- Operational fields

Villages	DU Members		#group	#PF
	Senior	Novice		
Tuol Ta Ek	75/4F	4	2	2
Rattanak	79/1F	26	3	2
O-Cha	71/3F	10	2	2
ChamkaSamrong	71/3F	10	3	3
Kdol Don Teav	51	12	1	1
Phnom Sampeou	28	14	2	2
Chheuteal	16	0	1	1
Anlongvil	62	15	2	2
Norea	63	16	1	1
O-Dambaongi	75/4F	11	2	2
O-Dambaong2	15	0	2	1
<b>Total</b>	<b>581/12 F</b>	<b>125</b>	<b>21</b>	<b>19</b>

#### DU classified by age

-17	18-25	26-35	36-45	≥ 46
31	332/3F	194/6F	19/3F	5

#### V- Referral Activities

The project team succeeded to refer targeted people to clinic center for health care as below listed.

consultation	VCCT	ART	CD4	STI
133/1F	343	27/1F	3/1F	4

The project pays their round-trip fee, while official.

The repeated clarification of these articles is to eliminate discrimination against drug users of good discipline, but to encourage villagers to accept helping them morally and psychologically for rapid rehabilitation.

#### VI- Meeting of Consultative Committee

A consultative committee of 10 persons composed of civil district officials, security district, communal officers, head of communes, representative of provincial health service, representative of Provincial Authority for Combating Drugs and district with communal educators, is created and held monthly meeting.

The committee studies the development of fighting drug abuse and addict related to HIV/AIDS, effect and difficulties faced in educational operations, active and collaboration for common success by recognizing that illicit drug trade undermines governance, institutions and social cohesion. The meetings members promise to reveal to the project team the drug users in different stages: Experimentation; Regular Use or Recreational, Risky Use, The Early Dependency, dependence and addiction; so the team can accomplish suitable approach for remediation. Additionally all members unanimously confirm their obligation to signal to security on time about any local underground production of chemical cocaine or other poisoning substance.

**VII- The United Nations' Human Rights Guidelines for Addiction Treatment**

During the monthly meeting and circle talk in the villages, the project team clarifies 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.
- 1- The right to privacy of information

**VIII- Factors slowing possibility of complete stopping absorption**

Among the targeted 581 DUs, the degree of absorption varies from 15% to 80%. Thirty per cent of them work as labor force in construction in Battambang city. They gain from 10,000 to 15,000rield a day depending on their capability. This sum cannot allow them to pay sufficient good nutritive food for their family. Not having enough labor force to endure the assign work, they unintentionally absorb Yama from 1 to 1 and half capsule a day.

Other groups, they sometimes go to work with construction companies in Thailand.

Period from 3 to 6 months			
1 time	2 times	3 times	Total
27	27	38	92

In Thailand, construction companies are more active than in Cambodia. They have to accept sometimes working at night to gain more money for their family when returning. This desire forces them to take Yama from 1 to 1 and half a day. When they return to natal village, they start reducing again. It becomes then a cycle of go and back.

**IX- Lesson learnt and possible way to combat drug**

Among drug users, half of them have been observed to succeed reducing their potential absorption, but one third going to work outside of country return to use drug again. Here is the main cause: Young people having nothing to do in the country, lacking of natural resource, neither asset nor specialty required by internal labor market, go to work in Thailand. There, they work in team by taking over the complete task to get pay, or to work with construction companies. The fruitful work is to carry rice bags mounting a scale to row them in high pile. To have enough force they must use drug, one and half capsule daily. Poverty, unemployment and lacking of technical skills are seen then as a causing factor of drug addiction and slowing down drug reduction. To respond to this issue, a global solution is needed: Management of natural resources with agrarian reform and agricultural development is needed; vocational and technical education corresponding to new market should be improved; effective closing door to drug infiltration and strong vigilance stopping internal drug distribution to recreation, party pleasure, night club, sexual desire and sadness elimination should be reinforced.

## Activities by pictures



## I- Executive Summary

Schmitz Stiftungen Foundation (SS) has supported the project Improving Education and Health care of the poor children and children of family affected by HIV/AIDS from 2007 operating first in two communes of Sangker district (Roka, Rangkesey communes). From 2007 to March 2012, 46 pupils completed their primary cycle and passed to secondary school; 19 students completed their lower secondary school and passed to upper secondary school; 1 student only continues learning in university. The other 173 still continue their study in primary, 134 in lower secondary school and 30 in upper secondary school. These children need continuous support to complete their primary and secondary cycle. From that they will have possibility to choose university grade or to attend vocational study. In early 2012, the project has extended its activities into 3 villages of Tapon commune in the same district.

After June 2012, the project met an interruption of 4 months. The cause of that comes from reorganization and movement of organizational staff in central committee of SS. Refunding of the project restarts from November 2012 with new operational area. The project selects new targeted areas, two communes of Ek Phnom district in North-Eastern of Battambang province, effectively in 5 villages of Peam Ek commune (Korng Tum, Peam Ek, PrekChdor, Takorm, KokDong) and 4 villages of PrekPhpop commune (PrekSnor, Sna Pimuk, PrekKpop, O-kambot). The main reason of turning to Ek Phnom because this district has around 40% of poor people. Among the seven communes, two of them, Prey Chah and Koh Chiveang, flooded zone, gain their life by fishing. People in Prek Narin and Prek Luong gain their life by seasoning farms, planting corn, watermelon and green soybean, the others are rice farmers and producer of kind of food, made of hashed meat wrapped and cooked in banana leaves, to supply local market and another type of rice discs drying to supply local market.

## 2-Activities from January to June 2012

### 2-1. Project Purpose:

The main purposes are to:

- reduce poverty;
- promote healthy students through timely medical check;
- reintegrate the dropout into mainstream school;
- maintain retention of poor, orphan and children living with families affected by HIV/AIDS in the mainstream school;
- provide all targeted children with school materials uniforms, and monthly food supply allowing them to complete school cycle;
- reinforce capability of some weak students by supporting remedial fee permitting them to equalize with their classmates;
- assist young children of high age not attending school in having chance to attend vocational training for their future business;
- Offer small capital to some volunteer children who accept to practice livestock, vegetable farming at domicile, or planting in OEC terrain;
- Provide revolving loan to poor student's parents allowing them to undertake small business, whereby they can liberate their children from domestic forced labor to attend school regularly that can reduce dropout rate.

### 2-2. Statistics of Targeted groups

Commune	Old Tg. children	NewTg. Children	Total
Roka	27	3	30/16F
Tapon	0	20	20/14F
Reang Kesei	18	2	20/13F
<b>Grand Total</b>	<b>45</b>	<b>25</b>	<b>70/43F</b>

Com.	Vocational training(1)			Borrower	
	Old	New	Old	New	
Roka	2H.dress. 10Tailors	2Cosmetics 2beauty shop 1computer	2H.dress. 10Tailors	2 Cosmetics 2 beauty shops 1computer	
Tapon	0	0	0	0	
Reang Kesei	1H.dress 2Tailors	0	1H.dress 2Tailors	0	
<b>Total</b>	3H.dress 12Tailors	2 cosmetics 2 Bauty shops 1computer	3H.dress 12Tailors	2 cosmetics 2 Beauty shops 1computer	

(1): Presently the project pays only monthly food allowance for 5 persons at the reason of \$20 each, thus a total of \$100/month.



### 2-3. Statistics of students in different education cycle in school year

Commune	Primary School						Lower Secondary			Upper Secondary			Uty	Total
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Uty	
Roka	0	2	0	2	3	3	3	7	1	4	4	0	1	30/16F
Tapon	0	0	0	0	5	11	3	0	1	0	0	0	0	20/14F
Reang Kesei	0	0	2	1	2	4	5	1	4	1	0	0	0	20/13F
<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>10</b>	<b>18</b>	<b>11</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>70/43F</b>

### 2-4. Monthly food supply from January to June 2012

Month	Rice	Soy sauce	Sugar	Can fish	Milk	Frying oil	Deter-gent	Msg	Shampoo
January	1050kg	70 bt.	70 kg.	70ca.	70 ca.	00 -	00 -	00 -	00 -
February	1050 -	70 -	35 -	70 -	00 -	70 -	70 sac	00 -	00 -
March	1050 -	70 -	70 -	140 -	00 -	70 -	70 -	00 -	00 -
April	1050 -	70 -	00 -	70 -	00 -	70 -	70 -	70 sac	00 -
May	1050 -	70 -	70 -	00 -	00 -	70 -	70 -	70 -	00 -
June	1050 -	140 -	70 -	00 -	00 -	00 -	00 -	70 -	70 lot
<b>Total</b>	<b>6300kg</b>	<b>490bt</b>	<b>315kg</b>	<b>350c</b>	<b>70c</b>	<b>280bt</b>	<b>280s</b>	<b>210s</b>	<b>70l</b>

### 2-5. List of children attending remedial class supported by the project

N°	Name of students	Sex	Grade	School	Topic
1	Seng Chea	M	UTy1 <sup>st</sup> year	Battambang University	English Language
2	Phan Sarorn	M	11	Anlongvil high school	English Language
3	Mao Sophat	F	9	Reangkesi seconda sc.	Math, Phy, kh,
4	Vy Reaksmei	F	9	Reangkesi seconda sc.	Math, Phy, kh,
5	Reub Kore	M	9	Reangkesi seconda sc.	Math, Phy, kh,
6	Saroeun Sophal	F	9	Reangkesi seconda sc.	Mat, Pys, kh,
7	Touch Seiha	F	8	Reangkesi seconda sc.	Math, Pyh, kh,
8	Tro Mom	F	8	Wath Tahen seconda s.c.	Math, Khm
9	Chak Cham	M	8	Wath Tahen seconda s.c.	Math, Khm
10	Voeun Voeuy	M	8	Wath Tahen seconda s.c.	Math, Khm
11	Thy Vicheth	M	8	Wath Tahen seconda s.c.	Math, Khm

### 2-6. Rotating medical clearance

From January to June 2012, among the 45 students submitted to medical clearance, the remarkable diseases are: 12 catching cold, 5 having inflammatory throat, 4 with pale appearance and 1 having low pulls. The project pays consultation fee of \$5 per students. The communal clinic is in charge of treatment mentioned in personal health record book.

### 3- Operational Activities from November to December 2012

With the same purpose and selection criteria, the project team turns to work in new targeted areas, two communes of Ek Phnom district in North-Eastern of Battambang province, effectively in 5 villages of PeamEk commune (,KorngTum, PeamEk, PrekChdor, Takorm, KokDong) and 4 villages of PrekPhpop commune (PrekSnor, SnaPimuk, PrekKpop,

O-Kambot).

### 3-1. Selection of targeted children

First, the team went approaching the concerned heads of commune, heads of villages and key persons of the area, especially the Commune Committee for protection women and children (CCWC). The teams organizes separately and successively circle talks in the villages explaining them the purpose and the objectives of the project aiming at realizing the promotion of children rights and equal access to good quality of education. Education clarifies the difference between the 'right' and the 'wrong' and helps inculcate virtues in young minds. Education serves as the means to bring about the desired change in society, to develop a generation of virtuous individuals and thus contribute to the development of good human beings. The fundamental purpose of education is to gain knowledge, inculcate the forms of proper conduct and acquire technical competency for free choice of future profession.

Therefore, the team invites parents and guardians, farmers, fishers, food producers or free merchants to free their children from domestic economy to classroom, with additional support of the project, building together future good work-force for society. Finally, the team can select targeted children as below listed;

**Statistics of target children classified by grade**

Commune	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	Subtotal
Peam Ek commune	0	0	0	0	0	10/4F	10/5F	6/5F	4/2F	0	0	0	30/16F
Prek Khpop commune	0	0	0	0	0	4/2F	11/10F	9/4F	0	3/2F	2/2F	1/1F	30/21F
<b>Grand Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14/6F</b>	<b>21/15F</b>	<b>15/9F</b>	<b>4/2F</b>	<b>3/2F</b>	<b>2F</b>	<b>1F</b>	<b>60/37F</b>

### 3-2. Distribution of monthly food supply

The monthly supply distribution commenced from November 2012. Remarking the market price remaining cheap during the early 2013, after harvesting period, the project team profited the occasion engaging contract with a trustful rice mill for buying in total a quantity of 8100kg of rice at a total cost of \$3,329.32. The rice mill owner must provide OEC with a monthly quantity of 900kg of rice during a period of 9 months, effective from February to October 2013.

During the food supply distribution, the project team spends regularly around 30mn to deepen comprehension and practice of child rights for forming personalities of students. The team uses storytelling and reading of pictures to

develop thinking and analytic power of children, leading to improve learning behavior and socialization spirit that requires friendship, tolerance, mutual aid with good discipline in family, in school and in the community. More than that the project team lead discussion on finding possible way to protect children again all form of violation, and the preventive measure to avoid risk while travelling to school, or returning home. Serious participation of parents and community members in school activities, principally in close relation with school administration becomes a permanent subject to be introduced in all circle talk for creating good learning environment in the commune, rid of any disturbing things, such as absorption of alcohol or drug which can ruin families and society.

**Statistics of supplies distribution in the period of November-December 2012**

Month	Rice Kg	Soy sauce bt	Salt Kg	Sugar Kg	Can fish Tin	Frying oil bt	Shampoo Dozen
November	900	60	60	30	120	60	60
December	900	60	60	30	120	60	60
<b>Total</b>	<b>1800</b>	<b>120</b>	<b>120</b>	<b>60</b>	<b>240</b>	<b>120</b>	<b>120</b>

### 4-Challenge

Villagers in Prek Khpop and Peam Ek communes of Ek Phnom district have different living style. People in Prek Khpop earn their living by producing a kind of food, made of hashed meat wrapped and cooked in banana leaves, to supply local market. Some villagers in Peam Ek are cultivators, others are workers for pay. Presently 20% of them go to have work in Thailand abandoning their children living with their grandmothers or grandfather. The problem is that the ones living with grand parents have no active counselor encouraging them to learn seriously at home, or to control their daily works. The villagers in Prek Khpop, willing to gain more

children to assist them in producing food for supply, so they have not enough time to do homework or practice exercises.

Facing these problems, the project team accompanied by social workers, approach directly the concerned family by friendly talk explaining them that using children for long time producing food become an act of domestic forced labor, violating the right to development and to education. Forced domestic labor reduces learning capability in class, due to working hard at home, which did not allow enough time for children to do practical homework. For the ones living with grandparents, the team go discussing with children in presence of their guardians, advising

them to establish learning timetable at home and implement it correctly with keeping in mind that learning requires constant methodic effort and individual discipline. The team suggests the guardian to, at least, ask children often to show their work result, or to read what they have done as weekly work, that is a psychological way to show attention and parental love encouraging children to learn with perseverance.

### 5-Outcome

All parents, local authorities and targeted

children understand profoundly children rights with strong commitment to realize that through building good learning environment at home, in school and in the communities. All people accept to recognize unanimously that poverty is not purely obstacle for learning. Strong will in learning with correct methods and mutual assistance among classmates by reinforcement of friendship, supported by community members, can lead children to succeed their study. They promise to make great effort to eliminate all laziness, to compare themselves with themselves in different time for evaluating self-development.

### ACTIVITIES BY PICTURES





## I- Project background

The project “Towards Sustainable Income Generation Activities for People with Disabilities and their Families” has been supported by European Community (EC) from 1st April 2008 to 31 December 2010 and then resuming activities from 1st March 2011 to 31 August 2013. The main activities are to improve livelihood of 600 beneficiaries through generating income activities, hygiene and sanitation education, management of small business and financial planning with techniques identifying market requirement and livestock rising.

## II- Selection of targeted areas and beneficiaries

As first step, the project team discusses with regional HI to have common principle in selection-targeted districts based on potential for small business, density of population, presence of vulnerable people and viewpoint from district administration and DOSVY. With idea of respecting gender equality, the common decision sets a quota of 70% for direct PWDs and 30% for PWDs’ family members. Direct approaches with the said local authorities allow the project team to choose the following district areas: ThmorKaul, Bovel, Banan and Maung Russei.

The second step, the project team in collaboration with DOSVY of the four districts and territorial authorities decides to consider the communes below listed:

District	# of Comm	Commune name
ThmorKaul	3	Chrey, O-Taky, Tameun
Bavel	4	Bavel, KdolTahen, Ampil Pram Deum and Prey Khpos
Banan	5	Takeram, Phnom Sampeou, Sneung, Chheuteal and Bay Tamram
Maung Russei	4	Maung, Kokoh, Kea and RobasMongkol
<b>Total</b>	<b>16</b>	

## Criteria for selection of beneficiaries

Person having fixed installation registered by the commune, PWDs or family member of PWDs proving their firm determination to improve their live standing:

- PWDs or PWDs’ family members having large dependents in household,
- Adults from 6 years old

## List of beneficiaries in 2012

District	PWDs	PWDs F/mbs	Total
ThmorKaul	17	27	44/17F
Bavel	56	32	88/41F
Banan	66	34	100/59F
Maung Russei	75	30	105/47F
<b>Grand Total</b>	<b>214</b>	<b>123</b>	<b>337/164F</b>

## III- Vocational Training

Tiga II, in 2012, strengthened the targeted groups in the four-targeted districts by making income-generating activities through agriculture, non-farming sector and through establishment of small owned-business. The targeted people, based on their goal, economic plan, geographic situation and possibility choose their preferring specialty. The project team organizes for them a one day training workshop dealing with methodic techniques and practice corresponding to their choice.

### Statistics of Vocational Training Workshops

Income generating through Agriculture				
Pig raising	Chicken raising	Fish farming	Vegetable\ planting	Seasonal plant
117ps	95ps	2	49	2
Income generating through non-farming sector				
Grocery	Cake vendor	Merchant	Fishing	Mixed busines
11ps	8ps	7ps	4ps	6p
Other Professional traininga				
Tailor	Hair-dresser	TV repairer	Motorbike repairer	bicycle repairer
6	3	2	1	

The trainees in agricultural and non-farming sector will receive individually professional materials or equipment in the limited cost of \$75 at the end of training course for starting their own business. The project pays training fee of \$120 for other trainees who attend private training center. The needy trainees can receive professional kits of \$75 for starting their business.

**1- Pig raising:** The project team members went assisting the concerned technically in constructing well-ventilated houses with roomy pig pens for pigs, selecting pigs of long body or slim, making of noise while eating, short mouth, robust bottom, with clear skin and wagging tail frequently.

The team reminds them of feeding pig for meat that the basic feed for pigs is grain, which comes in pellets or mash. They must give pigs enough food to eat but never overfeed them. Healthy food for pig does not require artificial pig food with chemicals to speed up their growth. Let them eat vegetables and grass and weeds. For hogs, farmers should provide them with well-balanced diets. Carbohydrates from corn and green plants provide energy. Meals made from soybeans, linseed, cottonseed, peanuts, fish and meat scraps, tank age, supply protein. Tank age is a feed made from the bones, tendons, and other parts of animals.

## 2- Chicken Raising

Considering climate and geographic condition in Cambodia, the project team and the feeders select Cambodian chickens or Asiatic class chickens, which have large birds with feathers on their shanks and feet. The three Asiatic breed - Brahmas, Cochins, and Longshanks - have red earlobes and lay eggs with brown eggshells, avoiding choosing chickens in the Game class, which are slender and stand up straighter than other breeds. They are active birds with strong legs and thighs, and are used the most in Asia for cockfighting.

The team explained them also the process of raising chick for eggs: Chicks that will be used for egg production are raised in wire cages or in pens with straw, wood shavings, or other absorbent material on the floor. Chickens raised for meat are kept only in pens. During the first few weeks of life, chicks require a warm environment. The temperature in a chick house may be as high as 35 °C for the first week. The chicks are fed mixed feeds made of ground grains, plant by-products, meat scraps, and vitamin and mineral supplements. They are given vaccines to protect them from diseases.

Hens begin laying at about 20 weeks of age. The exact age depends on the lighting in the laying house, the breed, nutrition, and the occurrence of diseases. Farmers can control when a chicken begins laying eggs by using artificial lighting in the laying house. When lighting is used that imitates long or lengthening days, chickens will begin to lay their eggs at an earlier age. In addition, chickens lay an increased number of eggs when they are exposed to 14 to 16 hours of light per day. Hens are generally kept for one year of egg production. The number of eggs a hen is able to lay decrease slowly until the rate is too low to be profitable. Hens are then slaughtered for meat.

## 3- Fish rearing

The course insists in the process of farming in a wide variety of natural waters or artificial systems. Fish may be stocked and reared free in ponds, lakes, rivers, and streams. They may also be raised in raceways, tanks, pools, and cages constructed of plastic, concrete, wood, or any other materials that will hold water and that are not toxic to fish. Apart from that raiser needs to have land, equipment, and to buy selected fishes, that require an enough capital. Two fundamental requirements for starting a successful fish farm are sufficient physical space (land) and a good supply of high - quality water. The amount of land and water available limit the type of rearing facilities and number of fish that can be reared. Water quality also restricts the type of fish and production rates. The raising technique depends on kind of selected fishes. The fish species should be capable of reproducing in captivity, numerous and hardy eggs, and larvae (young). Fish raiser should have well-known culture requirements; be adaptable to many types of culture systems; be adaptable to multi-species farming (poly-culture) and know how to choose species exhibiting rapid growth to a large maximum size; readily adapt to artificial feeds; be tolerant of crowding and high density conditions with high survival (low mortality) rates etc

## 4- Vegetable farming

The course focused on the following subjects:

**a/ First, the planter needs** to know potential need of vegetable in the market and customers. They must grow vegetables that are popular in the area. Make sure grow enough of each crop, and make the quality of vegetables good. Then consider the best way to sell them to customers, as wholesale, selling everything to one place, or retail marketing, selling directly to customers.

**b/ Basic principles of crop production:** All crops require nutrients (nourishing keep moisture in the soil. Compost is made by placing dead plant parts in a pile and allowing them to decay. Grass and garden clippings, leaves, and coffee grounds are the materials most commonly used, but any plant material is suitable. These materials are packed in layers about 15 centimeters deep. After each layer, a thin layer of manure or soil is usually added to speed decay. Watering the mixture also speeds decay.

If a container is used for the compost pile, its walls should allow some air to enter. The compost should decay for five to seven months before it is used.

- c. **Soil management:** Soil consists chiefly of mineral particles mixed with decaying organic (plant and animal) matter. Chemical reactions involving these substances produce most of the nutrients that crops need. But some of the most important chemical reactions, such as the decay of organic matter, require the help of certain microbes. To be fertile, therefore, soil must consist of the right mixture of minerals, organic matter, and helpful microbes. It must also have the proper amounts of air and water. A plant's roots need air to function properly, and some microbes need air to survive. Too much water in the soil reduces the supply of air and so drowns the plant roots and destroys helpful microbes. Too little water deprives crops of moisture. Plants need nutrients for healthy growth. The major nutrients are the elements calcium, carbon, hydrogen, magnesium, nitrogen, oxygen, phosphorus, potassium, and sulfur. Most crops require relatively large amounts of these elements. The elements needed in lesser amounts are called trace elements.

After deciding which crops to grow, farmers analyze their soil to learn if any nutrients are insufficient or lacking. To get an accurate analysis, most farmers send samples of the soil to a soil-testing laboratory. The test results help farmers plan a scientific fertilizer program for their crops. Chemical companies provide fertilizers for almost any crop requirement. Most crops absorb large amounts of nitrogen, phosphorus, and potassium, and so most commercial fertilizers consist chiefly of these elements. In fact, people do not like chemical fertilizer. So, it is better to use compost.

d/ **Use of Compost:** Compost is a kind of soil conditioner made from partly decayed plant material. Gardeners mix it with the soil to loosen the structure of the soil. Most compost also provides nutrients (nourishing substances) to the soil. Compost may also be used as a mulch—that is, spread on top of the soil to substances) and water to grow. Soil supplies most of the nutrients. It also stores the water that the crops need. Crops take root in the soil, absorb the nutrients, and water through their roots.

e/ **Mulch** is any material that is spread over soil so that air can get through, but less water can evaporate from the soil.

Mulch may be made of manure, straw, hay, clover, chaff, alfalfa, corncobs, leaves, sawdust, wood chips, and many other substances. It is often applied about 5 to 8 centimeters thick. It helps keep water in the soil by reducing evaporation, and it also decays and enriches the soil. It also reduces the number of weeds that would otherwise grow up to compete with plant crops. Mulch is valuable to home gardeners, but it often costs more than commercial fertilizers.

#### **5- Seasonal plants: Corn, peanut, soybean**

a- **Corn:** Dig or till the soil deep enough bed for the corn to root. Remember that corn needs a substantial root system to support plant weight, height, including extra stress from the ears of corn. As with most plants in a food garden, it is best to amend the soil with manure, compost, or the like.

b- **Peanut:** Seeds: Plant peanut seeds in the shell or in their thin covering. Place plants 2" to 3" deep in loose soil. Space seeds 6" apart, then thin to 18" apart as plants mature. When plants reach 12" tall, gently mound some dirt around the base of each plant so that the plant can set "pegs" into the soil that will turn into peanuts. Watering: Peanuts require consistently moist soil. Do not over water, but also do not allow the soil to become dry. Fertilization: Peanuts do not require much feeding if the soil is properly prepared with aged compost.

c- **Soybean:** Ensure a nitrogen rich soil. Soybeans are easy to grow. They grow best in full sun and in warm weather. They prefer a rich soil, high in nitrogen. Soil should be kept moist for optimum growth. Soybeans grow best in rich soil. Add manure and compost prior to planting. Apply fertilizer regularly during the growth period. The soil should be warm before planting.

**Seeds:** Sow the soybean seeds 2 inches (2.5cm) apart, about 1/2 inch (1.27cm) deep, in rows 20" to 24" (50cm - 60cm) apart. If your garden space is limited, plant in double rows. Water well after planting, and a second time two to four days later, only if there has been no rain. Side dresses the rows with general-purpose fertilizer during planting.

#### **6- Financial management input**

To promote idea of Family economics, the project team led discussion concerning the production, division of labor,

distribution and decision making in a family related to birth spacing and the demand for children to develop the family; cost for child health and cultural development; expenditure for household security and production; family organization and improvement of standing of life. The family must not forget considering of unexpected obligatory expense etc. This proves that one cannot do anything without prior planning. Additionally, planning directs effective activities and reduces wastage. In short, we do planning to assess living behavior and life standing. From this concept the team brought participants to work in financial management according to their professional option.

The team focuses on principles and practice of making table of estimated capital cost, estimation of income and profit. For capital cost, the team led discussion on: **(1) physical capital, (2) human capital, and (3) financial capital.** Physical capital refers to inputs that are applied directly to production and that are themselves produced. They include equipment and certain other assets but exclude labor and land. Human capital is the stock of competencies, [knowledge](#), social and personality attributes, including [creativity](#), embodied in the ability to perform [labor](#) so as to produce [economic value](#). Financial capital is money used by [entrepreneurs](#) and [businesses](#) to buy what they need to make their products or to provide their services to the sector of the economy upon which their operation is based. The knowledge of this calculation obliges them to meet a number of predetermined commitments that are important to both them and to the future of their business. As result, comprehension of the system strengthens economic spirit of the beneficiaries.

#### IV- Health and Rehabilitation

Mobility of person is very important in all affairs, morally, economically and emotionally that reinforce self-confident and encourage joyful participation in communal activities. For this end, the project team supports rehabilitation as below listed, with round trip transport fee, medical examination cost and medicine for treatment.

Destination	Rehabit.	M. exam.	Asist.dev.
PRC	25/6F		
Com. clinic		67/35F	
OEC office			9/5F Wheelchair

#### V- Study trip

In the 2012 period, the project team organized 2 rounds of study trip bringing 62 small business holders (SBH) of Tiga II to visit successful practitioners of Tiga II in raising pigs, chicken and growing vegetable.

They got then concrete experience and practical lesson for their own practice with firm confidence.

#### VI- Final assessment

The project team conducted final assessment evaluating development of 336 beneficiaries of Tiga II after their practice of 6 months. Two hundred and sixty eight (268) SBHs proved their success in running their own business with constant and continuous progress for believable sustainability; the project closed supporting materially and financially, but keeping health care assistance and adjustment of artificial devices, if needed. Sixty eight SBHs with full commitment to their work and strong spirit to get change, but technical practice remains low; have been kept for refreshment and improvement with prolongation of support for 3 to 6 months again. The deadline limit is in general 1 year-support.

#### VII- Participation in International Day of Persons with Disabilities

During the International Day of Persons with Disabilities on 3<sup>rd</sup> December 2012, the project team had two main activities: Bringing 10 representatives of PWD beneficiaries participating in the celebration organized by provincial administration.

Active and successive collaboration with the head of district of MaungRussey, Banan and ThmorKaul for organizing Celebration at night on 7, 8 and 9 December 2013, starting from 19:00 to 22:00. The three celebrations had the same schedule. The celebration started with opening speech of the head of district who read first the message of the government followed by his comment on national 2012 theme and the advantage of Cambodian law on the Protection and the Promotion of the Rights of Person with Disabilities. Considering the approach of Cambodian National election, the head of district clarified [article 11](#). “The State shall take necessary measures to encourage citizens and philanthropists from the private sector and social organizations to participate in supporting persons with disabilities” proved by the present collaboration with OEC, supported by HI.

The head of district revealed also [article 44](#). “All persons with disabilities have the right to vote or to be a candidate to be elected in accordance to the Constitution of the

Kingdom of Cambodia and applicable Election Law”.

This means person with disabilities and normal people have equal rights stated in Universal Declaration of Human Rights; therefore he asked all PWDs to abandon all complex of inferiority and participate in social, economic, cultural and political activities with dignity.

Before projection-film of TIGA activities, followed by Q/As awarded, related to rights of persons with disabilities under the umbrella of UDHR, and processing of drawing lot seeking the lucky people for receiving TV, radio, bicycle, T shirts, and notebooks, the project manager made a short speech about TIGA’s goals and activities, closed by international theme for 2012: **“Removing barriers to create an inclusive and accessible society for all”**.

The project manager noted that to succeed the inclusive and accessible society require equal opportunities for all Cambodian people, regardless of their background, so that they can achieve their full potential in life.

It is a multi-dimensional process aimed at creating conditions, which enable full and active participation of every member of Cambodian society in all aspects of life including civic, social, economic, and political activities, as well as participation in decision making processes.

There was, sometimes, in the three districts joyful applauses and laughter in the public audience, more than 1,200 people in every lieu, caused by some countryside words answering to the questions, or loud applause with joyful shout from the group winning lot for TV or bicycle. At the end, villagers returned home keeping in their mind a clear concept that Cambodian people regardless of sex, social status and gravity of disability, are equal in dignity, rights, and in participation in all communal affairs for common well being with concrete spirit of tolerance, mutual aid and resolution of all conflict by peaceful discussion and analytical thinking based on common interest, and equal opportunity.

#### ACTIVITIES BY PICTURES







## **Testimony**

**Mr. Bun Boeurt**

**42 years old, Inhabitant of O- Pong Moan village,  
Ta-Kream commune, Banan district,  
Battambang province,  
Beneficiary of TIGA II**

**Type of disability: Amputee, left leg below knee**



I, the above mentioned, married having 4 children, the eldest boy attending secondary school, 2 others, one boy and one girl attending primary school. I gain my life by buying some vegetable in the commune and sell them to customers. My life at that time faced more difficulties, daily food not well fed, and learning school support for children not enough that discourage children learning.

Luckily, I have a chance entering in TIGA II project from 23 August 2011, from that time I got training on agricultural products, especially pig raising, small business management, financial managing, hygiene and sanitation. After training, I got a sow from the project that produced later 23 piglets, which I sold to neighbors for developing my farming. The project allowed me participating in study trip among the successful practitioners of TIGA I, wherefrom I got additional experience for my second feeding tour. I can sell twice and getting an income of 4,578,000riels. Now I feel better and have a passion in pig farming cultivated by TIGA.

I take this occasion to present my deep gratefulness and sincere thanks to OEC and HI, which excite me in undertaking agricultural production, abandoning passivity and pessimism. I have now economic spirit and recognizing patience with self- confident as arm for development. The follow up of TIGA deepens my comprehension of the rights of persons with disabilities in the scope of Universal Declaration of Human Rights. Consequently I promise to advice my neighbors and friends to be active and permanent learners from humanitarian organization, especially from economic developers.

## **Testimony**

**Ms. Thin Srey Toooh**

**30 years old, inhabitant of Prey Khpos,  
Prey Khpos commune, Bavel district,  
Battambang province,  
Beneficiary of TIGA II**

**Type of disability: Polio**



I, as above named, a single orphan woman living with my two sisters, one a widow from husband died by landmine accident, having a child of 6 years old, working with construction company, and another sister disabled by polio. The widow sister alone takes in charge of all the three family members. Consequently life of my family is very miserable.

I have good opportunity getting support from TIGA project from 14 September 2011. The project allows me to get apprenticeship training in sewing in private entrepreneur for 6 months with a training cost of \$130. After completion of training I got additionally a Merrow of \$80 to facilitate my sewing for pay. For my mobility, the project supported my round trip to physical rehabilitation center wherefrom I got a crutch. Now I can earn in average 8,000riels a day.

I am expressing my grateful thanks to TIGA II project, namely OEC and HI which have provided me with productive means for new renaissance and sustainable livelihood that strengthen my confidence and dignity attracting fraternity of community members. Importantly through monthly follow up, I got clearly knowledge of the rights of persons with disabilities under the umbrella of human rights that allow me to have no more complex of inferiority. With my daily earning in addition to the gain of my widow sister, we have now improved our standing of life. I promise to spread the idea that showing one commitment and firm spirit of self-development, one can get assistance from humanitarian organization.

## Testimony

**Ms. Tith Davy**  
**Executive Director of OEC**  
**#23, Sophy II, Rattanak commune**  
**Battambang city, Battambang province**  
**Cambodia**  
**Implementer of TIGA II**



OEC has the opportunity getting TIGA support since April 2008, first running operation in 4 districts, namely Tattanak Mondol, Samlot, Bavel and Tnmor Kaul diestict in Battambang province. The main goal is to develop sustainable livelihood of land mine victims 70% and diverse people with disabilities 30%. During the first TIGA, HI has also built capability of OEC staff in matter of writing proposal, strategic plan, knowledge related to disability concept and general management.

Based on the first result and implementation success in the field, followed by general evaluation of TIGA I, with participation of direct beneficiaries, communal and district council members, representative of district and provincial social affairs, including some related IOs and NGOs, HI has entrusted TIGA II to OEC again. In this project period, TIGA team has to work in Bavel, Thmor Kaul, Banan and Maung Russey, 16 communes. There is at this time a change of objectives, which has to focus generally on people with disabilities (PWD) 70% and family members of PWD 30%.

Before starting new TIGA II, HI has brought TIGA II team of OEC to visit and exchange experience with 3 NGOs in Kampong Cham, working in the same areas for 2 days, in the view of strengthening efficacy in new targeted areas of Battambang.

OEC with regional HI in Phnom Penh as well with Provincial HI of battambang, we always work in harmony, not purely bureaucratic but by pragmatism, two-ways-consultation and communication. Sometimes we discuss the issue commonly in democratic way to reasonably resolve the problem happening unexpectedly. This way leads TIGA team working in efficacious way with correct implementation and correction adjusted to the real requirement of the field, but in conformity with HI/TIGA goals and objectives.

I would like to address my grateful thanks to HI organization, which assists OEC to work successfully according to OEC values, democratic governance and to respond to the real needs of beneficiaries, facing actual social and economic situation. OEC does not forget the good will of HI who tried to perfect Executive Director of OEC in international work by allowing her to attend conference in Bangkok from 25 March to 05 April 2009 about good governance between local NGO and implementation of CRPWD, another international seminar at Vieng Tiane on November 2012 about assistance to victims. Consequently, on behalf of OEC staff and based on the past harmonious collaboration, I am permitted to expect in guarding a durable collaboration with HI for the best interest of Cambodian PWDs as well as for Cambodian children with disabilities and the poor people in vulnerable conditions.



The project “Socio-Economic Reintegration of Landmine People Survivors” supported by Adopt-A-Minefield (AAM) is a three-year project from July 2010 to June 2013. The main objectives are to promote welfare of PWDs, landmine/ERW victims through provision of quality rehabilitation, social services, life skills, education for children, and emergency support for new victims. Strengthen equality of access and opportunity of targeted people by successive training workshops on UNDHR, CEDAW, CRC, and CRPWD comparative with Cambodian law on the Protection and the Promotion of the Rights of Persons with Disabilities, including rehabilitation process.

The targeted areas are: Maung Russey, Sampeouloun, Somlot, Bovel, Koh Krakor, Rattana Mondol, Battambang province, Pailin province and Malai district of Banteay Meanchey province.

**I- Working strategy**

To realize the project, and for sustainability, the project team work closely and cooperatively with The Disability Action Council (DAC), Cambodian Mine Action and Victim Assistance Authority (CMAA), Cambodian Mine Victim Information System (CMVIS), Provincial and District of Department of Social Affairs Veteran and Youth Rehabilitation (POSVY/ DOSVY), District office of Education (DOE), Commune Council Members, head of communes and villages and other related agencies.

**II- Criteria for selection of targeted landmine survivors (LSV)**

Selection of targeted Landmine Survivors (LSV). The project team in collaboration with territorial authorities sets commonly the following criteria:

- Degree of disability;
- Low living condition with poor income;
- Having numerous children;
- Having firm willingness to make a change of his/her life standing;
- Having strong commitment in participating actively in the project.

**III- Targeted LVSs planned for the Three-year plan**

District	2010-2011	2011-2012	2012-2013	Total
Pailin	30	15	15	60
MoungRussey	30	15	15	60
Malai	30	15	15	60
Samvovloun	30	15	15	60
Bovel	30	15	15	60
Samlot	30	15	15	60
RatanakMondul	30	15	15	60
KohKralor	30	15	15	60
<b>Total</b>	<b>240</b>	<b>120</b>	<b>120</b>	<b>480</b>

The project is divided in 6 semesters. The project team, respecting the instruction given, must report to the donor at the end of every semester.

**IV- Activities during the period from 1<sup>st</sup> July to December 2012**

**1-Rehabilitation Workshop**

From September to October 2012, The project team conducted a two-day workshop on rehabilitation, successively in Bovel, Pailin, Rattanak Mondol and Samlot for 60 LVSs/8F. First, the project team conducted interactive discussion on the experience of inequalities, faced by LVSs, such as having no equal access to health care, employment, education, or social and political participation. They are often subject to violations of dignity, abuse, prejudice, or disrespect because of their disability. After that, the team brought participants to analyze article 3 of the CRPD which outlines the following general principles: 1. respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; 2. non-discrimination; 3. Full and effective participation and inclusion in society; 4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; 5. Equality of opportunity; 6. Accessibility; 7. Equality between men and women; 8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. The team led further discussion on Chapter 4, article 14 of Cambodian law on the protection and the promotion of the rights of persons with disabilities: “The State shall develop programs for physical and mental rehabilitation aiming at enabling persons with disabilities to fulfill their potential and to fully exercise their capacities and talents in society”

Therefore LVSs have full right to be rehabilitated for free moving, gaining employment, and possible exercising proper own business that value LVSs to participate in society with dignity, respect, protection and mutual aid, mainly to improve livelihood.

The team explained them clearly about support from the project in case going to get prosthesis or artificial limb(s) or for replacement: the project pays the round-trip for every LVS with support of \$1 per day to his/her family during his/her stay in rehabilitation center. Specially for the new victim of landmine explosion, the project pay primary medical care of \$50, the transport from accident place to hospital, \$15 and rice support to family for 3 months, \$25.

As psychological and moral reinforcement, the team show them some famous disabled people in the world with large comment on that:



In August 1921, while the Roosevelts were vacationing at [Campobello Island](#), New Brunswick, Canada, Roosevelt contracted [polio](#),

which resulted in permanent paralysis from the waist down. For the rest of his life, Roosevelt refused to accept that he was permanently paralyzed. He tried a wide range of therapies, including [hydrotherapy](#), and, in 1926, he purchased a resort at [Warm Springs, Georgia](#), where he founded a hydrotherapy center for the treatment of polio patients, one which still operates as the [Roosevelt Warm Springs Institute for Rehabilitation](#). After he became President, he helped to found the National Foundation for Infantile Paralysis.



**Edison** is the great inventor who has over 1000 patents and his inventions are in various fields used in our daily life. In his early life he was thought to have a learning disability and he could

not read till he was twelve and later he himself admitted that he became deaf after pulling up to a train car by his ears. He first could able to turn the attention of the world. Considering the above example, the team encouraged LVSs to constantly develop them bas on the CRPWD, article 5 about equality and non-discrimination, article 9 about accessibility, and article 21 about freedom of express-



information. article 24 about education and article 29 about Freedom of expression and opinion, and access to information, by implementing the symbolic activities in the picture: open mind receiving information without frontier, collecting all necessary and useful data information and then study and analyze that for social, economic, cultural, agricultural development responding to market situation; especially to develop thinking capability, rid of any confusion and ill intention.

For daily life, the project team led discussion on prevention against HIV/AIDS, birth spacing for health care and alleviation of poverty, the danger of drug which affects individual and family health, impoverishing family, or sometimes that may arouse criminal act. Finally, the team reminds them of hurrying to have their artificial limbs re-adjusted or replace respecting the instruction of rehabilitation center.

## 2- Referral activities

OEC has good collaboration with Battambang Physical Rehabilitation Center (PRC), which provides good counseling, treating, crutch, wheel chair, artificial legs and arms, physiotherapy in the North West region of Cambodia. Especially the PRC creates mobile service going to accomplish mission directly in all districts of the provinces in North-Western region for repairing and maintaining all PWD's helping devices. Therefore, OEC used to receive regularly operation schedule from PRC about mobile operation, that permits project team to arrange with PWDs who need using the service to present according to the set schedule. Any change and reparation requiring serious and strong technique are referred to PRC central with support of OEC.

### Statistics of referral service

District	Total	Artificial leg	Crutch	Treatment
Pailin	26	21	2	3
Maung Russey	31/1F	27	0	4
Malai	13	13	0	0
Sampeou Loun	21/2F	18	0	3
Bovel	25	22	0	3
Samlot	20	19	0	1
Rattanak Mondol	24	18	2	4
Koh Kralor	14/1	12	0	2
<b>Gr.Total</b>	<b>174/4F</b>	<b>150</b>	<b>4</b>	<b>20</b>

### **3- Emergency support and alleviation of suffering of the dead family members**

On 30 Sept 2012, eight villagers of Boeng Kachoeng village, Sdao commune, Ratanak Mondul district, Battambang province, 3 men and 5 women went to sell wood and returned home the same day, driving a hand-plowing machine on tow by the same path. At a distance around 150m. Before reaching their house, the vehicle stepped on an unknown mine which exploded powerfully killing on place 2 men and 5 women, one gravely injured died later while reaching hospital. Receiving the information from Socio-Economic Reintegration of Landmine People Survivors, signaled by security police, the project team hurried to the village on 1st October 2012, visiting families of the dead, presenting condolence on behalf of OEC and AAM about the dead with expression of sadness that the organization feel. Following the information released by the expert, the ant-tank mines were put in superimposition of 2 or 3 anti-tank mines. Finally, the project team donated a total sum of \$720.00 to the families of the deceased, generous assistance of AAM, with individual 50kgs of rice for 3 months.

On 07 October 2012, in Samlot district of Battambang province, former hot zone, 6 farmers driving a hand-plowing machine, returning from corn collection stepped on ant-tank landmine, whose explosion killed three persons and injured gravely three others. After receiving the information, the project team went on 09 October 2012 to present condolence to the deceased families and to reinforce morale of the injured people. To alleviate impoverishment and lessen suffering of the family members, the project team donated a total sum of \$540.00 of AAM fund and 50 kgs of rice for 3 months, based on the below criteria:

- Total transportation cost calculated from the accident point of evacuation, including hammock, until final referral hospital or operation center (usually from \$50 to \$75 each).
- Primary care medicine cost (from \$20 to \$40 each)
- Food supply to the family for 3 months, as means of alleviating impoverishment, 50kg of rice.
- After recovery from injury, OEC sends the survivors to service providers for counseling and receiving assistive devices as needed.
- From 1<sup>st</sup> July to 31 Dec 2012, thirty people, 26 men and 4 women were victim of mines, anti-tank mines and ERW explosion, or of ignorance by children playing with unexploded remnant of war. Among them, 11 died.

### **4- Education**

OEC respects article 28 of CRC about right to education and the obligation of encouraging young people to reach the highest level of education. OEC respects article 29 of CRC about Goals of education which should 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 them learn to live peacefully, protect the environment and respect other people. OEC implements article six of the Convention against Discrimination in Education in taking measure against the different forms of discrimination in education and for ensuring equality of opportunity and treatment in education. OEC makes great effort to contribute to achieve the goal of Cambodian Education for All, National Plan 2003-2015, which aims to achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. Principally, OEC keeps in mind with active implementation of Goal 2: of the UN Millennium Development Goals which to achieve universal primary education by 2015. By acknowledgments of these principles, the project team pays more attention to support children of LVSS in their learning to lessen familial expense.

At the opening school year 2012-2013, OEC organized on 27 Sept 2012 a celebration of opening school term at OEC office, with the presence of the deputy of provincial education department, the deputy head of provincial social affairs and other related services and agencies, including representatives of children of LVSS. The AAM project offered 80 bicycles with learning materials and school uniforms to targeted children in order to maintain regularity of Attendance facilitate inter-active learning communication and practical exercises related to direct observation and survey in assigned fields. Apart from that, OEC in collaboration with local territory continues supporting 3 primary grades learning in only 2 rooms of non-formal education in O-Thom village, O-Srolao commune with learning material support, school uniforms and monthly salary for 2 contracted teachers, \$100 each. Students: grade 1: 20/9F; gr 2: 19/9F; gr 3: 20/8F; in total 59/26F.

By scheduled follow-up and home visitation, the project team assisted illiterate parents by giving them some technical way to supervise their children learning:

- Keep their eyes open on children by encouraging them to learn at home at a regular time;
- Communicate with children by asking them to tell what they have learnt from school and how many homework they have to do this evening?
- Ask them to show learning result, or ask them to read or show their learning appreciation;
- At spare time, bring children working on domestic or social skills;
- Show a deep love with willingness to see them enjoying a bright future with equal opportunity.



For encouragement and strengthening effort in building change, the team showed them the house of President Abraham Lincoln from his birth 12/02/1809 to 1811, and then became later President of US on 16/03/1869.

The non-formal supported by the project, funded by AAM, has now been integrated in the public mainstream -school from October 2012.

### List of LSVs' children receiving learning material support from the project in school year 2012-2013

N°	Name of District	Grade						Total	
		Primary School 1-6		Secondary School 7-9		High School 10-12			
		total	F	total	F	total	F	Total	F
1	Bovel	79	36	18	8	5	3	102	47
2	Pailin	64	29	32	13	25	11	121	53
3	Maung	80	39	25	23	7	1	112	63
4	SamPovloun	70	28	32	20	8	4	110	52
5	RMD	74	37	29	16	21	10	124	63
6	Malai/O Thom	125	57	34	23	18	10	177	90
7	SamLot	81	37	30	17	27	15	138	69
8	Koh Krolor	67	33	27	17	7	3	101	53
TOTAL		640	296	237	137	118	57	995	490

### Statistics of school materials provided to LSVs' children in school year 2012-2013

District	Book	Pen		Ruler	Pencil	Rubber	Chalk	Writing board	T-shirt
		Blue ink	Red ink						
Moung Russey	1056	300	172	112	164	112	74	37	80
Bovel	872	243	143	102	163	102	88	44	79
Sompov loun	1146	327	183	110	147	110	50	25	70
Pailin	1305	369	205	121	158	121	54	27	64
Somlot	1460	409	228	138	186	138	62	31	81
Koh Kralor	959	273	153	101	150	101	68	34	67
Malai	1380	397	214	128	170	128	62	31	66
O Thom	295	79	59	59	118	59	118	59	59
Ratanakmondul	1288	360	205	124	167	124	60	30	74
Total	9761	2757	1562	995	1423	995	636	318	640

### 5- Life skills development

To improve livelihood of LVSs, the project team in cooperation with provincial and district agriculture services conducted successively a two-day of life skills training workshop in the four-targeted districts dealing with agriculture, familial and commercial agriculture adapted to geographic situation of the lieu.

About plant, the training course focuses on how to plant vegetable, peanut, soybean, cassava/manioc and corn. Concerning animal farming, the training focuses on raising chicken for eggs and meat, raising pig for profit. The project encourages them also to practice cooperative animal. The facilitator brought participants to discuss on preparation of soil for planting:

**Soil for Peanut:** light, sandy, soil not wet, acidity or alkalinity: 5.0 to 6.5

**Soil for Soybean:** it is warm weather plant adapted to variety of soil, loose and well drained, 55 to 60° Fahrenheit.

**Soil for Corn:** soil prepared by heavily amending it with organic material, high potassium, chemical fertilizer that is high in potassium; let the soil rest two week before planting corn.

**Soil for Cassava/Manioc:** This plant is highly resilient and tolerant of relatively poor conditions, but a better yield can obviously be achieved in fertile conditions. A simple test is to take some moistened soil in your hand and try form a ball with it. If you cannot form a ball, the soil is too gritty with too many small stones and sand; if it makes a tight ball then it probably has high clay content and is a bit dense. Neither of these circumstances necessarily prevents cassava from growing, but the better soil will form a nice ball and crumble apart.

- **Raising pig:** Trainers explained the different kind of pig with their characteristics. Selective conditions: good breed; pig which eats very well; making a lot of noise while eating; long body or slim; a broad breast; short mouth; robust bottom; smooth quality to its hairs and clean skin; it wags its tail frequently; its ears stand upright; its tail thin, long and dangling behind.

- **Shelter or Pen:** Shelter or pen for pigs must be strong, because pigs love to rub against anything that the pigs use for scratching post. Therefore it must be comfortable and clean, open to fresh air, with space large enough for 2 or 3 pigs to live together, or for 2 hogs to live easily, approximately 3m x 4m, with straw roof and concrete floor to ease cleanliness.

- **Feeding:** Healthy food for pig does not require artificial pig food with chemicals to speed up their growth. Let them eat vegetables and grass and weeds. For hogs, farmers should provide them with well-balanced diets. Carbohydrates from corn and green plants provide energy. Meals made from soybeans, linseed, cottonseed, peanuts, fish and meat scraps, tank age, supply protein.

Tank age is a feed made from the bones, tendons, and other parts of animals.

- **Raising chickens:** Kinds of chicken: Chickens are grouped according to class, breed, and variety. Most classes are named for the area where the chickens were first developed. A breed consists of chickens within a class that all have a similar body type. All the breeds lay brown eggs, except for the Lamina and Holland, whose eggs are white. Asiatic class chickens are large birds with feathers on their shanks and feet. The three Asiatic breed, Brahmas, Cochins, and. Longshanks have red earlobes and lay eggs with brown egg. Chickens in the Game class are slender and stand up straighter than other breeds. They are active birds with strong legs and thighs, and are used the most in Asia for cockfighting. Many of the breeds used for meat production are derived from a cross between the Plymouth Rock and the Cornish breeds.

Chicks that will be used for egg production are raised in wire cages or in pens with straw, wood shavings, or other absorbent material on the floor. Chickens raised for meat are kept only in pens. During the first few weeks of life, chicks require a warm environment. The temperature in a chick house may be as high as 35 °C for the first week. The chicks are fed mixed feeds made of ground grains, plant by-products, meat scraps, and vitamin and mineral supplements.

The trainers gave also vaccination program for chicken and pig as prevention against animal diseases. In total, **59 PWD/7females** participated in the training.

Up to present time, the project team has provided supporting loan to 92 LVSs for starting their own business at the reason of \$150 each. Two LVSs practice pig rising; 14 LVSs practice rice farming and 76 LVSs planting manioc or corn.

**Challenge:**

*Fifteen LVSs received cows for animal cooperative, facing shortage of pasturage for feeding their cow ask OEC the authorization to sell the cow. The real problem comes from clearance of terrain for agricultural production. In consequence, OEC MT accepts the proposal. The same problem poses also for OEC's cattle farm at Pailin where expansion of commercial agriculture dominates almost the space. To avoid problem created by the cattle entering in private domain, the OEC MT decided commonly selling*



*all the cattle by bidding which resulted in getting from final bid deliberation at Pailin on 19 December 2012 a sum of \$12,919.00 included in the project account.*

## **6- Celebration of International Day of Persons with Disabilities**

In year 2012, the project team organized collaboratively and successively with district of Bovel, Maung Russey, Thmor Kaul and Battambang the International Day of Persons with Disabilities under presidency of the Head of individual district in presence of district council members, social affair officers, chief of commune, teachers and people in communities. During his speech the head of district revealed the date that Cambodia signed the Convention on the rights of Persons with Disabilities on 30 March 2007 and the Optional Protocol to the CRPD on 01 October 2007. He remembered participants of article 2 of Cambodian law on the protection and the promotion of the rights of persons with disabilities, approved by National Assembly in July 2009. He explained the purpose of the law which is to eliminate discrimination against PWDs and rehabilitate physically, mentally and vocationally in order to ensure that persons with disabilities are able to participate fully and equally in activities within society. In referring also to Buddhist Brahmavihara Dharma, the head of district asked all Cambodian people to protect and assist all PWDs to succeed their living with dignity.

Furthermore, the project manager pronounced his speech by commenting the international theme for 2012: **"Removing barriers to create an inclusive and accessible society for all"** in reporting that OEC with support of AAM has been making effort to attain the inclusive goal. As the project has its time limit, he made great appeal to national government, international organizations and other local agencies, education sectors, especially territorial authorities and all community members to associate in an ideal of inclusion for development by removing all factors barring equal access to quality of education and to active participation of PWDs. This requires strengthening capacities and voice of rural people with improvement of vocational skills for PWDs, enabling them to enjoy liberty of opportunity.

Government, all authority levels, International and local agencies including local community members who assist them morally, technically and materially for their livelihood development.

They state solemnly to be good contributors to Cambodian society under the cover of the rights of people with disabilities protected by Universal declaration of Human Rights. They wish in general to see a possibility of technology education for capable PWDs as long-life learning.

All celebration terminated by competitive Q/As with awards to the correct answers; short artistic show and projection of Video related to activities of PWDs performing their daily life during support program funded by international agencies through local organizations.

## **V- Staff Retreat at Siem Reap from 10 to 13 December 2012**

The project team organized a retreat, one semester before the end of the project. It was mindfulness, which enabled team members, 11 persons, to see the ways the project created, the difficulties encountered during operations, and to discover a future enhancement or alternative way for empowerment PWDs/LVSs to live in inclusive society. Program scheduled: - Two days for going and returning with free relax; -One day for visit Angkor and reflective thinking session to develop analytical capabilities; One day for reflection on project and its future:

### **a)- About Angkor:**



Angkor appearance shows grandiose and power of Khmer Empire. What are the

causes of its collapse?-Many reasons expressed by scholars: - **A War with the Ayutthaya Kingdom** : According to George Coedès, the weakening of Angkor's royal government by ongoing war and the erosion of the cult of the Devaraja undermined the government's ability to engage in important public works, suffered from a reduced economic base, that forced population to scatter. - **Natural disaster**: Recent research by Australian, Angkor appearance shows grandiose and power of Khmer Empire. What are the archaeologists in 2012 suggests that the decline may have been due to a shortage of water caused by severe long drought.

- **Consequence of abandon of Angkor**: Built in the 12th century and abandoned in 1431, Angkor Wat succumbed to the encroaching

jungle until the great temple complex was rediscovered in 1860 by French botanist Henri Mahout. The long abandon without administration and defense facilitated peaceful descent of Ayutthayitill Nakhon Rattchsima, Buriram and Sisaket.

**Lesson learnt:** 1- Development is not for grandiose and weakening people livelihood, but must consider economic factor and healthiness of people. 2- Natural risk is an unexpected factor which requires clear study for prevention, protection and long term planning in considering population growth, living space and environment (natural and manmade). 3- Neglect rural development allows cold expansion from neighboring countries. 4- Do not brag about the past, but to dig out the real causative effects, as reflective analysis, for present and future application, and not for blaming anyone. 5- A glorious period is not a national glorious forever. 6- Fear of facing the issue by escaping from it is not an ideal solution.

#### **b- About the project**

##### **Outcome:**

- 1- Right selection of operational areas, bordering Thailand, former hot zones of armed conflict.
- 2- The past provision of technical advice on disability, rights and health care education, rehabilitation issues, revolving loan for proper business, learning materials support for their children create self confidence in using their rights and practicing daily jobs, with no more complex inferiority and forgetting all past tragedy, but living in democratic society are fruitful for integration of PWDs in their community.
- 3- Emergency support to new victim of accidental explosion (dead and injured) is a good contribution for alleviating impoverishment.

##### **c- Existing Situation**

- 2- As having reported, even in the areas already cleared, long time through erosion action, remaining deep land mines still appear and cause new dead and injured.
- 3- The project has satisfied only 480 LVSs leaving around 54% of LVSs at their own effort.
- 4- LVSs in UddorMeanchey, Siem Reap and PreahVhear wish to have opportunity to receive livelihood improvement project as operating in BanteayMeanchey and Pailin.

#### **d- Recommendation and Suggestion**

The team members, recognizing the end of project term at the end of June 2013, suggested the project manager to discuss with Management Committee and executive director to undertake a try by establishing fundraising launched through web. Additionally they asked OEC to seek available donor for extending the project for strengthening the rights of PWDs and LVSs with taking in mind to write grateful thanks to AAM for its long support liberating the 480 LVSs from their suffering and groping way.

#### **VI- Next expected activities from 01 July 2013 to 30 June 2014**

- To refer 135 PWD to rehabilitation services.
- To provide 80 PWD with revolving fund for their income generating activities after vocational training skills.
- To dig four drilling ponds for 4 PWDs and their community members around them.
- To reserve fund for emergency support to 20 new victims of landmine/UXOs accident (evacuation support, primary medical care, round trip of care taker, rice supply of 3 months household).
- All social workers will participate in monthly meeting at OEC office to find out problems and solutions.
- To pay monthly follow up performed by project team members in operational areas.
- To conduct eight training sessions on PWD's right, separately in 8 target districts of total 240 PWDs.
- To organize 8 training workshops on the rights of PWD, protection process at the intention of police officers, military polices, commune council members, teachers, and relevant stake holders, a total of 240 participants.

# ACTIVITIES BY PICUTES





A tri-joining donor composed of BICE International Catholic Child Bureau, MISEREOR IHR HILFSWERK and Kinder MISSIONSERK agreed supporting OEC in the achievement of the project "SMILING CAMBODIAN CHILDREN", operating in Sihanouk Ville, for a period of 15 months, starting from October 2011 with respective partial financial contribution. The general objectives are to promote welfare of children by preventing children from child sexual abuse, exploitation and violence, and supporting their recovery. For this end, the project team uses child friendly methods by creating non-formal education, child friendly spaces, children clubs and parents associations.

## **I- Activities**

### **a) Non Formal Education:**

The project team succeeded to create 6 NFE classes, 2 in Prey Nop district and 4 in Kampong Seila district of Preah Sihanouk province, attended by 194 students. The project teams approached the heads of village, district education staffs and then selected six contracted teachers. Before starting non-formal class, in collaboration with provincial education administration, the team conducted a pedagogical training of 5 days with assistance of the head of non-formal education of provincial education. The training program focused on teaching techniques, student-centered-techniques, inter-cooperative learning, grouping strategies, use of chain of questions to develop thinking power of children using the six cognitive domain of Bloom, method of text explanation, storytelling, educative game, reading picture, and writing narration from a natural sight. The class was mixed of theories and application followed by practical presentation. After training, the team provided the six teachers with teaching materials, teaching books used in public school and a monthly pay of \$50 each. Among the six classes, three free places provided by villagers, 1 used free place in a pagoda and 2 others are former classes left by an International agency. The team At the end of school year 2011-2012, 20/15F students succeeded their test, entering grade 7 (1 student), 6 (1 student), 5 (7 students), 4 (2 students), 3 (1 student) and 2 (8 students) of public school.

### **b)- Child Friendly Spaces**

The project team formed three child-friendly spaces, one in O-Chroue commune, one in Boeng Ta-Prum of Prey Nup district, and another in Kampong Seila commune Kampong Seila district

Children in Prey Nup in majority are of fisher parents, while children in Kampong Seila, in majority of parents working in exploitation of forest products and farmers, all of them from 3 to 6 years old. They come daily (from Monday to Friday) at child friendly space for learning by playing, at a reason of 1 hour a day, led by a team leader selected from primary school, a half-day learner aged from 13 to 16, with consultation of teachers in the lieu. By rotating one session a week, the team leads them successively to discuss and understand clearly the goal and objective of child friendly spaces. After that the project team conducts discussion on individual and social discipline for performing play or practicing collective learning, followed by specific games: ice-breaker, role playing, short description from a sightseeing, word forming, using decomposed pieces for forming a given initial picture and domino, drawing, reading a presented picture followed by simple guidance of analytical thinking. Gradually the team adds Tangram game encouraging them to use the 7 pieces to form animal or object following a presented shape, movement game, simple mathematic puzzle, traditional/modern songs and storytelling. They spend also time learning to write, read, practice socialization skill, communication skill, learn how to aware of their environment and to protect them self from danger, from disease caused by lack of hygiene and sanitation.

With full support from project staff, providing technical support and motivation to their team leaders and proper parents, 13 members of Child Friendly Space, 8 girls and 5 boys, in Phum Thmei village went having them integrated easily into grade 1 of primary public school.

### **c)- Children Club**

The project team has established six child clubs of 196 children members, within the six NFE class. After building club, the project team input the goal and objective of the child club, which is to strengthen children rights and to protect children against all forms of discrimination and abuse by working closely with Commune Committee for Women and children (CCWC), Parents Association (PA), Commune Council (CC), and project team with its social worker, including Cluster Schools.

The first implementation is to select a team leader through vote, and other members working in leading committee of the club; In addition, the team led discussion about the role and function of all component members internally and externally, followed by techniques of observation, investigation, interview and syntheses of information for reporting. After getting deep knowledge of children rights and all forms of abuse, especially domestic abuse and neglect, the team deepens them successively to analyze preventive measure against sexual exploitation including way of rescuing through firm collaboration with CCWC, communal security police. For the end, the team gradually develops individual, social, moral and working discipline supported by human communication skills and immediate contact in case of facing any abuse and violation. To develop gender equality and harmonious work in the child club team, and to eliminate neglect of girl students, the project team conducts analysis of women rights. They focus on important articles, especially: Article 1- about defines discrimination; Article 6- about suppression of trafficking of women; Article 10- about education; Article 14- about rural women; Article 15- about equality before the law of the women to prove that women right, children rights are all under the umbrella of Universal Declaration of Human Rights.

#### d)- Parents Association

The project has formed six Parents Associations (PA), two PAs in Prey Nup district, Four other in Kampong Seila district, grouping in total of 180 members. Selection process: The project team in cooperation with the head of concerned communes and its head of villages, gathered people in the village and then present to them the goal, objectives of PA before organize vote for elect the PA president and its members. The main purpose of PA is to get parents, families and communities recognized as primary caregivers, protectors and guides of boys and girls to develop their full personalities, capabilities, talents and spirit in free society. They take responsibilities to recognize and implement human rights of children rights by protecting them from being violated domestically and commercially exploited by a third party, and then building strong learning environment for the good of all children.

In consequence, they have to work closely with CCWC, Commune Council, Children Clubs, Schools Cluster, especially with Commune security police for rescuing the victim of violation or for saving the victim.

## 2- List of learning materials distributed to students

**Notes:** 1: Boeng Tasrey; 2: Koh Khchaong; 3: Thmor Keab; 4: Kraing At Khnong; 5: Cham Srey; 6: Proteal

Item	1	2	3	4	5	6	Total
School bag	44	30	26	37	34	23	194
Notebook	176	120	104	148	136	192	876
Pen	88	60	52	74	68	46	388
Pencil	176	120	104	148	136	92	776
Ruler	44	30	26	37	34	23	194
Rubber	88	60	52	74	68	46	388
Plate	88	60	52	74	68	46	388
Chalk(box)	10	10	10	10	10	10	60
Sharpener	44	30	26	37	34	23	194

For efficiency of their work, the project team empowers them gradually with input of UNDHR, CEDAW, CRC, and Law on the marriage and some related penal articles law. Principally the team explains them clearly about referral services in case of facing violation, such as ADHOC, LICADHO, APLE and M'LOP TAPANG.

#### e)- 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 annually two-five-day time sessions, focusing on interviewing with the victim and counseling, intervention and rescuing process, prevention against all form of abuse and trafficking.

## II- Statistics

### 1-Non-Formal Classes

NFE- Village	Number of student	
	Total	Girl
BengTasrey (Ma Ou)	44	19
KohKyornng (KohThmei)	30	16
ThmarKieb (Krang Art)	26	18
Krang Art Khnong (KrangArt)	37	24
Cham Srey (Kilo 11)	34	14
Pratial (PhoumThmei)	23	13
Total:	194	102

### 3- List of teaching materials distributed to teachers

Item	1	2	3	4	5	6	Total
Pen	15	15	15	15	15	15	90
Correction pen	6	6	6	6	6	6	36
Curriculum	1	1	1	1	1	1	6
Register book	1	1	1	1	1	1	6
Ruler	1	1	1	1	1	1	6
White board	1	1	1	1	1	1	6
Marker	3	3	3	3	3	3	18
Ink for marker	2	2	2	2	2	2	12
Tool kits box	3	3	3	3	3	3	18

### 5- Playing and Educative tools for Child friendly spaces

Items	Kilo 10 village	Phoum Thmei	Ma Ou village	Total
Folk Tale(vol.)	3 volumes	3 volumes	3 volumes	9 volumes
Toy(set)	3 sets	3 sets	3 sets	9 sets
Picture	4 posters	4 posters	4 posters	12 posters
Tool kits (box)	3 boxes	3 boxes	3 boxes	9 boxes

### III- Intervention to save victims of sexual violation

**Case 1:** On 29 February 2012, the project team received information from Provincial Social Affairs about violation of HakSreyNeng, 15 years old in Room number 4 of rented house, group 28, village 5, Sangkat number 4, Preah Sihanouk province by Mr. Ton Suthera, 29 years old. The security police have already arrested the criminal and the judicial process has been going on with interference of LICADHO and ADHOC. The project team went visiting the victim at hospital to get clear information as lesson for future prevention. The team reinforced her morale by paying medical examination charge and recovery nutrition, a total of 80,000 Riels. Immediately, OEC team contacted World Hope International who accepted to get her recovered in Phnom Penh.

**Case 2:** On May 22, 2012, a social workers of APLE staff, Ms.ChhunSukunthea went to see OEC team discussing a hidden violation. It was a problem related to three children of three different begging families living near a private school, which seems always pale, CheaSok Chan, 3-year-girl, NuonSreimon, 10 years old and the last, KhuonRottha, 8 years old. The project team with APLE social worker tried to see proper parents in the view of knowing clearly about the cause of being pale, but all parents, beggars, and the concerned children had no courage to tell the reality.

Facing the deadlock, we went approaching provincial social affairs and deciding unanimously to return seeing the three families, bringing the three children to provincial referral hospital. Through medical examination, the doctor declared that the 3 children were victim of sexual violation. The project team accepted then paying medical examination charge with additional recovery nutrition support of \$9 plus 240,000Riels. According to the rumor, any children who want to attend school have to contact a foreigner, staying near the school who always accepts to sponsor the schooling fee. APLE is then in charge to discuss the case with LICADHO and ADHOC and security police to pursue the investigation and taking further opportune action.

**Case 3:** Mrs. Kang Malay, farmer living inStoengChral village, Obak Rotes commune, Kampong Sela district, PreahSihnoukprovince, she ordered her daughter, ChroanLita of 2 years old, on 8 June 2012 to go staying with her grandmother in her going to the rice field. Later, the rain came down forcefully; she hurried returning home to see her small daughter. She saw then ChroanLita staying with Pros Bunthorn of 17 years old, an orphan child living with the grandmother in the house nearby. At her arrival, Pros Bunthorn was consoling the girl, crying, in absence of his grandmother. Suddenly she saw her daughter's vagina bleeding. With no neglect she went reporting the incident to communal security police who responded promptly by arresting the youngchild and in the same time, the police officer contacted OEC team by phone, reporting the affair. Inresponse, the team asked the mother to bring the victim to OEC office for proceeding medical examination, so that she could have official certificate for judicial process. The team paid travel cost, accommodation, medical examination and recovery nutrition, in total \$10 plus 220,000Riels. The team communicated to ADHOC for further judicial process.

### IV- Constraints and recommendation

Due to the limit of the budget, the empowerment of PA and CC is not potentially responding to the real requirement. To have capability of protecting and strengthening the rights of children with active participation and lawful intervention, PA must possess deep and clear knowledge of UNDHR; CEDAW; CRC.

Additionally to know the complaining process, they must have comprehension of law on the marriage; Cambodian law on Prevention of Domestic Violence and Protection of Victims; Law on Suppression of Human Trafficking and Sexual Exploitation and Some principal articles of the Code of Criminal Procedure of the Kingdom of Cambodia. So that they will have full self-confidence and strong courage in working closely with CCWC and communal security police in domestic violence and sexual violation. All of these need serious training workshops, at least three a year for inter-active cooperation learning.

Children club leading committee and members must absolutely understand very well the children rights of Human Rights, especially how to interpret and put the following CRC in concrete activities: Article 12 about respect for the views of the child. Article 13 about freedom of expression. Article 14 about freedom of thought, conscience and religion. Article 15 about freedom of association and freedom of peaceful assembly, including CEDAW to ensure gender equality. Gradually, development of critical, analytical and systemic thinking with conducting interview and short report writing are necessary for active children club, that needs successive methodic trainings followed by practice to reinforce inter-cooperation with PA and CCWC and School cluster.

Clear and active training workshops for PA and CC should be allowed to mention in the next next action plan or proposal for positive outcome and effective child protection.

## ACTIVITIES BY PHOTOS





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 to empower People with Disability including Landmine Survivors and the poor families, from 1 January to 31 December 2012.

### **Summary of project**

The Project of “Improving Quality of Life for People with Disabilities” for a period of one year, starting from 1 January to 31 December 2012, was implemented in 2 Districts namely Thmor Puok and Preah Netpreah of the Banteay Meanchey province, Cambodia. The main 5 project activities including (1) workshop training on life skill and appropriate capital investment support, (2) workshop on human rights, child rights and rights of people with disabilities, (3) health care for people with disabilities and physical rehabilitation services support, (4) acceptable shelter through home repairing support and (5) support and mainstreaming children of the people with disabilities to attend the school through learning materials and transportation means support were well implemented and achieved a remarkable results as follows:

- 100 people with disabilities and poor families (target groups) selected,
- Four workshops training organized,
- 95 target groups completed human rights workshop training,
- 89 target groups completed life skill workshop training,
- 100 target groups received grant for their own small business activities,
- 24 target groups received grant for home repairing,
- 36 people with disabilities received physical rehabilitation services, and
- 193 children received school materials and transportation means.

### **2- Project Goal and Objectives**

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

The specific objectives of the project are:

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

### **3- 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 group focused on landmine survivors, children with disabilities and poor families to participate in the project. The following criteria was accepted and applied for target selection:

#### **• People with disabilities**

- Disabled people by mine/ERW,
- Living in target districts,
- Living in poor condition,
- Has many children and some of them go to school,
- Good moral and discipline with commitment to change standing of life,
- To be patient and hard working,
- Having self confidence,

#### **• Poor families**

- People living in target districts,
- Living in poor condition,
- Has many children and some of them go to school,
- Good moral and discipline with commitment to change standing of life,
- To be patient and hard working,
- Have self confidence,



As result, the project team in collaboration with concerned chief of villages has succeeded selecting **100 target group** including **80 people with disabilities** and **20 poor families** in Thmor Puok and Preah Net Preah districts of the Banteay Meanchey province.

### 3- Activities

#### 3.1 Training workshop to empower landmine survivors and poor people

The project team organized a two-day training workshop, one in Thmor Puok district from 21-22 March 2012, and another in Preah Netpreah district from 27-28 March 2012 for a total 95 participants. The subjects treated to these training workshops are listed as follows:

- Freedom of speech, expression and of the press;
- Freedom of religion, freedom of assembly and association;
- Right to equal protection of the law and right to due process and fair trial;
- How to promote democratic citizens by deepening fundamental freedom and fundamental rights including right to development and to participation;
- Right to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The article 1 about dignity, equality, and the spirit of brotherhood, has been deeply discussed among participants in comparing to Buddhist morale, the Brahma-vihara dharma to develop friendship, mutual assistance and to link Buddhism with Human Rights.

The project team led discussion in detail on article 12 about Freedom from Interference with Privacy, Family, Home and Correspondence to encourage PWDs to exercise their life with great independence. To build happiness in the families, the team introduced the basic women rights, namely the right to live in peace, without fear of emotional abuse, physical abuse, sexual abuse or psychological abuse. Women are entitled of the right to respect based on motherhood, the right as an intelligent, capable human being with vast capabilities. Additionally, they have the right to never have to fear the loss of their offspring to a society, the right to food, shelter, clothing and proper medical care, the right to free access of knowledge; quality and affordable day care that enhance women development.

The deep comprehension and implementation of these rights can then promote gender equality and heighten the respect of individual rights among the family members leading to maintain familial harmony.

In the aim of reinforcing relationship between parents and children, the team led also discussion and analysis on the basic rights of children followed by right, role and duties of parents in developing children through access to education without agricultural forced labor, and to provide children with good learning atmosphere at home and in the community.



#### 3.2 Training workshop for improving life standard

The project team organized a one-day training workshop at Thmor Puok on the 25<sup>th</sup> of April 2012 and another one in Preah Netpreah district on the 26<sup>th</sup> of April 2012 for a total 89 participants. The training workshop topics focused on vegetable farming, pig and chicken raising. Regarding vegetable farming, the participants discussed, shared and learned on seed selection, water management, soil nutrient, pest and fertilizer management, and marketing analysis. For pig and chicken raising, the training workshop discussed, shared and learned on breeding, feeding, illness and market of the products.



The team led also discussion on preventive vaccination against diseases to keep the animals healthy and having no harmful effect on their products.



### 3.3 Provision of grant for income generation

At the end of training workshop, the project team provided individually the trainees with a grant of 280,000 Riels (US\$70) to start their own business for income generation aims improving their living condition. About 62% of the target group adopted pig, duck and chicken raising, 33% adopted farming and 5% adopted small business. The detail income generation activities undertaken by the target group can be listed as followed:

- 25 people for chicken raising,
- 28 people for pig raising,
- 9 people for duck raising,
- 32 people for farming,
- 01 people for manioc planting,
- 02 people for hair cutting



### 3.4 Provision of grant for home repairing

The project team provided also grant to 11 targeted people including 8 PWDs and 3 poor families in Thmor Puok and 13 targeted people including 7 PWDs and 6 poor families in Preah Netpreah district for repairing their damaged house. Each target group received approximately 200,000 Riels (US\$50) to repair and improve their house condition.



### 3.5 Referral

The project team sent 31 PWDs, 10 PWDs from Thmor Puok and 21 PWDs from Preah Netpreah, to provincial rehabilitation center (PRC) in Battambang town. In addition, 05 PWDs got rehabilitation at their hometown, Choub Vari commune, Preah Netpreah district, performed directly and actively by PRC mobile team. The project team conducted follow-up and assisted PWDs in physiotherapy exercises for adaptation and fitness, after they came back from rehabilitation center.

The project team also coordinated with related project in OEC to get one tricycle for landmine survivor, who has lost his both legs, in Banteay Chhmar commune, Thmor Puok district.



### 3.6 Education

Education is very important for all people, communities and society. Education is the starting point of human development and all other developments. Nothing can be developed without education. Recognizing this concept, with consideration of international Convention on the Rights of the Child and the Cambodian Education for All, 2003-2015, to achieve gender equality in basic education by 2015, the project team provided the 193 targeted children with: 1,838 writing books, 766 pens, 447 pencils, 193 rulers, 193 pieces of rubber, 96 chalk boards to promote education quality. In addition, to maintain regular attendance, the project assists the children, far distance from school, in equipping them individually with 60 bicycles.



### 3-7. Event

On 7 December 2012, the project team brought 30 PWDs of the target area participating in the International day of people with disability, organized in Thmor Puok district in collaboration with Provincial Social Affairs.

During the ceremony the director of provincial Social Affairs and deputy of district administration pronounced successively their speech revealing the participants of the basic and special rights of people with disabilities, their need of psychological and material taking care. They constantly invited all Cambodian people, to respect and implement the convention of the rights of people with disabilities concretely and effectively, reinforced by the Buddhist Brahmavihara Dhamma, integrating all people and children with disabilities in all communal activities, social, economic, cultural for valuing human dignity and building common well-being



#### 4- Effect of the project

With clear knowledge of universal and basic rights of PWD, all targeted people have then their conscience developed, from what their courage and confidence in their self-strengthened. They have solid morale, with no more idea of complex of under-consideration. The feeling of their dignity and social values in term of human being, with a practical impression presently considered and supported by community members, the targeted people become then hopeful in social environment of non-discrimination, but of assistance and tolerance. The appearance of new social atmosphere makes them work actively in their daily life that reinforces lovely relation in the family giving supporting morale for children in learning. Hopeless and passivity do not exist in PWDs' mind. In the contrary, they recognize all causes of troublesomeness and the mistake of self-underestimation. This awakening spirit draws out from their mind all habitude of not seeking way for self-development and of wasting time by taking intoxicating substance or other useless product that ruin themselves and their family.

The inherent dignity and worth and the equal and inalienable rights of all PWDs to enjoy the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment of Economic, Social, Cultural, Civil and Political Rights without discrimination based on any kinds.

All landmine victim survivors and poor families are free from All Forms of Discrimination based on gravity of disability, wealth or sex. People in the communities have the obligation to build Equalization of Opportunities for Persons with Disabilities, which need promotion and protection of human rights of persons with disabilities, including those who require intensive support to live in peaceful and democratic society.

#### 5- Lessons Learned from the Project Implementation

##### 5-1. Main Challenge

- Some targeted people having their fixed residence in target area, but during the farming season they have to stay at their farms located in far distance from their initial house, approximately 20Km, that poses obstacle for the team to conduct follow-up visit,
- Some illiterate PWD could not assist their children at homes learning or doing homework. Facing this problem OEC team gave them some technical advice as encouragement and habitual control by asking children to explain what they have done in school and what they prefer to accomplish at home, or just to take a leaf out of some pages and asking explanation.
- On the raining season, it is so difficult to perform follow up and meet some target group, due to traveling problem and road condition in wet season.

##### 5-2. Success Key

- Commitment of project team, patience and hard work with strong working discipline in maintain good relation and communication with local authorities and friendly manner with the targeted people,
- Close and active work with direct participative assistance in the beneficiary work,
- Transparency and responsiveness of project team members, especially friendly and human communication skills during regular follow-up,
- The deliverance of the project responds to the LPS' needs,
- Correct selection of targeted LPSs and Poor People, who really facing difficulties, which need assistance.

### 5-3. Conatraits

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

### 5-4. Lessons learned

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

### 6-Field Visit

The delegation of Svenska PostkodStiftelsen has visited the project site and witnessed the meeting organized by the project team with collaboration of Chhub Veary's commune council members on 8 February 2012, for clarification of project's purpose to the target groups and local authorities. The Foundation's delegation has also visited OEC Office and made conversation with OEC Management Team.



### 7- Conclusion

The beneficiaries PWDs have strong self-confidence and abandon their habitude of being ashamed and disassociated. They become more courageous in expressing their ideas in any meetings or circle talks by feeling a sense of being equally considered and respected from community members that make them feel their importance in social, economic, and cultural activities of their community.

PWDs have notion of familial economy by recognizing importance of making monthly or weekly budgeting plan to control spending that force them to prioritize things and limit expenditure in function of monthly or weekly gain with not forgetting of prevision for children to attend class regularly for a bright future.

This twelve month operation in close cooperation with local communal authorities and good communication with the beneficiaries proves a spiritual change for PWDs which accept the ideas that people can improve themselves by doing action in cooperation with internal and external aids.



## **I- Executive Summary**

The project **“Inclusive Education for Children with Disabilities”** is supported by Australian Red Cross, from 1<sup>st</sup> November 2010 to 31 December 2012. The operational field is in Kamrieng district, Battambang province, N/W Cambodia, Time zone +7(UTC). Principally, inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers, classmates, and others in the school and in the community. For this end, the main activities of the project are to provide school materials to children with disabilities (CWDs) and children of people with disabilities (PWDs), facilitating their regular learning. Additionally the project built 6 ramps in primary schools facilitating their move, organized home based classes conducted by contracted teachers for the ones impossible to attend public school. The project team conducted awareness campaign to strengthen children right, responsibilities of parents, teachers and community members in protecting and developing personalities of CWDs with observance of law on persons with disabilities. Depending on urgent need, the team referred CWDs to emergency hospital or rehabilitation center, or to surgery. They then got physical rehabilitation, or prosthesis. To develop thinking, expressing, and analytical power with active participation, the project team created child club, shaped with discussion on goal, objectives, function and activities in cooperation with Commune Committee for Protection of Women and Children (CCWC) for child protection and fulfilling the right to development.

In the view of strengthening the right to equal access to quality of education, to eliminate discrimination in education, and to maintain liberty of opportunity, the project allows some weak CWDs to attend remedial class in mathematics, physics, English language and other subjects enabling them to participate in cooperative learning with courage and seriousness.

As contribution to poverty reduction and to value the principle of “lifelong learning”, the project incites young people not attending school

to enter vocational training with regards to their will and capability, reducing unemployment.

In considering the theme of International Day of People with Disabilities for 2012: **“Removing barriers to create an inclusive and accessible society for all”**, the project team organizes a last two-day training workshop in Kamrieng district to clarify the said theme. Participants of the workshop are some CCWC members, Commune Council members, and head of Schools cluster, teachers, member of district Social Affairs service, communal police security and members of parents association supporting school development, to discuss and comprehensively undertake action for realization of inclusive education.

### **What is Inclusive Education?**

First is to bring all participants to understand that inclusive education as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of inclusive education is the right to education and the elimination of discrimination in education.

### **Benefits of Inclusive Education**

Secondly is to bring participants to see the benefits of Inclusive Education (IE), which builds confidence and self-esteem whilst giving the child who has a disability (CWD) a sense of belonging and achievement. It enables a CWD access to opportunities in education and the wider community that are typically available. IE provides an opportunity for a CWD to interact in an educational environment that offers real life experiences. It presents an opportunity for all children to interact with and learn from each other. IE broadens and strengthens an understanding of the diversity inherent in the communities. IE illustrates that CWD belong in the community. It prepares CWD for an inclusive life and enables the development of opportunities and valued roles in the wider community for CWD.

### **Requirement of Inclusive Education**

Thirdly is to let participants understand that IE requires effective teaching and teachers’ responsibilities: lesson clarity, instructional variety, teacher task orientation, the learning process and student success rate.

Inclusive Classrooms/Classroom management uses the following methods: Team teaching; Peer-teaching; Positive groupings; Problem oriented teaching; Open and flexible curricula; Individual Educational Planning; Support when needed.

### Involvement of Family and Community

Finally, bring all participants to recognize that families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education. This is why it is important for families and schools to work together in partnership. Therefore, assist families with parenting skills, family support, understanding child, adolescent, disability and development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for normal and children with disabilities. Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.

Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations. Coordinate resources and services for families, students, and school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

The team led analytical discussion on the four pillars of learning by UNESCO: Learning to know; Learning to do; Learning to live together and Learning to be for full development of both, normal and children with disabilities.

## II- Achievement

### A- Statistics of Home-based classes

Commune	#class	# Students		Total	Integration into P/sch.
		CWD	Nbor s		
Trang	2	4	3	7	0
O-Da	1	1	2	3	0
Takrey	2	2	4	6	1
<b>Grand total</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>16</b>	<b>1</b>

**Note:** After two-school year, the 7 CWDs have a capability of grade 2. Among them, one of Takrey commune has an opportunity to be integrated in grade 3 of Takrey primary school for the school year 2012-2013.

### B- Statistics of CWDs and children of PWDs attending public schools, supported by the project

Commune	# Students		Primary School						High School		Sub Total
	CWD	C/PWD	G1	G2	G3	G4	G5	G6	G10	G11	
Kamrieng	0	15//4F	3/0	5/1F	3/1F	0	4/2F	0	0	0	15/4F
Trang	6/1F	4/2F	0	3/0F	3/1F	2/1F	0	2/1F	0	0	10/3F
O-Da	8/5F	4/1F	0	4/1F	4/3F	1/0	0	1/0	1/0	1/1F	12/5F
Takrey	5/1F	11/7F	4/1F	2/1F	0	4/3F	4/3F	1/0	1/0	0	16/8F
<b>Grand Total</b>	<b>19/7F</b>	<b>34/13F</b>	<b>7/1F</b>	<b>14/3F</b>	<b>10/4F</b>	<b>7/4F</b>	<b>8/5F</b>	<b>4/1F</b>	<b>2/0</b>	<b>1/1F</b>	<b>53/20F</b>

### C- List of Learning materials and transport facility distributed to targeted children

Commune	Notebook	Pen	Pencil	Rubber	Ruler	School Bag	writing plate	Bicycle
Kamrieng	838	850	330	668	157	15	12	5
Trang	893	873	339	680	159	14	14	7
O-Da	725	888	336	676	163	15	14	5
Takrey	912	899	348	694	236	13	16	6
<b>Grand Total</b>	<b>3368</b>	<b>3510</b>	<b>1353</b>	<b>2718</b>	<b>715</b>	<b>57</b>	<b>56</b>	<b>23</b>

### D- Enrichment of materials for cognitive and psychomotor development:

The project team recognized the importance of reading as follows:

- Reading exercises children's brains, improves concentration, teaches children about the world around them.

- Reading improves a child's vocabulary, leads to more highly- developed language skills and improves the child's ability to write well; it develops also a child's imagination and helps kids develop empathy.

Therefore the project team asked ARC for supplementary fund to provide the 8 schools cluster with 31 volumes each (story book, folktale, code of conduct), that permit teachers to conduct small research and inter-collaborative learning. Accepting that sound mind exist in sound body, the team provides additionally the 8 schools cluster with series of sport equipment including volley-ball, foot-ball and badminton with some box of educative games to develop friendship, mutual assistance and physical ability.

### E- Creation of child club

Considering CRC, article 2 about Non-discrimination, article 4 about Protection of children rights, article 23 about CWD, the project team created individually one child club for each of the 4-targeted communes. The idea comes also from article 28 in Cambodian law on the protection and the promotion of the rights of persons with disabilities, establishing inclusive education for pupils and students with disabilities and establishing special classes to respond to the needs of pupils and students with disabilities, mentioned in the same article. Each child club is composed of 3 leading committee members, 1 team leader and 2 assistants added by 18 active members, selected among student from grade 4 to 6 of primary schools and from grade 7 to 9 of secondary schools of the commune, including children with disabilities learning in the school. The team conducts successively in rotation monthly circle talk and discussion focusing on child rights, gender equality, domestic violence, anti-trafficking, domestic forced labor preceded by role and function of child club in child protection, working closely with commune council for women and children, including schools cluster administration.

### F- Meeting between parents, CWDs and PWDs

During the project period, the project team organized 19 meeting amongst 265 parents/135F including 22 PwDs/7F and 13 relatives/3F, dealing with the problems related to CWDs, their special

needs for physical, intellectual development, especially psychological encouragement for self-development to eliminate despairing spirit and reinforce mutual respect in the family for building learning environment. Additionally the activities and behavioral manner in familial daily communication was also raised for active analysis and discussion to form good habits and conscience of children with disabilities in quality of good parenting. At the end of the meeting all participant recognized the effect of moral behavior and effort of embellishing life standing as way for consoling children with disabilities to continue learning in internal happiness. The team made a serious call to all parents to encourage their children to habitually use the artificial device to facilitate their mobility and to pay attention to practicing physiotherapy at home with consideration of suitable time for replacement of device adapted to their growth.

To encourage parents, PWDs and CWDs to unite together for building future children and to reinforce confidence of CWDs, the project team show them the success of the following famous disabled persons:



**Helen Adams 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 bachelors degree in arts. During her lifetime, she received many honors in recognition of her accomplishments.



**Stephen 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 unintelligible.** He obtained his D.Phil (PhD) degree in March 1966. At the turn of the century, he and eleven other luminaries 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](#).



[dental Medal of Freedom](#) on 12 August 2009.

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 hope and not defeatist.

### **G- Awareness Campaign and training workshop**

In the project term, the project team conducted 12 awareness campaign and training workshops in the four communes (Trang, O-da, Takrey and Kamrieng commune). The participants were in total composed of 261 people/55 females, 23 commune council members/5F, 113 Village officials/26F, 100 education staff/18F, 8 commune security polices/1F and 17 community member/5F. The main purpose is to build inclusive society by clear discussion and comprehension of the Right of PWDs and CWDs, causes and benefit of Inclusive Education with succeeding process, prevention against disabilities, caused by natural and accidental factors. The team brought participants to review and analyze again article 5 – Equality and non-discrimination, article 7 - Children with disabilities and article 24 – Education stated in the Convention

on the rights of persons with disabilities in relation with the Cambodian law on the protection and the promotion of persons with disabilities, which bring them to unity of action.

### **H- A last training workshop on Inclusive Education, Education for All and succeeding factors**

Form 06-07 March 2013; OEC project team cooperated with Provincial Office of Education (POE) organized a Training workshop on “Inclusive Education, Education For All and Child Friendly School program “ to cluster leader, Education staff, Committee member, DOE staff, Child-club leader, CCWC rank of commune, CCWC rank of District and District of social affair staff, Total participant 44 people/15F. The last two-day training workshop devoted exclusively to inclusive education with a handout of a memory aid of 64 pages describing completely history and practical ways for implementing inclusive education that will be served as reference for sustainable implementation of inclusive education.

### **III- Impact of the project**

Cambodia ratified UDHR on 26 May 1992, ratified CEDAW and CRC on 15 October 1992 and then established The Function of Commune Committee for Women and Children on August 2008 for solving the problem related to women and children. Cambodia started piloting inclusive education from 1999 and official implementation from 2002. Cambodia participated in Jomtien and Dakar World Education Conference, and afterward in regional workshop on inclusive education in Bangkok from 19 to 21 October, 2004 discussing about legislation and policy, teacher training, curriculum development, local capability building and community development. Cambodian National Assembly ratified Law on the Protection and the Promotion of the Rights of Persons with Disabilities on July 2009. The project started from 1st November 2010 to 31 December 2012. With economic and political situation still far from positive standard, child’s rights of human rights seem to remain not fully satisfied. The impacts of the project are following listed:



- a) Before the start of the project none children with grave disabilities of the 6 communes has the opportunity to learn. After creating five home-based classes for 7 children with serious disabilities together with 9 normal and neighboring children, villagers feel awakened that children with disabilities getting education support can, after two years learning, read, write and doing small mathematic exercise. Underestimation against children with disabilities, even serious, disappears. Relationship between parents and CWDs becomes pleasant. Children can now have relaxed with reading short story and have reasonable talk with parents. New familial atmosphere improved, abolishing all communication with disgusted behavior.
- b) The 19 CWDs/7F, before getting learning facilities and transport support, go to school with a feeling of obligation. With the provision of learning materials and means for travel, they feel morally and psychologically encouraged that strengthens their effort for learning with internal happiness. Internal happiness is an effective psychology allowing them to understand their lesson easily.
- c) People with disabilities having their children attending mainstream school, with their hard work for paying school materials, uniform, and feel during the project term alleviation of their poverty.
- d) Children getting bicycle go attending class on time and regularly, and return home rapidly having free time for assisting their parents in doing daily work that change their home learning practice and their learning behavior.
- e) Parents having child with disabilities learning and PWDs having child-attending school feel then considered by supporting organization, not isolated and abandoned, begin then to value them and continue their daily work with hope.
- f) Organization of training workshops grouping together territorial authorities, educational staff, CCWC member, social affairs and parents becomes an inclusive way permitting to accept that “everything is linked” and they should work closely together to build good learning environment for their children, normal and with disabilities, that will replace them in the future. The project builds then unity for development.
- g) Things beforehand considered as usual, laissez-faire, such as neglect and leaving children do at their own way in the class, without any attention and guidance, parents, and teachers recognize now as violation the right of children to protection and to development. Teachers accept that they cannot wait until getting enough salary to start teaching well, because children grow successively and have no possibility to wait their salary. Professional discipline and sense of sacrifice oblige then teachers to respect child’s right by making effort to be progressively ideal teachers.

Relationship between parents, local authorities, and educational staffs reinforced that strengthens child-friendly school activities: inclusive of children, involvement of parents, families and community members in school management and activities.

## ACTIVITIES BY PICTURES





Friends International supports the project

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

**Outcome of Cambodian children”** run by OEC for a 3 year-term, starting from November 2011.

The project has planned focusing its three-year operations respectively in the following districts:

**Year 1:** district KohKralor and RukkhaKiri (5 communes);

**Year 2:** extending into district of Bovel and SampeouLoun (6 new communes, in addition to 5 in year 1) and

**Year 3,** extending to district of Kamrieng and Phnom Proek (6 new communes, in addition to 11 communes in year 1 and 2), in total 17 Parents Associations and 17 Child Clubs will be established to work inter-cooperatively with District/Commune authorities, CCWCs and schools clusters for general mobilization to protect children from all forms of abuse and exploitation. For strategic objectives, the project adopts Education as Protection Measure and Process of Prevention, Rescue, Recovery, family Tracing, Rehabilitation and Reintegration, as relative solution.

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

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

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

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

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

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

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

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

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

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

During the reporting period, the project team could conduct training workshop for PACP in PrekKhpos, Ta Sda, ChreySema and SereiMeancheycommune, dealing with UNDHR, CEDAW and CRC. The team led discussion deeply on CRC/article 5 about parental guidance, 6about survival and development, 9 about separation from parents, 12. Respect for the view of the child, 15 about freedom of association and freedom of peaceful assembly, 19 about Protection from all forms of violence and very important 29 about goals of education. The participants were 3 commune council members, 4 CCWC members, 2 police officers, 15 teachers and 113 villagers, which grouped in total137 people/47F.

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

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

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

### C. Counseling and recovery

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

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

The alternative approaches available.

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

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



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

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

### Lesson learnt:

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

### IV- Training Workshop for CCD

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

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



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

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

**Lesson learnt:**

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

**V- Conversion of negative into positive**

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

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

**VI- Rescuing victim of violation**

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

**VII- Suggestion and recommendation**

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

**VIII- Activities in May- June 2013**

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

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

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

### ACTIVITIES BY PICTURES





### I-Executive Summary

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

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

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

### II- Criteria for selection of targeted children

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

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

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

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

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

### III- Vocational training

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

attending school as below listed:

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

#### IV- Health care service

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

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

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

#### V- Remedial class

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

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

#### VI- Monthly food supply

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

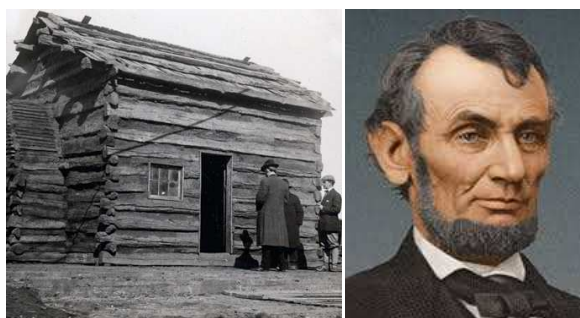
Items	Roka	Tapon	Rng.Kesei
Rice	2,700kgr.	2,250kgr.	1,800kgr.
Soy Sauce	180bt.	150bt.	120bt.
Frying Oil	180bt.	150bt.	120bt.
Sugar	180kgr.	150kgr.	120kgr.
Can fish	240c.	200c.	160c.
Salt	162kgr.	135kgr.	108kgr.
Shampoo	180lots	150lots	120lots
Garlic	15kgr.	12.5kgr.	10kgr.
Toothbrush	30b	25b.	20b.
Toothpaste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

#### VII- Deepening child's rights and discipline

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

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

#### ABRAHAM LINCOLN



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



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

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

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

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



#### **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**

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

Learning cycle	Total	≥average	<average
Primary cycle	24/15F	24	0
Lower secondary cycle	41/25F	39	2
Upper secondary cycle	7/2F	7	0
University	3/0	3	0

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

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

### IX- Impact of the project

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

### ACTIVITIES BY PICTURES



## THANKFULNESS

Management committee members of OEC express their grateful thanks to Cambodian officials in Phnom Penh capital, in provinces, districts and communes, which facilitated their field's missions in 2012, contributing to improve child protection, strengthen equal access to quality of education for children in remote areas facing difficulties. Another successful mission was to develop physical, intellectual, economic capabilities of children and persons with disabilities including landmine survivors to enjoy their full rights to participation with dignity and freedom, having no complex of inferiority or discrimination spirit, but on equal right for social harmony.

Allow us to address our great thanks also to capital, provincial and district officials for combating drug, which facilitated sincerely our operations contributing to reduce drug invasion.

We would like then to ask your kindness and indulgence to keep permanently these qualities in the scope of good governance and common effort to build peaceful and prosperous society in relationship with modern and economic world.

We wish you good health, long life, happiness and Success.

Chairman of Management Committee,

## Operations Enfants du Cambodge (OEC)

Expenditure all projects the period from 01 Jan to 31 Dec 2012

N°	Donor namce	Opening balance	Bank interest	Fund transfer	Expenses	Balance
1	SCI / NORAD	2,523.54	20.07	84,656.05	87,141.58	58.08
2	SCI / IKEA	-	-	43,156.00	21,586.93	21,569.07
3	BICE	14,465.56	63.15	43,086.49	47,930.60	9,684.60
4	Swedish		19.99	37,649.00	36,214.59	1,454.40
5	EC	4,588.32	88.15	97,868.81	84,062.35	18,482.93
6	AAM	96,787.85	4,587.70		45,245.54	56,130.01
7	KHANA		6.56	24,825.63	23,512.07	1,320.12
8	Red Cross	192.39	51.51	20,379.75	28,255.80	(7,632.15)
9	FI	2,481.09	33.87	40,279.01	41,976.13	817.84
10	UNICEF		3.60	15,498.01	15,477.16	24.45
11	SHS		1.47	16,419.00	7,657.31	8,763.16
12	K- IEHC	-	-	26,470.35	4,505.40	21,964.95
<b>Total</b>		121,038.75	4,876.07	450,288.10	443,565.46	132,637.46