



OPERATIONS ENFANTS DU CAMBODGE

STRATEGIC PLAN 2016 – 2020

Approved by the Board of Directors

27 April 2016

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FOREWORD

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

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

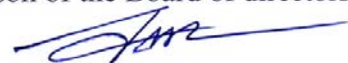
I am permitted also to express my grateful thanks to provincial Department of Social Affairs, Veterans and Youth Rehabilitation, Department of Labor and Vocational Training, Department of Health, Department of Education, Department of Women Affairs; Authorities Combating Drug, provincial Headquarter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

For continuous development, the Strategic Plan 2016-2020, based on experience, lesson learnt and success since 1996, OEC and its key players are advised to commit them to be conformable to the General Conclusion Made by Principal Committee of Self-Evaluation of strategic plan 2011-2015 and to make strong and constant effort in realizing SDG3. Good Health: Ensure healthy lives and promote well-being for all at all ages; SDG4. Quality Education: Ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all; SDG5. Gender Equality: Achieve gender equality and empower all women and girls and SDG16. Peace and justice: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Date: 27 April 2016

Chairperson of the Board of directors



Vay Po

I- INTRODUCTION

Reconsidering the general conclusion of the Principal Committee of Self-Evaluation of the strategic plan, which are To maintain the precious three programs, **CRDP**, **PWD/LVS/P** and **RWEP** in the present strategic plan 2016-2020, because they respond to the real needs of the country and in accordance with the SDG referred by international donors; to set strategic objectives of the next plan enclosing the three programs in dropping down the others not related to the said programs; to raise new supporting fund for creation of project(s) filling the empty program; to shorten Vision, Mission and Core Values of the next strategic plan, but covering a large aspect; to design projects respectively responding to the three main programs in reconsidering human rights education in primary and secondary school system and rural women empowerment, with regards to the advice of the Chairperson of the Board of Directors, the writing committee members of the strategic plan starts reviewing all basic documents of OEC, International Bills of rights and strategic plans of other national services, considered as basic analysis for OEC activities, namely Education Strategic Plan, 2014 – 2018, Rural Strategic Development Plan 2014-2018, Strategic Plan of Ministry of Social Affairs, veterans and Youth Rehabilitation 2014-2018, Neary Rattanak IV for Gender Equality and Women’s Empowerment (MOWA) 2014-2018, National Strategic Development Plan 2014-2018 and studying attentively the MDG developed in SDG responding to new World requirement. The committee also considers for review, the Beijing Declaration and its Platform for Action, the Incheon Declaration and Framework for Action and analytically studies the Implementation of the Sustainable Development Goals to advance women’s rights and gender equality in Cambodian rural communities.

The synthesis of all information got from the above documents and the evaluation/survey results and the interview with the key community members, and the review of operational fields, help the Strategic Planning Committee to assess both the challenges and the opportunities that OEC may likely face in the next five years, and then set the context for the choices as reflected in the present strategic plan.

II- EXECUTIVE SUMMARY

Background and History

From the restoration of constitutional monarchy under a United Nations Transitional Authority in Cambodia (UNTAC), a result of the Paris Agreement signed in 1991 till present time, 2016, with successive democratic elections reinforced by good Rectangular Strategic Development Plans, 2014 – 2018, having at the core heart the “Good Governance”, Cambodia has not yet got full satisfaction as desired. A strong effort and firm determination still need harmonious fulfillment to reach the desired national goal.

As contribution to the National Development, Operations Enfants du Cambodge (OEC) starts working from the 1st March 1996, authorized by Ministry of Interior, under the name of “Operations Enfants de Battambang” (OEB), to serve children of father or mother wounded by mine explosion, or parents member infected by HIV/AIDS, hospitalized in reference hospital of Battambang. Supported by international organizations and foundations, OEC extends its activities to support orphans of parents living with AIDS, disabled children, children of poor families, children living in areas facing difficulties. poor children and young people not attending formal school by constructing classrooms collaboratively with villagers, conducted by contracted teachers sponsored by donor to develop education, child’s rights and basic health care in remote areas. By sympathetic support of international donors, OEC becomes Operations Enfants du

Cambodge (OEC), approved on 5 December 2006 by Ministry of Interior. OEC has finished its first strategic plan 2011 – 2015 across its Midterm Review within December 2015 and its Self-Evaluation of the Strategic Plan within April 2016, during this Strategic Plan, OEC implemented 14 projects individually supported by SC/IKEA/; EAC; kindermissionswerk, SCHMITZ STIFTUNGEN; UNICEF; ARC; FI/UNICEF; ILO; BICE/MISEREOR IHR HILFSWERK/Kindermissionswerk; SVENSKAPOSTKODSTIFTELSEN through CMAC; AAM; EU/DFID; HI/Global Fund; KHANA and NOURISH.

OEC starts its first year of the Strategic Plan 2016 – 2020 with 8 projects supported by: EAC/AEA; SCUK; IKEA; SCHMITZ STIFTUNGEN; KINDERMIS-SIONSWERK; triple-sponsor BICE/ OAK/ MISEREOR IHR HILFSWERK / Kinder MISSIONSERK and NOURISH, focusing mainly on inclusive education, scholarship and Nutritional status and well-being of women and children which is a part of Women Empowerment. To fulfill the gap of its 3 program, CRDP, PWD/LVS/P and RWEP, OEC should make its great effort to present fundraising for supporting Human Rights Education in primary and secondary school system conformable to the First Phase of World Program for Human Rights Education (2005-2009) decided by Human rights Council, resolution 6/24 on 28 September 2007 and to Cambodian Program listed in the Human Rights Lesson for the Southeast Asian School, for income Generating Activities of PWD/LVS and poorest people in remote areas and for Empowering Rural Women as stated in article 14 of CEDAW, SDG5 and 16.

Organizational Profile

OEC is directed by a Board of Directors composed of 6 persons wherein 3 women and a Management Committee (MC) with 6 components, wherein the woman executive director is member. The chairman of the Management Committee is rotated at every end semester among MC members, except the executive director. To lead the organization in good administrative line, the MC has set up: 1- OEC By-law; 2- Code of Ethical Principles and Conduct; 3- Human Rights Policy; 4- Child Protection Policy; 5- Gender Policy; 6- Minority Policy; 7- Drug Policy; 8- Statute of Staff Association; 9- Conflict of Interest Policy; 10- Procurement Committee; 11- Asset Committee; 12- Internal Control; 13- The Permanent Secretariat for Code Observance; 14- Financial Policy; 15- Admin Policy and 16- Delegation of Authority Framework. 17- Disability policy; HIV/AIDS policy; 18- Complaint and Solution Process. These policies have been discussed and analyzed commonly in staff meeting for clarification and implementation as supplementary to the eight principle of Good Governance which is the core values of OEC.

Direction and Results

OEC practices a participative management respecting strictly the principle of good governance resulting in having no administrative and financial scandal. The repeated remembering for revision and discussion of important articles of UDHR, CEDAW, CRC, ICRPWD in relation to Good Governance and democracy keeps OEC staff in straight line committed to their mission serving public interest. Considering the advice of the Chairman of the Board of Directors, as above stated, and to eliminate the gap in their 3 programs, OEC should make great constant effort to realizing SDG3. Good Health: Ensure healthy lives and promote well-being for all at all ages; SDG4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; SDG5. Gender Equality: Achieve gender equality and empower all women and girls and SDG16. Peace and justice: Promote peaceful and inclusive societies for

sustainable development. Relating to disability, OEC should lead its staff studying deeply and analytically SDG4, 8, 10, 11 AND 17 by using deductive methods.

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

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

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

III- STRATEGIC ISSUES

- Children of poor family whose mother incapable of exercising small enterprise for income generating, and having neither power of familial financial management, nor participative decision making in the family, has no facility and free mind to learn successfully because of lacking direct and warm support from their mother.
- Children of parents emigrating to have job in foreign country face difficulties to permanently and regularly attending classroom.
- Children living in the poorest family, parents affected by HIV/AIDS and orphan children have not possibility to enjoy equal access and equal opportunity to, especially cannot have freedom of choice that will cause impoverishment and problems for society.
- Children living with parents, victim of landmine or other ERW, or parents with disabilities of different causes have not opportunity to enjoy basic children rights, especially access to education, due to livelihood condition of their parents lacking full physical mobility to undertake suitable business that force them to accept domestic forced labor.
- Children in remote areas learning with teachers of poor livelihood have not possibilities to enjoy full development as stated in article 29 of CRC and practically the first phase (2005-2009) of the World Program for Human Rights Education focused on human rights education in the primary and secondary school systems.
- Poor rural women in post armed conflict period, not receiving enough developing information and good quality of education, dominated by masculinity, have no equality with men in financial power and access to ownership, including participative decision making, that bar women and girls to participate courageously in social, economic and cultural activities of the community.

IV- STRATEGIC GOALS

- 1) **To achieve CRDP** which is to realize the right to life and development by enabling children to experience optimum health and well-being; to enable children to access to a quality and inclusive education and achieve effective outcomes; to protect children from all forms of violence that means no child should live in fear and insecurity.
- 2) **To achieve PWD/LVS/P** which is to promote and protect the human rights and fundamental freedoms of all persons with disabilities following the eight General Principles of the convention (Non-discrimination; Full and effective participation and inclusion in society; Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; Equality of opportunity; Accessibility; Equality between men and women; Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities), with livelihood improvement.
- 3) **To achieve RWEP** which is to empower rural women to gain more power and control over their own lives with capabilities to participate in economic, socio-cultural and

political spheres and reaching gender equality, having then the "rights, responsibilities and opportunities of individuals, not dependent completely on men, but having sense of self-worth within and outside the home" responding to The Beijing Declaration and Platform for Action.

V- STRATEGIC OBJECTIVES (SO)

SO1: To work closely with Provincial Office and District Offices of Education (POE and DOE), Provincial Office and District Offices of Social Affairs, Veterans and Youth Rehabilitation (POSVY and DOSVY), Heads of Clusters and School Principals, Heads of Commune, Commune Council Committee members, Commune Committee for Women and Children (CCWC), Communal police security officers and Key persons of the community to concretize Human Rights-Based Approach to Development to succeed the inclusive education, child-friendly school, child friendly-spaces, child-centered methods, Bloom's Taxonomy, Socratic Techniques, Hilarie Bryce Davis, the Four Pillars of Learning by UNESCO, with regards to article 26 of UDHR about right to education, CRC article 28 about Right to education; article 29 about Goals of education, SDG 4 about ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all, to put in application the Human Rights-Based Approach to Education and finally to reconsider for implementation of the first phase (2005-2009) of the World Program for Human Rights Education focused on human rights education in the primary and secondary school systems in conformity with the report of Cambodian Ministry of Education, Youth and Sport, received by the UN High Commissioner for Human Rights on 31 January 2008 in order to develop the child's personality, talents and mental and physical abilities to their fullest potential.

Strategies:

- a) Making constant effort to have donor(s) or humanitarian organization(s) offering annual scholarship to poor children and children in the families affected by HIV/AIDS and orphans learning in primary, secondary, university and professional school, including health care and food supply to eliminate discrimination in education, to promote equal access to quality of education and to promote liberty of opportunity, in selecting beneficiaries through common criteria decided in collaboration with local authorities of the lieu in 4 districts of Battambang province helping 235 students to complete their learning cycle by December 2020.
- b) Recognizing difficulties faced by children left with grandparents or care takers; because their parents emigrate to work in foreign country, try to find generous organization(s) or foundation(s) to accept temporary contribution for supporting their learning in selecting targeted students with consultation of local authorities of the lieu for strengthening the right to education of not exceeding annually 40 children for 2 communes of district in Battambang province.
- c) Respecting the Incheon summit on May 2015 reaffirming the vision of the worldwide movement for Education for All, initiated in Jomtien in 1990 and reiterated in Dakar in 2000, captured by the proposed SDG 4 "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all", with support of donor(s) or international organization(s), assist partially 10 provincial education of Cambodia to succeed re-entering and enrolling children of the poorest people, children with disabilities and children of ethnic people in the mainstream of school system, shaped by teaching and learning technical assistance, resulting in maintaining 75% of retention by December 2020.

d) Taking base on the following statement of MOEY: “The Ministry also aims to put in place a number of teacher trainers on integrating human rights into the Cambodian school curriculum and, to this end, the publication Human Rights Lesson Plans for Southeast Asian Schools has been translated into Khmer to serve as training and resource material for teachers”, Information received by UN on July 24 2009, cooperate with Director of provincial office of education to select in remote area 2 school-cluster for implementing methods of integrating human rights in daily lessons following the below process:

- Forming first 3 human rights trainers for each of the 2 primary clusters (1 chief of technical committee as team leader, 1 trainers for grade 1 to 3, another one for grade 4 to 6) including 1 staff from district office of education (DOE) and 1 staff from provincial office of education (POE), in total 8 persons who will be in charge of training later educational staff of each satellite school.
- Organize training workshop first deepening comprehensive knowledge of UDHR, CRC, CEDAW, capable of making interpretation and relative analysis of important articles with other national laws, followed by studying characteristics of learnt subjects such as history, social study, fable etc. and integration methods, reinforced by practical class demonstration. Method of doing small research, presentation and conducting debate will also be treated for leading practical exercise of class council.
- A bimonthly training workshop in each cluster separately between teachers in lower and upper primary school dealing with given subjects to strengthen teaching techniques of teachers. Interpretation of picture and analysis of information will be treated for developing thinking power.
- Before the end of school year competition among representatives of class councils of each school level, lower and upper cycle will be organized with reward to the winner and his/her teacher to improve analytical thinking and expressing power.
- The project will extend to 2 other cluster from 2018 using the same process for 2 years, guarding activities in the previous clusters only bimonthly practical demonstration and general competition at the end of school year among representatives of the both leaning cycles, lower and upper primary school. Sixty two per cent (62%) of children in grade 6 of each schools cluster capable of making human rights evaluation in their own community and suggesting solution to strengthen human right protection at the end of 2019.
- In year 2020, Organize individually joint meeting between children, teachers, parents, territorial authorities and key community members to study and solve any problems related to education and community participation to strengthen peaceful and safe learning environment, mainly to eliminate discrimination based on social status, religion or political tendency with reinforcement of preventive measure against all form of violence, trafficking of human beings and drug use, considered all as human rights violation, in order to promote good learning environment.

SO2: To work closely with Cambodian Mine Action and Victim Assistance Authority (CMAA, Cambodian Mine Action Center (CMAC), Cambodian Mine/UXO Victim Information System (CMVIS), Disability Action Council (DAC), Provincial Office and District Offices of Social Affairs, Veterans and Youth Rehabilitation (POSVY and DOSVY), Territorial Authorities, Head of districts, Commune Council members, CCWC and Heads of villages empower people with disabilities and Landmine Victim Survivors based on the Convention on the Rights of Persons with Disabilities and its 8 General principles (Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; Non-discrimination; Full and effective participation and inclusion in society; Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; Equality of opportunity;

Accessibility; Equality between men and women; Respect for the evolving capacities of children with disabilities and respect for the rights of children with disabilities to preserve their identities), the law on the Promotion and the protection of the Rights of Persons with Disabilities, especially article 39 of Cambodian Education law stating that Disabled learners have the same rights as able learners and have the right to study with able learners. As persons with disabilities in majority live in low-income countries, they are then protected by SDG1. No Poverty: End poverty in all its forms everywhere, SDG2: No Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture, SDG3. Good Health: Ensure healthy lives and promote well-being for all at all ages, SDG4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In fact, all the 17 SDGs include persons with disabilities in quality that they are human beings and the SDG have their principle of universality and strong human rights basis. \

Strategies:

- a) Launch appeal to get supporters sponsoring project(s) empowering the poorest people, 20% (respecting the spirit of SDG1), people with disabilities of all types, 50% and land mine victims survivors, 30% in the limit of annually 300 families rotating successively in the 5 provinces (Battambang, Pailin, BanteayMeanchey, UddorMeandhry and Preah Vihear) bordering Thailand which support long time the consequence of armed conflict. The numbers can be varied upon human geography of the operational fields.
 - b) Organize successively training workshops using adult learning methods and inter-cooperative learning with Socratic techniques causing discussion and analysis of UDHR, CRC, CEDAW, ICRPWD, Cambodian Law on the Protection and the Promotion of the Rights of Persons with Disabilities, Cambodian Law on the Prevention of Domestic Violence and the Protection of Victims, Cambodian Law of the Marriage and Family, Law on Suppression of Human Trafficking and Sexual Exploitation Law on Suppression of Human Trafficking and Sexual Exploitation and some important articles of the Cambodian Criminal Code. All of this is to strengthen dignity, reinforce self-confidence and active participation in economic, social, cultural and politic of the community. Cause, consequence and preventive measure against disability come later.
 - c) In cooperation with agricultural and veterinary service, organize vocational training according to participants' choice on agricultural farming, livestock raising, poultry raising, seasoning plant followed by small enterprise management and market assessment. Other technical discipline and engine will be referred to private workshop at the charge of the project. At the end of training a professional kit will be offered after serious examination of an assessment committee, allowing them to start their own business for income generating.
 - d) In the spirit of alleviating poverty and in respecting the convention against discrimination in education and the SDG4, mainly to improve equal access to good quality of education, the project assist their children learning by provision of learning materials, uniform and transport means to maintain regular attendance, depending on distance between school and their home.
- SO3:** To work cooperatively and harmoniously with Provincial Office and District Offices of Social Affairs, Veterans and Youth Rehabilitation (POSVY) and DOSVY), Provincial Department of Rural Development(PDRD), District Office of Rural Development (DORD), village development committee (VDC), territorial authorities, Provincial Office

of Women Affairs (POWA), District Committee for Women and Children (DCWC), Commune Council members (CC), Commune Committee for Women and Children (CCWC), Provincial Health Service and Communal clinic center, Child, Maternal and Reproductive Health Center (CMH), to make effort in realizing article 14 of CEDAW **Focusing on the particular problems faced by rural women**, including the areas of women's participation in development planning, access to adequate health care, credit, education, and adequate living conditions and **SDG5 to achieve gender equality and empower all women and girls**, with also regards to the declaration of World conference in Beijing in 1995 stating that Women's rights are human rights. Eradication of poverty requires women's involvement in economic and social development and the equal opportunities of women and men in sustainable development, the full enjoyment of all human rights by women and girls and the elimination of discrimination and violence against them. In his message on the occasion of the International Day of the Rural Women¹, United Nations Secretary General, Ban Ki -Moon highlighted the following "As we approach the 2015 deadline for achieving the Millennium Development Goals² , **it is time to invest more in rural women, protect their rights and improve their status.**

Strategies:

- a) **Rights Education:** Organize successively training workshops using adult learning methods and inter-cooperative learning with Socratic techniques causing discussion and analysis of UDHR, CRC, CEDAW, ICRPWD, Cambodian Law on the Protection and the Promotion of the Rights of Persons with Disabilities , Cambodian Law on the Prevention of Domestic Violence and the Protection of Victims, Cambodian Law of the Marriage and Family, Law on Suppression of Human Trafficking and Sexual Exploitation Law on Suppression of Human Trafficking and Sexual Exploitation and some important articles of the Cambodian Criminal Code. All of this is to strengthen dignity, reinforce self-confidence and active participation as equal citizens in economic, social, cultural and politic of the community for sustainable development of rural society. Rights education are to make them become conscious of their abilities and to change themselves, their families and their community.
- b) **Gender Equality:** Conduct training workshop successively in section mixed composed of men and women to promote Gender Equality, because without comprehensive participation of men and boys, Gender Equality cannot happen. Lead discussion and deep analysis first on UDHR, discussing clearly and deeply article 1,2,3,4, 5,6,7, 27 and 30 and then analyzing CEDAW, article 1, 2, 3, 4, 5 and general recommendation on article 2, 5,11,12,16 in comparison with values of SDG5 and making synthesis concluding the session by confirmation of gender equality which is the main source of family happiness and prosperity, and then leading to continue discussing gender equality and human rights, that bring participants to comprehend the principle of mutual respect, safe sex and reproductive health, resulting in practicing finally birth spacing as part of poverty alleviation and healthy family.
- c) **Rural Women Health:** Through successive training workshops and circle talk, rural women are trained to practice hygiene and sanitation, pregnancy medical care; -Nutrition (The 5 food groups, nutrition during pregnancy, maternal nutrition during breast feeding, baby from 6 to 8months; from 9 to 12months; 1to 3 years old; 4 to 8; 9to 12; 12 to 18 and 18 21 young adult). -Prevention and protection against Tuberculosis, diarrhea and malaria; - Different characteristic between anopheles mosquito (malaria vector) and other common mosquitoes (non-malaria vectors).

- d) **Income Generating Activities:** First, work closely with CCWC, VCD and CC members to establish criteria for recruiting targeted women, and in cooperation with agricultural and veterinary service to organize vocational training according to participants' choice on agricultural farming: livestock rising, poultry raising, seasoning plant and vegetable planting. Apart from agricultural sector, they can learn tailoring, food production. A common course will be organize for them dealing with: Studying geographic and economic factors affecting the market, market analysis with demand and supply factors, attractive merchandise, identify risk and assumption, and knowledge of capital, buying price, setting selling price and calculation of benefit. Finally, how to choose appropriate business?

VI. WORKING SCOPE OF OEC WITHIN 2016 – 2020

At the time of elaborating Strategic Plan 2016 – 2020, OEC has:

- Main office, located in Battambang city: # 23, Group 2, Sophy 2 village, Rattanak commune, Battambang city, Battambang province.
- Sub Office located in Pursat province: Peal Nhek 2 village, Sangkat Phteah Prey, Pursat city, Pursat province.
- Sub Office located in Sihanouk Ville City, Sihanouk Ville province: #119D, Street CT, Sangkat 3, Preah Sihanouk city, Preah Sihanouk Province.
- A team attached to NOURISH project located in Battambang City: #181, Group 2, Rumchek 4 village, Rattanak commune, Battambang city, Battambang province

VII. ROAD MAP OF STRATEGIC PLAN 2016 - 2020

PROGR AM	PROJECTS PROLONG ED FROM 2015	PROJEC TO BE CREATED 2016-2020	STRATEGIC ROADMAP					QUALITY INDICA- TORS
			2016	2017	2018	2019	2020	
CRDP	Though Save the Children:							
	EAC/AEA	The Educate a Child (EAC) project aims to contribute to a comprehensive Cambodian inclusive education system that caters for every child including Out-of-School Children (OOSCs) with disabilities, from ethnic minorities, living in rural areas, Actually operates in 9 partial provinces, prolonged from the past strategic plan, expecting to see at the end 2017, 75% students retaining in school			Evaluations at the end of 2017 will opportunistically Paste option.			Teachers use child-centered technique and cooperative learning allowing students to have access to technology that supports student learning and communication
	SCUK	Enhances institutional capacity of education systems to provide learning opportunities for OOSC by creating a supportive atmosphere for the schooling of OOSC, many of these children are children in poverty, children with disabilities, girls, children in remote areas, and children of ethnic minorities, identified by project team, shaped by psychological convincing with clear explanation of education values, children's rights and duties of parents to cooperate with teachers for future positive change. The project is presently working in 3 partial provinces to have at the end of 2017, 75% of retaining students in school.			Evaluations at the end of 2017 will opportunistically Paste option.			
	IKEA	Improves equal access to education, eliminates neglect and discrimination in education by focusing on positive discipline and inclusive education for empowering children with disabilities, allowing each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential equally with normal children, 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. The project operates in 9 partial provinces, coming from the past strategic plan. At the end of 2018, 75% students will retain in school.			Evaluations at the end of 2018 will opportunistically Paste option.			
	SCHMITZ STIFTUNG EN	Improving Education and Health Care of the Poor Children and children in the families affected by HIV/AIDS starting from 2013 by providing annually school uniforms, learning materials, some transportation means, and bimonthly food supply to 75 students grading from	Habitually expansion is decided year by year upon annual report.				Students having self-confidence attend class regularly and showing good learning result.	

		primary school to university in 2 communes of Ek Phnom district.					
	KINDER-MISSION-SWERK	Improving Education and Health Care of the Poor Children and children in the families affected by HIV/ AIDS since 2011 by providing annually school uniforms, learning materials, some transportation means, bimonthly food supply to 75 students grading from primary school to university in 3 communes of Sangker district, with agricultural support to some children's parents.		To submit new proposal with new goals, objectives and activities responding to real requirement.			Students having self-confidence attend class regularly and showing good learning result.
	BICE/ OAK/ MISEREOR IHR HILFSWERK / Kinder-mission-swerk	Implementing Child-friendly spaces since 2011 concretizing the basic rights of children, improving equal access to education, eliminating discrimination in education by forming 6 NFE classes, 6 Parents Association, 6 child-clubs and 3 child-friendly spaces in 2 district of Sihanouk Ville, with development of the 4 pillars of learning by UNESCO for child protection. The project involves also in intervention and rescue of child victim of sexual violation in cooperation with child protection network of the city and local authorities.	To submit new proposal adding hygiene and sanitation				Children understanding clearly child's rights of human rights work closely with parents association and CCWC for child protection.
		To create new project and launch fundraising for Integration of Human Rights in daily lessons of primary and secondary school respecting the phase 1 of the World Program of Human Rights	Leading staff to review and analyze all international conventions and covenants and studying their interconnection for deep comprehension and identifying corresponding	To submit proposal for conducting integration of human rights in primary school system respecting the First phase adopted by UN members in 2005.			Children capable of evaluating child's rights and human rights situation in the community and daring to suggest solution.

		education.	integration methods.					
PWD/LVS/P	UNICEF	Empowering Children and Persons with Disabilities in Pailin province		Expansion Depending on Annual review.				Life standing of PWD improved. Learning outcome of children progressed.
	-AAM ended project: 2004-2015. - EU/DFID ended project: 2011-2015. LAUNCHING FUNDRAISING	To Reconsider Previous forms of project: The Cambodian Inter-Censal Population Survey 2013, indicated Cambodian total population of 14,676,591 with 301,629 disabled people, majority of them living in rural area. Considering inclusion of Disability in SDG4,8,10, 11 and 17, OEC obliges then to re-undertake empowering project for PWDS from 2017: 400 in total mixed of PWDs, LVS and Poorest people.		To present new project for raising fund in 2017 empowering PWDs, LVS, Poorest people in rural areas to strengthen freedom of development and liberty of opportunity.				PWD, LVS and Poorest people recognizing their values and freedom begin to work actively for positive change.
RWEF	NOURISH	NOURISH works in 8 districts of Battambang province to improve the nutritional status and well-being of women and children in the under-served, rural communities uniquely integrating health/nutrition, water, sanitation and hygiene (WASH) and agriculture. NOURISH is implemented through four over-arching strategies: 1. Improving community delivery platforms to support improved nutrition; 2. Creating demand for health, WASH, and agriculture practices, services, and products; 3. Using the private sector to expand supply of agriculture and WASH products; 4. Building capacity of government and civil society.						Mothers in the 8 targeted district comprehensively use local existing nutrition for healthy eating and adapt nutrition to child age.
	LAUNCHING FUNDRAISING	Respecting article 14 of CEDAW and SDG 5 and 16, to create new project for completing women empowerment: -Rights education,- gender equality, -Rural women health, - income generating activities,	Deeping knowledge of staff on: -UDHR -CEDAW -CRC -ICESCR -ICCPR -4 th World conference in Beijing 1995 -The 15-year Review -the 17 SDGs -SDGs related to UDHR	To present new project for Rural Women empowerment in matter of rights, gender equality, health, income generating activities and financial power, progressively in the provinces			Rural women in targeted areas comprehensively know their rights of human rights participate actively in social, politic, economic and cultural of the community with working hard in improving their livelihood.	

		responding to Beijing declaration		bordering Thailand.				
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VIII- MONITORING AND EVALUATION

The evaluation of the plan will be done principally in the following successive terms:

- Monthly progress report in the level of project by a simple form;
- Semi-annual report established by project managers, and synthesized by program managers, then evaluated commonly in working team in each program, verifying the achievement, constraints caused by internal and external factors with consideration of environmental conditions; finding the gap, causes of unaccomplished objectives and deviations; then set new alternative objectives and activities acceptable to reach objectives stated in the plan; report financial management and internal auditing; make assessment of other relevant project aspects and interaction with other programs; finally an overall conclusion, recommendation and lessons learnt to achieve the objectives stated in the strategic plan for the ongoing activities.
- Finally an interim report, first elaborated by the project managers, then synthesized by the program managers, focused mainly on 3 principal points: - management and administration; activities and achievements; financial statement; all of these compared to the main objectives and strategic objectives of the strategic plan, in identifying critical issues and key development related to solution responding to achievement titled by the program that requires also analysis of fulfillment of timeframe of every project compared to initial framework; analyze cooperation and participation of partners and targeted groups by considering their feedback and recommendation, compared to social environment at the reporting period;

Attention will also pay to the projects toward phase-out, project unfounded and to see possibility of making fund raising. Finally establish a list of objectives or activities to be remedial, complementary activities to make up for lost time.

- The mid-term review will require preparing first internally in all aspects: doing top down assessment, then bottom up assessment by noting all strong and weak points with having idea of what to be enhanced, what to be replaced by new alternatives, with strong analysis on monitoring process, financial management, relation of cross-programs or cross projects, with regards to advices and instruction from donors and supporting agencies. The second phase will be to organize joint meeting with official partners or communities in operation areas, as information sharing, program tracking and consulting to find the points to be strengthened, to be replenished for reaching the determined strategic objectives and goals of the programs that can reinforce cooperation and commitment from partners.
- The final evaluation will be entrusted to an external consultant. Two months prior to the evaluation, prepare and classify all related laws, instruction and documents in connection with the organization and all the projects; examine the internal performance; note the results and achievements with outcome, impact and sustainable aspect observed in operational fields; make program summary and select filed to be visited corresponding to projects activities; select members to participate in team with

the external consultant, in charge of facilitating and making as communicators arranging all necessary works related to general evaluation.

- In case of lacking supporting fund for evaluation by external consultant, a self-evaluation may be permitted.

IX- CONCLUSION

This strategic plan is intended to respond to the actual requirement in the view of serving potentially the right of the child, by eliminating unequal access to education and to development, the rights of persons with disabilities, and the rights of women in making strong effort to align with the 17SDG and the platform for action of Beijing 1995. Some main strategies are still supported by donors; some other new initiatives will need funding to strengthen children and women rights of human rights, such as empowerment of PWD/LVS and the poorest people in remote areas, human rights education in primary and secondary schools system, and rural women empowerment responding to article 14 of CEDAW and SDG5,16 that OEC expects to fully implement in alignment with the National Strategic Development Plan, UPDATE 2014 – 2018.

Elaborate and Submitted for Approval:

Battambang, 27 April 2016
pp. Members of Planning Committee,



Chhim Vannara
Chairperson of
Management Committee

Having Examined and Approved

Battambang, 27 April 2016
Chairperson of the BOARD,



VAY PO