



OPERATIONS ENFANTS DU CAMDODGE

Project Name : Inclusive Education for Children with Disabilities.

Final Report for single year DIAF grants



From : 01 November 2010 Until 31 October 2011

Supported by : Australian Red Cross

PROJECT TITLE : **Inclusive Education for Children with Disabilities.**

IMPLEMENTER : **OPERATIONS ENFANTS DU CAMBODGE (O.E.C)**

PROJECT LOCATION : **Four Commune (O`da,Takrey,Trang and kamrieng)
Kamrieng District Battambang Province**

PROJECT DURATION : **1 Year**

STARTING DATE : **Start: 01st Nov,2010 End: 31st Oct ,2011**

BUDGET : **US\$19,760**

ADDRESS: : **OPERATIONS ENFANTS DU CAMBODGE (O.E.C)**
#23, GROUP 02, SOPHY II VILLAGE, RATTANAK COMMUNE,
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LIST OF ACRONYMS

CWD	:	Children With Disabilities
PWD	:	People With Disabilities
OEC	:	Opérations Enfants du Cambodge
DAC	:	Disabilities Action Council
NCDP	:	National Centre of Disabled Persons
UXO	:	Unexploded Ordnance
MoEYS	:	Ministry of Education, Youth and Sport
DoEYS	:	District of Education, Youth and Sport
PoEYS	:	Provincial of Education, Youth and Sport
DoSVY	:	District of Social Affairs, Veterans and Youth Rehabilitation
PoSVY	:	Provincial of Social Affairs, Veterans and Youth Rehabilitation
Gov't	:	Government
PRC	:	Provincial of Rehabilitation Centre
NGO	:	Non Governmental Organization
MoU	:	Memorandum of Understanding
ARC	:	Australian Red Cross



Final Report for Single Year DIAF grants

1. Project goal and objectives:

- To improve accessibilities for mainstream and inclusive CWD to the public school by constructing 12 ramps in accordance with standard from PRC and school materials.
- To provide the opportunity for CWD and PwDs to received the quality of physical rehabilitation services by collaboration with PRC and Emergency hospital.
- To integrated CWD and other children into cultural, socio-economic and community development activities by organizing child clubs.

2.SUMMARY OF PROJECT AND ACTIVITIES (Please provide a short half page narrative)

The supported project starts from 1st November 2010 to 31 October 2011, operating in 29 villages of 4 communes, Kamrieng, Trang, O-Da and Takrey of Kamrieng district. During the reporting period, the project team (PT) provided school uniforms, learning materials, to 18 CWDs in the current mainstream school, plus 21 children of PWDs also in public schools. To reinforce regular school attendance, 7 bicycles were distributed to 7 CWDs and 3 to PWD's children. Additionally the PT accepted to pay remedial course fee for 2 CWDs of grade 10 for learning Math and Physic at a cost of 20,000r/month; another CWD of grade 6 was allowed to learn English language at a cost of 10,000r/month and \$40.00 for a complete course of computer within 6 months. In parallel with public education, the PT with active participation of the concerned head of village and commune, succeeded to organize 2 home based classes in Trang commune, 2 in Ta Krey commune and another one in O-Da commune (total: 5) in a far distance from the built-up areas, In total 16 children, of which 7CWDs/2F and 9/4F normal children attended the home based classes, conducted by 5 contracted teachers with individual allowance of \$50.00/month.

For awareness campaign, 5 parents meetings were organize, 2 times in Ta Krey and 1 time in other individual commune, grouping in total 108ps/39F dealing with child's rights, role and obligation of parents for children development, especially special needs of CWDs including psychological manners encouraging them to learn and to have self-confidence. Preventive measure against disability was also largely discussed. Separately from that, 5 other meetings were organized for local commune council members, chiefs of village, educational staffs, security police and community members, 2 times in O-Dar and one time in the 3 individual commune, assembling in total 113 persons/33F, focusing mainly on basic child rights, elimination of discrimination against children with disabilities and preventive measure against all forms of child abuse. To assure elimination of discrimination in education and reinforce assistance to children with disabilities, the PT organized 2 meeting in different lower secondary schools, grouping 3 members of class council from every class, including chiefs of group, strong children and CWDs, a total of 150 students/78F. The participants discussed actively and friendly about difficulties of CWDs and the necessary need to create learning harmony in the class and at home. To call for general mobilization to develop and protect children, the PT organized in cooperation with local school administration a celebration of International Children's Day on 1st June 2011 held in Sila Meanchey primary school, O-Da commune grouping 108 children/4 CWD/48F led by 3 teachers and 1 school principal. Six ram were built, 3 in Trang commune, 1 in Phoum Kandal primary school, 1 in Ta Sen primary school, 1 in O-Chambak primary school, and 3 others in Sila Meanchey, Lom Phat and Tang You primary school of O-Da communes.

Concerning referral activities the PT referred from the 4 communes, 5 CWDs/3F to provincial emergency hospital, 18CWDs/3F and 11PWDs/1F to Provincial Rehabilitation Centre (PRC)

Two child clubs (CC) of 35 members each have been created, first, combined Trang with Kamrieng commune, of which 16F; second, combined O-Da with Ta Krey, of which 19F. Each club is composed of 1 president, 2 deputies, 1 secretary and 1 financial officer. The meeting is organized rotationally and alternatively in each of the associated commune.

3. PROJECT ACHIEVEMENTS / SUCCESSES (please include unexpected if any as well as planned)

According to the working plan, the project should assist 30 CWDs and 30 children of PWDs, but in reality, in the 4 targeted communes there are only 18 CWDs/7F and 21 children of PWDs/9F which have been listed as beneficiaries of the project. They are all students of public school in the targeted communes.

3-1. Child Rights Education and prevention against disability: Thirty nine direct targeted children, 66 classmates, 11 teachers, 108 parent members/39F and 102 local authority members/32F have comprehensively understood the basic children rights, especially the rights of children with disabilities and the obligation of adults and community members to help develop them, physically, intellectually, morally in developing learning environment, rid of discrimination and violence in school and in communities.

3-2. Distribution of learning materials: On 16th March 2011 and 04th October 2011, OEC provided the 46 targeted children with 1.752 notebooks, 1.756 pens, 666 pencils, 326 rulers, 783 rubbers, 56 writing boards, 60 sets of uniform and 10 bicycles to facilitate their learning effort and maintain regular attendance in the view of strengthening equal opportunity with normal children and to alleviate familial expense.

3-3. Spiritual change: As effect of meetings organized among parents, educational staffs and local authorities, all community members, teachers and students in the schools recognize dignity and rights of children with disabilities of human rights. especially article 27 of the Cambodian National Law on the protection and the promotion of Persons with disabilities, as well as article 7 of the Convention on the Rights of Persons with disabilities, about right of children with disabilities to access to education and to enjoy all rights stated in the Universal Declaration of Human Rights. This common understanding reinforces then the protection and the development of children with disabilities.

List of CWDs and PWDs' Children learning in public school and Home base education in school year 2010-2011

N°	Name of Commune	CWDs & PWDs' children learning in public school		CWDs & PwDs' Children drop out of school		Home based education		Distribution of bicycle to CWDs&PWDs' children		Distribution of Uniform to ChWDs&PWDs		Students Upgraded into school year 2011-2012	
		T	F	T	F	T	F	T	F	T	F	T	F
1	Kamreing	13	6	0	0	0	0	2	0	14	0	13	6
2	Trang	6	3	0	0	4	1	3	0	13	5	6	3
3	O'da	12	5	1 ¹	0	1	0	2	1	14	3	11	5
4	Takrey	8	2	0	0	2	1	3	1	15	6	8	2
Grand total		39	16	1	0	7	2	10	2	56	14	38	16

Note: 1: Ky Savooun, male, grade 9, feeling his high age abandoned school to learn electricity as life skills for future his future job.

List of school equipped with ramp in school year 2010-2011

N°	Commune	School Name	Ramps	Other
1	Trang	Phum Kandal primary school	1	
		Tasen primary school	1	
		O'Cham Bok primary school	1	
		Sela Mean Chey primary school	1	

2	O'da	Lom Path primary school	1	
		Taing You primary school	1	
Total			6	

3. 2. Physical rehabilitation

3.2.1- Physiotherapy

As results, within November 2010-October 2011, 32 CwDs/11 females, plus 10 PwDs/1 female, received physiotherapy treatment, performed by project team members. Profiting this occasion, the project team tried to explain family members about moral, psychological support and special care for children, and vice versa the behavioural manner of children toward their parents. Apart from that, the OEC, DoSVY seconded staff pay visit to the concerned families 16 days/month, observing general situation, such as permanent use of helping device, hygiene practicing, physical therapy and sometimes their need for replacement of their device, adapted to their growth.

List of CWDs and PwDs Received Home Based Rehabilitation

No	Name of Commune	CWDs receiving home based rehabilitation		PwDs receiving home based rehabilitation		Grand Total	
		Total	Female	Total	Female	Total	Female
1	Trang.	2	1	0	0	3	1
2	O'da	1	0	1	1	3	2
3	Takrey	3	1	1	0	4	1
4	Kamrieng	0	0	5	0	5	0
TOTAL		6	2	7	1	15	4

3.2.2- Referral Activities and Physical rehabilitation

From November 2010 to October 2011, OEC project team referred 5 different types of disabled people from Kamreang district to receive rehabilitation services in PRC (Provincial Rehabilitation Centre and Emergency hospital, among them a children wounded by accident provoked by a truck carrying soil for road construction.

List of CWDs and PwDs Referred to Provincial Rehabilitation Center and Emergency Hospital

N°	Name of Commune	PRC/ EMERGENCY		Total Types of Rehabilitation										
				Medical Consultation		Surgery		Provision of Wheel Chair		Bracing		Prosthesis		
		T	F	T	F	T	F	T	F	T	F	T	F	
1	Kamreing	4	0	0	0	0	0	0	0	0	0	0	4	0
2	Trang	6	0	2	0	0	0	1	0	0	0	0	4	0
3	O'da	9	1	0	0	0	0	2	0	0	0	0	7	1
4	Takrey	13	5	6	3	2	1	1	1	2	0	0	3	0
Total		32	6	8	3	2	1	4	1	2	0	0	18	1

3.3 - Awareness campaign

In the reporting period, OEC conducted 5 training workshops in Trang, O'da, Takrey and Kamrieng communes attended by 113 people with 33 females, composed of 8 commune council members, 84 village officials, 11 educators, 3 commune security staffs and 5 communities members, treating the different causes of disabilities, natural, accidental, disease, from birth, and MINE/UXO, with necessary preventive measure to be taken to avoid disability, followed by important activities for rescuing the wounded and the process requesting for urgent support.

List of participant's awareness about Right of

people with disability And Child's Right

N ^o	Name of Commune	Composition of Participants										Grand total	
		Commune Council members		Chiefs of Village		Education Staff		Security Staffs		Key Community Persons			
		T	F	T	F	T	F	T	F	T	F	T	F
1	Kamreing	0	0	22	10	0	0	0	0	2	0	24	10
2	Trang	1	0	8	1	9	1	0		1	1	20	3
3	O`da	2	1	38	11	1	0	2	0	2	1	46	14
4	Takrey	5	2	16	4	1	0	1	0	0	0	23	6
Total		8	3	84	26	11	1	3	0	5	2	113	33

3.4- Awareness on crc with main focus on art. 7 about cwd.

In the one year project period, on 26th May 2011 OEC conducted awareness campaigns of Convention on the Rights of the Child, held in Phum Kandal junior high school in Trang Commune, attended by 62 pupils, of which 29 girls and, on 29th June 2011 in Takrey junior high school in Takrey commune attended by 88 pupils, of which 49 girls. During the workshops, the fundamental bases of child rights were analyzed and discussed through inter-active methods and guiding question with specific focus on responsibilities of children, parents, and community members in protecting children rights against all form of exploitation. All the problems happening in the community, related to child right and human rights were vividly discussed and clarified resulting in determining possible way for prevention and protection with warm support of community members.

3.5- CWDs' parents Meeting with participation of PWDs

During the project period, OEC staffs organized 5 meeting amongst 32 parents including 10 PwDs, 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 participants 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.

List of cwds' parents attended the meeting in kamreing district, battambang province

N ^o	Name of Commune	Total of Participants		CwDs' Parents		PwDs		CwDs Relative	
		T	F	Total	Female	Total	Female	Total	Female
1	Trang.	23	9	20	9	2	0	1	1
2	O`da	24	3	23	2	2	1	0	0
3	Takrey	45	26	41	26	4	0	0	0

4	Kamrieng	16	1	0	0	5	0	11	1
TOTAL		108	39	84	37	13	1	12	2

3.6- CELEBRATION of International Children's day on 1st JUNE, 2011

During the project yearly period, OEC project team organized the International Child Right day (1st June) on 28th June 2011 at Sila Mean Chey primary school, attended by 108 pupils including 48 females, by revealing the 1st June history-day and basic of child rights objectives to make pupils know their rights, roles of children and stakeholders in child right protection.

3.7- Child club meeting

During the 1st semester of the project period, OEC team facilitated 4 child clubs meetings (2 in Trang commune and 2 other in Takrey commune) of Kamrieng district in which 20 participants were present regularly, including 9 girls. The 2nd semester period, OEC team facilitated 6 child clubs meetings (3 in Trang commune and 3 other in Takrey commune of Kamrieng district, in which 68 participants were present regularly, including 34 girls, discussing and analysing mainly some important articles of CRC, especially article 19 about measure to protect children against all forms of physical or mental violence; article 28 about the right to education and the use of modern methodologies for child development; article 29 about the purpose of school education which is to prepare the child for responsible life in a free society; article 23 to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the children achievement for the fullest possible, social integration and individual development, including their cultural and spiritual development. As result, all participants felt confident on their effort and learning activities, abandoning underestimation habit.

4. DIFFICULTIES / CHALLENGES ENCOUNTERED (please also say what you did to overcome these)

Difficulties	Effect	Solution
1-Lack of transportation means	Facing difficulties in arranging and modifying activities schedule with other project teams to borrow their motorbike for operation.	Always borrowing other motorbike which causes psychological annoyance.
2-The planned schedule for medical consultation, practicing prosthesis or replacement of artificial device not well respected, due to their personal rural occupation or travelling to Thailand for some job in bringing with them the targeted children.	The project team has been in obligation to negotiate with the rehabilitation centre and referral hospital adapted to the real situation.	Flexibility and recognition of economical condition and seasoning period, but consciously leading to achieve the planned objectives of the project.
3-Possible times for organizing continuous meetings or training workshops as stimulating factor for constant and active general mobilization have not reached a fullest satisfaction (1 time/4 months)	What having learnt and discussed following education for development (Exploration, responding and taking action), caused by external and economical factors may slowdown "the taking action"	The project team makes constant effort through monthly visit and follow up to repeatedly cause discussion through individual and small circle talk for permanent child

	due to low stimulant factor.	rights protection.
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5. IMPACT OF PROJECT (this is more longer term than the achievements)

a- CWDs' parents, other community members including heads of villages, were enthusiastic in supporting home based classes by encouraging their children to attend class regularly and on time. They assisted contracted teachers in providing him/her with some accessory teaching materials, or sometimes by accepting to come explaining social custom, religious ceremony, and unexpected activities in the village, as way to encourage participation and to make them feel their importance in their own communal activities. Majority of CWDs feel very happy to joint village classes and public school with great patience and effort for a regular attendance. They apparently show no stress, but a feeling of self confidence, got from school education and friendly talk with OEC staff during their periodic visits. Children with disabilities and normal children in public classes, showed in playtime and in playground as well as in cooperative learning, a friendly relationship with sincere recognition of what is favourable condition or not favourable for disabled children to do, that need assistance from their classmates. Teachers in the class, attended by disabled children, by spirit of respecting dignity and rights of children with disabilities, made great effort and accepted to pay additional time to respond to their needs in order to encourage them to gain equal intellectual level with normal children. Good relation of classmates and sincere consideration of teachers eliminated inferiority complex from their mind that enabled them to learn with hope and good results. After comprehensively understanding the rights of disabled persons through discussion and analysis in child club meeting, tolerance, mutual aid appear with no sign of discrimination, thus friendship and mutual respect emerge from their daily communication between CWDs and normal children, by sharing experiences, solving problem and practicing cooperative learning in class for common success.

b- Majority of community members, especially key persons in the village, or local authorities' members, who participated actively in the early detection and prevention awareness against disability, organized by OEC, continue maintaining constant effort in reminding villagers to succeed commonly the project. They ask OEC project team to enlarge the size of beneficiaries for a better spreading and great mobilization. They fundamentally understand the cause of disability and how to protect disabled children against any ill treatment, abuse, and all form of discrimination. Children, parents and all community members accept the idea of uniting all together to objectively study existing problem, especially what troubling children development, and then to try resolving that commonly with the project team by using two possible ways, one technical and physical assistance from the project, another one by using local resources, which mean general mobilization for children and for the future.

c- The idea of hurrying to get and use helping device become not more fearful like before, because the advantage and experience of the first 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. CWDs can now have equal access to good quality of education, with the same consideration and occupation as having normal children. Some of beneficiaries are now in secondary education hoping to develop their capability for future free jobs.

Parents of CWDs and community members show their happiness in collaborating with project team and in assisting the concerned children in solving some practical daily problem to satisfy their needs. The communication between CWDs and PWDs with all people in their community, as well as with local officials become more friendly and effective, especially in using health care services and contacting for some civil affairs.

6. ANALYSIS OF BENEFICIARIES

Total Direct beneficiaries: - 25CWDs/9F, PWDs' children 21/9F and 10PWDs/1F
 - 96 CWDs'parents/39F, 113 Local officials/33F

Total Indirect beneficiaries: -Expecting that one child participating directly in the meeting, organized two time for 150 children, can have 3 other children reached by the project, the indirect children = $150 \times 3 = 450$ children.
 -Admitting that the 96 parent members and the 113 local officials can have individually 3 other families reached by the project, the families impacted by the project = 627 families.

Statistics of People With Disabilities Receive **beneficiaries**

Specific Activities	Total (beneficiary number)	No. of women / girls	No of women / girls with disabilities	No of men / boys	No of men / boys with disabilities
I- Education for CWDs:					
1- Materiel and Uniforms	60	21	14	39	28
2- Support bicycle	10	2	2	8	8
3- Ramps	6				
4- Home Based Education Children	16	4	2	5	5
5- Number of teachers to teach CWDs	5	3	0	2	0
6-Extra Class	3	1	1	2	2
II- Referral	32	0	6	0	26
III- Number of participants at disability awareness campaigns/ sessions	108	24	0	0	0
IV- Convention on CRC	150	78			
V-CWDs' Parent Meeting	108	38	1	60	9
VI-International Child Right's Day	108	48			
VII- Child Club Meeting	68	38	13	32	19

7. SELF RATING ASSESSMENT OF THE PROJECT (5 Best Practice, 4 Fully Satisfactory, 3 Satisfactory Overall, 2 Marginally Satisfactory, 1 Weak) - Why? – please supply a clear description that supports your self rating score

Self Rating Assessment: (4): The one-year project starts from 1st November 2010 to 31 October 2011. Referring to the above description, we remark appearance of enthusiastic participation in discussing, analysing the causes and effects of abusing child's rights, especially child neglect, that villagers did not pay more attention, but now they recognize the effect of neglect which can cause health problem and trouble for children's learning. Additionally relationship between parents and school administration becomes closer in sharing information about children learning. Family members of CWDs, importantly parents recognize psychological manner as necessary means to console and encourage their children in learning with self-confidence without any self-underestimation. As striking result, among the 39 students beneficiaries of the project in school year 2010-2011, 38 students, except one going to learn electricity, pass to grade superior for school year 2011-2012. During the child club meeting, conducted by the club leading committee facilitated by the project manager, children discuss openly the rights and the responsibilities of children towards parents and community and then of parents and community toward children to create learning environment.

8. ANY CHANGES TO PROJECT PLAN OR CHANGES TO AGREED ACTIVITIES AND BUDGET. PLEASE EXPLAIN

In June 2011, during the field visit performed by ARC team, OEC project team received advice to reduce the number of ramp from 12 to 6 in considering the actual situation of schools and number of CWDs in the schools. The visit team suggested transferring the planned cost for the 6 ramps into other important activities: child club activities, awareness campaign and referral activities without modifying the approved budgeted \$19,760.00. OEC project team executed the advice in consulting ARC for increasing activities or number of participants in the three above mentioned.

9. OVERALL LESSONS LEARNED FROM THE PROJECT (1 page maximum)

1- In the past time, OEC project team created one child club for 2 commune grouping 35 participants. The experience showed that the distance separating one commune from another poses difficulty for travelling that affects regularity of participants and discourages girl participation, because parents do not want their daughters to travel far from their houses. Another factor the duration set for the meeting cannot last as having planned, because some participants must return home on time. Consequently, effort spent for studying and discussing useful topic does not go smoothly.

Future Solution:- To create one CC for every commune. Each CC will have total participants not exceeding 21 participants. This process allows girls to participate in the club reinforcing gender equality. -To introduce during the meeting some educative games such as Tangram and puzzle followed by analytical discussion, Implementation of Literature Salon using texts from folktales, Gatilok, Fontaine or Easop fables related to human rights, children rights, or social life. This method will use storytelling, inter-collaborative learning, group preparation, and presentation followed by debate and common discussion to promote mutual aid, tolerance, and team working that require individual and social discipline and common decision-making or majority adoption. This process will encourage participation because the knowledge developed is in relation with what they learn in their classroom. This strategy requires purchasing some books, production of teaching aids, and some necessary materials for practice, to serve learning by playing. Provision of working material will be very important to excite dynamic enthusiasm, mainly to provoke exploration, responding and taking action for their development. These activities will make happen later a personal vision, which enables them to have a permanent dream for their present and future life, starting first from studying objectively what they have actually, what they want to have in the future, how to do that to gain what they want, and from which external factor they need assistance?

2- In the past time, the project team did not yet join CC with CCWC.

Solution: To initiate creation of Parents Association for children development in training them to know the organizational composition, roles, and duties in children development and in relation with CC, Cluster School Committee and CCWC. In this quality OEC team should organize common meeting between PA and CC to strengthen effectively children development and eliminate child neglect. OEC has spiritually the idea of creating familial harmony to encourage children morally, psychologically following the spirit of article 5

of the CRC that lead to build family well-being, a solid ground base for educational development by forming first children personalities.

The accomplishment of the ideas drawn out from the past lesson learnt depend on analysis and decision concretized by material and financial support allocated to the future project or extension.

10. COPIES OF SUPPORTING DOCUMENTS FOR ITEM/EXPENDITURE COSTS GREATER THAN USD 500 SUMMARY BUDGET TABLE MATCHING ACTUAL EXPENDITURE TO APPROVED BUDGET LINE ITEMS – please develop this as an excel spread sheet.

N/A

Line item as in original budget Example –	Approved budget	Actual expenditure	Variance	Comments (to explain variance)
1. PROJECT COST				
1.1 Day care Centre				
1.2 Training Materials				
1.3 Workshop				
1.4 Transport				

11. Please add one photo that represents your project and briefly explain why you chose it



The photo of Sãn Veasna, 12 year old, riding his bicycle, provided by the ARC/OEC, to school, shows concretely the inclusion of children with disabilities into the mainstream school.

This photo will attract and encourage other disabled children to pay consciously their effort in developing themselves by attending public or local village school (Please see its case study below)

12. Please add one case study or story about the project (half page max) – this could be an impact story of a beneficiary or a story about change in your organisational thinking / culture, or something that makes you proud – be creative!! Importantly please explain WHY this story is selected to represent your project



MY PERMANENT HOPE

I, Sâh Veasna, the fourth son among 3 other children, 2 brothers and one sister, is now 11 years old and learning in grade 6 of Chey Semar primary school. My father, Chan Sâh, 46 years old transport goods from Lem Market crossing Khmer-Thai border for pay, while my mother, Sou Rey, 44 years old, is a mobile seller of Nem, a kind of roll made of hashed meat in Kamrieng district.

In September 2005, I went with my 5 classmates of grade 1 to observe some Lorries leveling the soil for construction. Unfortunately, when moving away from the place, I stepped on a rolling piece of red soil and then falling down coinciding exactly with the moving backward of a lorry which crushed my left leg. Suddenly I was evacuated to Thai Hospital for emergency favor. After a

20-day-rescue, I returned back continuing to learn as usual. I made great effort with instable feeling and sometimes with discouragement in walking a long distance of 3Km supported by my left prosthesis to reach my classroom. I usually think that maybe I will not finish my primary cycle.

From 16 March 2011, OEC team in cooperation with communal council members, accepted to include me in the project sponsored by ARC. I have my leg re-adjusted, adapted to my growth that facilitate my moving and additionally I received a bicycle permitting me to attend class regularly and to go contacting my friend for discussing some lessons or home works. With bicycle I can go for a ride contemplating natural view for relax, or sometimes I can assist my parents in going to buy something necessary for food preparation. With my free mobility and learning material support including uniforms, moral reinforcement and new familial atmosphere, I have now in mind a permanent hope to continue learning in secondary school and to attain my dream of being later teacher or medic.

I express my grateful thanks to ARC in giving me a new hope through OEC supporting activities.

ARC might want to use your photo or case study / story in its reports and communications (including web based). Can you please indicate if you are happy for us to do so?

Photo: YES!

Case study / story: YES!

13. VERIFICATION OF REPORT SUBMISSION

I declare that I have read the information supplied in this report, it is true and correct, and all activities and expenditure were as agreed and reported.

Date: 08 November 2011

Prepared by

Authorized representative

Name: Tith Davy

Position: Executive Director

Chab Chanda

Date: 08 November 2011