

REPORT

Progressive Report

January -June 2011

Report Period: - January –June 2011

Project Name	Education and Employment for Young people with Disabilities
NGO Name	Marist Solidarity Cambodia (MSC)
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Project Name

Education and Employment for Young People with Disabilities (PWDS)

Overall Objective

To contribute to the establishment of a comprehensive educational experience to empower PWDS to access employment and achieve social integration

Project Description

MSC was formed in 2010 through the amalgamation of– Marist Mission Australia and YODIFEE (Youth with Disabilities Foundation for Education and Employment).

MSC, is a not-for-profit, humanitarian and development organisation registered as an INGO under the authority of a MOU with the Cambodian Ministry of Foreign Affairs and International Cooperation, Royal Government of Cambodia.

MSC is mandated to provide or facilitate formal and informal education programs leading to self-sustaining employment of all PWD participants.

The operation of the all projects takes place on several sites.

The project of providing an education and employment opportunities program for People with Disabilities begins on the La Valla site: On the La Valla site the students are given an accelerated primary level of formal education that can be completed in 3 years. For ¾ of the 100 students the program is residential, the remainder live with their families or NGOs.

The second stage on the YODIFEE at the Villa Maria site provides residential facilities for the students who attend the local government high school. Non-residential students who live with their families receive support to attend their nearest government high school. The Villa Maria site also co-ordinates the skills training program for those who have chosen to leave the formal education program. Vocational training networks with outside training facilities, as well as conducting some programs on site, to bring the PWDs to a point where they can either be employed or become self-employed in a sustainable way.

Table for Summary of Operational Activities Year 2011

<p>1. La Valla School 1. Needs assessment and enrolment have been completed 2. School operations are running effectively 3. Health and rehabilitation treatment are ongoing 4. Gardening and cultivation at La Valla School for educational program 5. Procedure in receiving vocational skills 6. Visit and field trips for students and teachers have been undertaken 7. A Newsletter has been developed and published every three months, a Website has been developed 8. An ID Card system for members of staff has been put in place.</p>	<p>Year 2011</p>
<p>2. Personal Development Training 65 PWDs attended a 2-day personal development training course</p>	<p>Year 2011</p>
<p>3. Villa Maria Established better facilities at the accommodation hostel at Villa Maria Training- Music and computer</p>	<p>Year 2011</p>
<p>4. Schooling Assistance 1. Provision for schooling assistance to student with disabilities 2. Visiting each student on a three monthly basis per year 3. Provision of schooling assistances to students with disabilities – in Kampot 4. Educational Assistance Project for Young People With Disabilities- Misereor Support</p>	<p>Year 2011</p>
<p>5. Rental Hostel Accommodation 1. The establishment of two hostel accommodation buildings</p>	<p>Year 2011</p>
<p>6. Vocational Training, Apprenticeship, Small Business Set Up 1. Recruitment of Trainees 2. Business Practices have been taught and experiences gained through the apprenticeship system A small Business Enterprise management training scheme has begun 3. Some Small Business Enterprises have been set up</p>	<p>Year 2011</p>
<p>7. Yodifarms Training of 6 trainees has been completed, Feeding of animals, Animal Husbandry have been taught Sa’ang Farm— Banana cultivation and harvesting have been done</p>	<p>Year 2011</p>
<p>8. Yodicraft Marketing and business strategies have been carried out Training in craft is ongoing</p>	<p>Year 2011</p>
<p>9. Motorbike Business Shop Training and business are reunning</p>	<p>Year 2011</p>
<p>10. Income from Business Money derived from business has been collected</p>	<p>Year 2011</p>

<p><i>Social workers/ volunteer each province</i> 2 more social workers will be recruited for Siem Reap/ Kampong Thom, and Kratie to do the work of field work based in the local area.</p>	<p>Year 2011</p>
<p><i>For MSC Administration Staff/ Carers</i> 70 members of staff will be supported to carry out the projects of MSC. Our Staff will continue to support and take care to our target beneficiaries. <i>Marist Solidarity Cambodia officially Merging and MoU Signed</i> <i>MoU signed with Ministry of Social Affairs , Veteran and Youth Rehabilitation</i></p>	<p>Year 2011</p>

The Projects Supporters

The projects have been financially supported by our respective supporters, viz:

- Australian Marist Solidarity
- Marist Mission Centre Australia
- CBM
- Misereor
- LilianeFonds, Netherlands
- RideAid Australia
- Grapes for Humanity Global Foundation
- AIB
- Individual donors

Project Outcome

La Valla School

This report covers the period of 6 months, January – June 2011.

Expected Result 1: A better educational performance has been achieved

Indicator to be achieved:

100 PWDs attended the formal educational program and 15 graduated from the program of La Valla School and 1 has chosen to begin Skills Training

Planned Activities

1. Need assessment and enrolment of students for La Valla School have been

Actual practice and achievement

1.1 Collecting names and enrolment of the children

We assessed to collect and enrolled 60 new children in October 2010 from different provinces through our networking via NGOs. The school commenced with an enrolment of 94.

They have been placed into the classes after the testing their ability.

In total there have been 94 children studying at La Valla School.

1.2 Database filling

The registrar and his assistant have developed the database filling system to coordinate student records. The purpose of this system is to record all of students who have gone through La Valla School since the school starting in 1998 as well it is the tool to monitor our present students and their progress.

1.3-Parents and NGOs contacts

As always our team have regular contact with the parents of the students who need special attention in relation to their health, education, behaviour, and special needs. There have been 16 visits to the parents of the children to see their living conditions and understanding their particular needs.

2. School operation

2.1 The teachers have coordinated to divide the children into classes appropriate to the ability of the student and the manageability of the class size.

The school principal is a main person responsible for

conducting the school from the begin of January – June 2011

- Classrooms were divided into two 7 classes accordance the knowledge level of our students. Attached please the list of students by class.
- Material for school supplies for each class has been prepared to meet the class needs.

2.2 School timetable arranged

The 2 meetings to plan the timetable were conducted. Each class received their timetable according to their needs and the time table has been set up for the school year. All teachers are happy to have the timetable for their classes.

2.3 A meeting was conducted to establish an action plan for the school.

The school principal together with the 7 teachers, as well as the management team conducted a meeting early February to plan a proper action plan for La Valla School for the three year 2011-2013. As the result the plan was developed consisting of the activities to be implemented and people appointed to do the specific tasks. The plan is meant to give direction to the education process.

This plan has been compiled within the strategic plan for Marist Solidarity Cambodia for year 2011-2013.

2.4. School Curriculum

The curriculum is based on the government school curriculum. The school principal and teachers hold monthly meetings to follow up the program.

The schooling program is periodically adjusted to meet the changing needs of children and young people based at La Valla School.

In general there are four main subjects for the Cambodian primary school: Khmer literature, Social Studies, Maths, and Practical Science. However La Valla School has supplemented the main courses to equip students to a broader knowledge base. The supplementary courses are as follow:

- Music program
- Basic computer program
- English

3. Health and treatment

- Healthcare program
- Hydrotherapy program including physiotherapy program
- Weekend program (sewing training)
- Evening program (self – and peer study)
- Sport Activities
- Music program
- Gardening

2.5 Teacher training

Every week, one teacher's meeting is conducted to plan the weekly activities for the school program. This is seen as a better system to supervise the daily operation of the classes and the range of school activities. The meetings have included the preparation of the following activities:

- Teacher Training,
- Demonstration teaching,
- Preparation of teaching materials
- Planning for semester exam,
- Report writing for the local education authority and Ministry of Education Youth and Sports,

Organization and coordination of the Physical Education Program with the Health Care Program.

There has been a steady stream of cases, attending the onsite clinic for appraisal, and subsequently attending the rehabilitation centres or specialist public hospitals. Some very pleasing referral work has been done and improvements suggest that surgery and casting have been generally very helpful to students.

15 girls and 27 boys received prosthesis service from Cambodia Trust and Veteran International in the past 6 months.

10 girls and 11 boys received limb surgery from national hospitals in Phnom Penh.

93 children received dental check-ups and treatment from World Health Family Organization.

With the appointment of a Health Care Officer we are endeavouring to maintain a good standard of professional health care for the children.

The text books presenting the health care for women with

<p>4. Gardening program</p>	<p>disabilities have been copied for the teachers to be used in grades 5 and 6.</p> <p>Swimming activities have been conducted weekly for each class. These exercises help the children to strengthen their muscles and it is a part of educational curriculum.</p> <p>There was a garden where the students has grown the different types of plants established in March 2011 as to show the students how the plants grown and where they can practise the scientific implementation outside their class rooms. The plants included water plants, air plants, and land plants. Some birds have also been raised in the garden.</p>
<p>5. Skills Training Pathway</p>	<p>This project has defined the roles and responsibilities of the vocational guidance officer. The job is to counselling each student to find their pathway to a career. One of the staff has been appointed to this position.</p> <p>84 students have received counselling and guidance for possible vocational training and schooling assistance and accessibility to the service providers to be trained. This is a very important part of the pathway to gain employment.</p>
<p>6. Field trip and visit of the teachers and students</p>	<p>There were two field trips for the La Valla students. They visited the palace and the zoo. All staff and students were impressed and satisfaction was had by all. The aim of the visits was to expose the students to new experiences of the outside <i>world</i> and gain a sense of the moral values of the natural environment as well as the cultural heritage that is very much a part of the Khmer society.</p> <p>The teaching staff visited a primary school run by the French NGO, Smile for a Child. The teachers were exposed to alternate ways to improve their teaching practices.</p>
<p>7. Development of a three monthly newsletter and a Website</p>	<p>The project is now able to publish a three - monthly newsletter called three Violets news for Marist Solidarity Cambodia. Two publications were issued in the first six months January – June 2011.</p> <p>Please visit the website at www.maristsolidaritycambodia.org to see our newsletters. The aim of the publication is to show the development our network that is serving our clientele.</p>

Personal Development Training

Expected Result 2: The trained PWDs will develop responsibility for their lives and become integrated into society.	
Indicator to be achieved: 55 PWDs attended the 2-day personal development training.	
Planned Activities	Actual practice and achievement
A personal Development Training Program will be conducted in April 2011 for selected students. The objective of the training is to integrate the experiences of people with disabilities (PWDs) to ensure the human development of their talents in order to gain inner-strength, personal vision, ways to develop a code of conduct, self - esteem and motivation, moral standards, personal leadership and responsibility for their lives in an integrated society.	<p>We invited the mentor from Wyndham Disability Action Group Melbourne Australia, to provide training in Personal Development to the selected students. There was a two - day seminar and workshop that took place in June instead of April. 30 people attended the course. At the end of the program each participant gained:</p> <ul style="list-style-type: none"> • An understanding of the NATIONAL DISABILITY LAW • A understanding of the difference between PRIVATE vs. GOVERNMENT EMPLOYMENT • What TYPES OF EMPLOYMENT are available – INDUSTRY • What variety of SUITABLE JOBS is available for PWDs? • The need for ADDITIONAL TRAINING/EDUCATION • The realisation that WORK EXPERIENCE/ INTERNSHIP – ARE NEEDED? And HOW TO GET IT? • A direction in looking for jobs. WHERE TO LOOK FOR JOBS • The skill of How to make RESUMES <ul style="list-style-type: none"> - RESUME TEMPLATES. - WORKSHOP/PREPARE RESUMES. • JOB APPLICATIONS – <ul style="list-style-type: none"> - CHECK OUT THE EMPLOYER - WORKPLACE – ACCESS ISSUES?

At Villa Maria

Expected Result 3: The accommodation hostel at Villa Maria and the off-site hostel for boarding students are well managed for 80 students.	
Indicator to be achieved: Hostel accommodation serving 80 PWDs	
Planned Activities	Actual practice and Achievement
80 boarding students will stay at Villa Maria where they receive two meals per day, attend the government school; received medical attention, rehabilitation, schooling assistance and	At Villa Maria January – June 2011 we actually had 73 students, including students at the rented house (47 boys and 29 girls). Each student had 2 meals per day, attended government school, received medical attention, rehabilitation, schooling assistance and equipment.

equipment. Tuition and training at Villa Maria such as basic computer, English and modern music will be conducted	15 young people have been studying basic computer skills. 14 young people are in the music class. They are gaining basic musical skills that can be applied to a variety of musical instruments.
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Schooling Assistance

Expected Result 4: Schooling Assistance is aiding 500-600 students. The performance at school and in the local community of the students has been well monitored and where necessary recommendations made to the student.	
Indicator to be achieved: 600 students received schooling support.	
Planned Activities	Actual practice and achievement
4.1 SAP - Liliane Fond Support	Financial assistance given to our 584 students twice during the year.
4.1.1 Provision schooling of assistance to students with disabilities	584 students actually received our support.
4.1.2 Visiting each student on a three monthly basis per year so as to:	One monitoring visit took place in March to check their record of school attendance and follow up for 584 students. This monitoring is to see their scholastic progress and check their record of school attendance, evaluate to what extent the family situation is supportive to the child through a home visitation.
4.1.3 Provision of schooling assistance to students with disabilities- Kampot 4.1.4 Cooperation KPF/ Day-Care	There were two visits to our students in Kampot to follow up their school record and attendance. The assessment of 12 new applicants (students) was done. 5 of the applicants were accepted into the program. We provide a room for the day care classroom for Komar Pika Foundation (KPF) to daily running. The class starts is conducted 8 am- 4 pm. One of our staff is in charge of supervision with KPF. There are 15 children with intellectual disabilities attending the class.
4.1.5 Health Service/ Medical Clinic	60 people received a basic medical check-up and medication for free. One family was given a sack of rice each month.

Basic English Classes	50 local students attended the English class each day.
4.2. Educational Assistance Project for Young People With Disabilities- Supported by Misereor.	12 young people with disabilities attend university receiving support. There were 2 regular meetings with the individual students to keep updated with their studies and schooling situation. We provide two meals per day and hostel accommodation. Their study record is supervised and discussed with their supervisor.

Rental Hostel Accommodation

5 Expected result: Better living conditions for 100 PWDs set up	
Indicator (to be achieved)	Two houses rented for accommodate 100 PWDs
Planned Activities	Actual practice
5.1 The establishment of two hostel accommodation buildings	We rented two houses to provide accommodation for students who are older. There are 45 students residing in the two houses. This program is for young people who are temporarily staying to receive skills-training, and some being older students, attending university at weekend.

Vocational Training, Apprenticeship, Small Business Enterprises established

6. Expected Result: 10 apprentices/PWDs received business management training in theory and practice.	
Indicator to be achieved **	
Planned Activities	Actual practice
6.1 Recruitment of Trainees	17 apprentices received training at the various courses: 3 at the motorbike shop 2 at the mobile phone shop 4 at the electronics shop 3 in banana cultivation at Sa'ang farm 3 at the Kampot Farm 2 at the sewing project.
6 2 Business practices have been taught and experiences gained through the apprenticeship system.	Not yet implemented
6.3 Small business management training conducted	Not yet implemented

6.3 Small Business Enterprise established

Not yet implemented

Skills training in animal husbandry and agriculture established at four different farms

7 Expected result: 16 trainees will complete the skill training in animal husbandry and agriculture	
Indicator to be achieved 16 trainees completed the skill training course.	
Planned Activities	Actual practice
7.1 Yodifarm -Kampot	6 of trainees graduated in farm training in April. 3 more were selected to begin training at the Kampot farm.
7.2 Farm Sa'Ang	Approximately 6 hectares of land was bought at Sa'ang commune, Kandal province. A well was drilled to provide water for consumption. A farm caretaker was recruited. 4 young men (trainees) were selected to be the trainees as well as to look after the farm. The Farm coordinator visits the farm each week. A Meeting, for daily management is conducted for the week's activities is held. 600 banana trees have been cultivated since January 2011. 300 Papaya have been planted in May. Corn has been planted and harvested. A rotary hoe for ploughing was purchased. Fencing was built around the farm The house was built and basic needs such as drinking water, electricity and food are provided for the trainees.
7.3 Yodifarm-Battambang	Not implemented yet
7.4 Yodifarm-Pursat	Not implemented yet

The Yodicraft business has been improved so that it has achieved the goals of providing employment for disabled producers and establishing a stand-alone business.

8 Expected result: The Yodicraft business has been improved and is providing employment to disabled producers and the business is moving towards self-sustainability.

Indicator to be achieved

- 25 producers become employed
- 10 new producers provide production to Yodicraft
- An amount of US\$ 5,000 profit will be made for the project

Planned Activities	Actual practice
Shop management and development	In March the shop was painted and was expanded.
Marketing and Communication	Outlet connections were made with 6 new shops 4 in Sihanouk Ville and 3 in Siem Reap will become new sales outlets. A New Catalogue was produced. 5 new designs were made to meet changing market expectations.
Staff management and responsibilities	There were two senior young men appointed to be responsible for marketing and shop assistance. The producers are constantly working the development of our product base.
Skills improvement and training	Two women volunteers from Australia have taught new skills to our producers in knitting and sewing.
Sales capacity	There was an increase sale abroad. We have found one new buyer from Australia through our network. There were two small orders in last 6 months.

Better Motorbike business shop

9 Expected result: A better Motorbike business shop has been set up. Experience has been gained in providing employment to disabled producers. We have also learned what is needed to better establish a small self-sustaining business that will ensure a greater viability.

Indicator to be achieved

6 trainees began their small business

Staffing

As planned, our 74 members of staff have accepted their responsibilities according to their roles in managing projects to assist our target beneficiaries.

Communication Structure

So as to facilitate the efficient running of the project and to share the responsibility with staff members, regular meetings were conducted for sharing ideas, planning for the future, assessing progress and practicing accountability.

Minutes of the meetings were shared by the Meeting Secretary. The team members are as following:

Management Team

- Director
- School Principal
- Financial Administrator
- Registrar

Meetings are held every two weeks

Departmental Team

School Principal

- Teacher

Meetings are held every week

Registrar

- Residential Manager La Valla
- Residential Manager Villa Maria
- Health Coordinator
- Physiotherapist
- Educational Guidance
- Liaison Officer
- University House Residential Manager

Meet are held every two weeks

Finance Administrator

- Site Supervisor La Valla
- Site Supervisor Villa Maria
- Assistant
- Farm Coordinator
- Yodicraft/Business

Meet are held every week

Yodicraft Manager

- Instructor
- Producers

- Sale/Marketing executive

Weekly meeting

Farm Coordinator

- Farm Manager 1
- Farm Manager 2
- Farm Manager 3
- Farm Manager 4
- Workers

Meeting held every two weeks

Managerial Staff

- Director
- School Principal + underline managers
- Registrar + underline managers
- Finance Administrator + underline managers

Meeting held every three months

Outlook for the next Reporting Period for 6 months (July- December 2011)

1. A better primary educational performance has been achieved at La Valla School. 100 PWDs received education and 15 graduated from the La Valla School program.

2. The PWDs (Persons with Disabilities), by accepting responsibility for their lives have become integrated into society.

50 PWDs attended the 6-day personal development training.

3. The accommodation hostel at Villa Maria and at the off-site hostel will refine and improve their management procedures.

70– 80 boarding students received accommodation, food and attended the schools.

4. Schooling Assistance performance at the community and town have been well monitored and supported to 500-600 students

600 students received schooling support.12 students graduated from university.

5. Better living conditions have been set up

Two houses have been rented for 100 PWDs.

6. A vocational guidance program is in place and business practices have been taught and experiences gained through the apprenticeship system.10 apprentices received business management training in theory and practice.

7. Skills training in animal husbandry and agriculture will be established at four different farms

13 trainees (6 Kampot farm), (2 Battambang) (5 year Banana Sa áng) have completed the

skills training in animal husbandry or agriculture– Banana growing and other crops.

8. The Yodicraft business has been improved and succeeded in providing employment to disabled producers and setting up businesses working towards self- independence.

4 young people with disabilities, 2 of them are women received training in sewing and 2 young men learned skills in sculpturing. 10 trainees learned skills in crochet.

9. The better Motorbike business shop has been set up; **experiences gained both in providing employments to disabled producers and business earned toward self-independence.**

10. Money derived from business practices will be used to enhance the project.
US\$5,000 is expected to be earned this coming 6 months.

70 members of staff will receive support to carry out their duties in the projects of MSC.

The activities we plan to implement from July to December 2011

To maintain an overall enrolment of about 100 students by graduating 20 and enrolling approximately 30 more.

The Accommodation Hostel at Villa Maria and Schooling for boarding students will be well managed

A vocational guidance program is in place.

Business management practices have been taught and more experience will help us re-evaluate the apprenticeship system in place.

Small business management training will be conducted

Development of the Newsletter every three months, Updating the Website, Video Clip to be used

MSC Administration Staff/Carers

70 members of staff will be supported in carrying out their roles in the projects of MSC.

MSC Service Component and Resources

Service Delivery

MSC will provide support for people with disabilities and their families, either directly or through partnership with or referral to other service providers in following areas:

- La Valla School
- Personal Development Training – Capacity building
- Villa Maria Hostel Accommodation

- Schooling Assistance Program
- Rented hostel accommodation
- Vocational training, Apprenticeship, Small business set-up
- Yodifarm
- Yodicraft
- Motorbike business shop

Human Resources

MSC will develop a stable, highly qualified and motivated staff who will work towards the mission of MSC.

MSC will improve its capacity to attract and retain qualified care staff. All staff thoroughly understands the meaning of the mission and how their job contributes to achieving our goals. As well, a professional development program is implemented to strengthen and expand the supervisory and management capacity and opportunities among the managers and direct support staff to be community liaison people and successfully integrate the beneficiaries into the community.

Resources Development

MSC will be a highly visible, well respected non-profit organization that attracts increased numbers of donors as well as volunteers. MSC hopes to gain higher levels of contributions to support operations.

• Visibility

Update the communication plan such as the Website, Brochures and Report writing to be consistent with the strategic plan.

• Donors

Update any progress to the donor and network with new donors through the Marist network and other independent donors.

• Volunteer

Continue to be Involved with AVI and ABV and the Marist Network to apply for professional volunteers to support MSC activities, and establish a volunteer development program for the project.

• Fundraising

In the MSC budgeting policy, targets will be set for envisaged expenditures and sources of income will be identified. Regular sources of income from donors for long-term funding will be regularly accounted for. Shorter term funding will be sought from established funders as well as new donors sought. It is noted that the building of new projects is declining and the cost of maintaining present projects is rising.

• Business enterprise

Set up small business enterprises to generate income and provide employment to PWDs

DIFFICULTIES ENCOUNTERED	
Have there been difficulties or failures?	If yes - how have these been addressed?
<p>Staff capacity</p> <p>Staff capacity is the main part of the project achievement. The staff needs more capacity development.</p> <p>Income Generating Project Demand and business failure</p> <p>The exit strategy of our project is to provide skills then establishment of the income generating project for our target participant. However there was a lack of cooperation between parents and the participant in running the business. As well, today, small businesses have so much competition in the market from older established businesses.</p> <p>Student motivation and challenges</p> <p>A lack of maturity in relation to minimum effort for a maximum outcome is a feature of the modern adolescent. Hence our students in the skills training rarely develop the ambition and perseverance to achieve realistic rewards for their efforts. At the beginning motivation is high but as results fall away disappointment sets in and discouragement takes over. Eventually other options look more attractive that usually lead to a dependent way of living and a non-responsible lifestyle-characterised by GIVING UP.</p> <p>Eagerness to get success in life is needed more guidance and counselling for young people who are from the disadvantaged background or from the rural area.</p>	<p>We are looking for the appropriate suitable training courses for our staff to get trained. They need the sort training to strengthen the quality and effectiveness of their work.</p> <p>The program will work closely with the parents of the participant to motivate both to implement the plan they will agree to in running the business. A discussion meeting, on how to run the successful small business has been conducted to educate to the new business participant.</p> <p>Personal development training was conducted to these target young people; as well a stronger working relationship is being worked at, where the family is clearer as to what they have to do to help attain success for their son/daughter.</p> <p>Moreover there needs to be put in place more rigorous systems of accountability from the beginning of the education process in relation to the participation in MSC programs. It needs to be recognised that the life style of the family in the countryside has not given most children the life skills needed to succeed in the more constricting world of formal education. Development of student motivation to learn has to be paramount in our thinking and delivery of courses and in the behavioural practices that we encourage in the students.</p> <p>To this extent it is our staff that needs to focus and remain focused on the education process.</p>

Lesson Learnt	
<p>Assessment of the applicant</p> <p>What is needed is a more professional approach to the collection of data on the individual, a comprehensive look at the student's real progress over the years of study, and given the students disability, a concrete and realistic selection of job availability. Then an achievable goal can be set in place and the pathway chosen to maximise the student's likelihood of success. Any future support and planning will bring better outcomes.</p> <p>For the proper use and Development plan for each applicant, the assessment form should be developed and planned in the proper way. For their future support and planning should be stressed clearly in the development plan of each applicant.</p> <p>Personal Development</p> <p>We could see that the personal development training is such an important part of human consideration for life performance for people with disabilities. Motivation and encouragement are needed to boost their knowing how to achieve a successful life and meet their aims.</p> <p>Marketing for business earnings</p> <p>The business is the part of the project. So development of the professional marketing plan for the project is so vital. The project's need to find a marketing-professional to help develop the project is so crucial.</p> <p>The business that MSC/Yodiffee run included: Motorbike repair shop business Yodicraft business Agricultural cash crop and animal raising business Yodiband etc.</p>	<p>In the past we have tried to focus on 2 ideas:</p> <p>a) What does the student want to do in terms of study or job?</p> <p>b) What intellectual capacity does s/he have to achieve the goal?</p> <p>Now we are more aware that we need a broader approach to better placement of students in their study or work environment.</p> <ul style="list-style-type: none"> • Personal development is but one part of the process. • A vocational guidance person who is in touch with the economic and social environment can bring a touch of realism to the decision making process is a second component. • A third is the presence of skilled teachers who can motivate the student to strive for success and excellence • The fourth is the creation of an environment where the former three can be implemented.

Visibility of the NGO activity	
Communication and visibility are the elements of the brand name of the MSC. Producing communication tools to attract donors and the public to get to know MSC is crucial to MSC viability. MSC is finding effective ways to get to achieve this.	

Possible Issue

Marist Solidarity Cambodia (MSC) is an international NGO, recognized by the Government of Cambodia to operate the project to meet the needs of children and young people with disabilities.

MSC respects the indigenous culture, tradition and people. In accordance with government legislation and international norms in relation to the environmental concerns, MSC will conduct its affairs to the best practice standards. The Child Protection Code of Conduct MSC has in place will be reviewed so as to ensure the best possible care will be given when it come to the welfare of the children in our care. MSC received praise, respect and appreciation from the parents and the caregivers of the beneficiaries. MSC develops self-esteem, provides educational experiences and social integration opportunities for young people with disabilities.

Statement on how the project will be sustained from here on

Merging Yodifee with Marist Mission Australia is one of ways that the project will be able to run in the long term.

Farming and Yodicraft projects are also the business options that Yodifee foundation could earn income toward self-support. Seeking new donors to support the projects is also the option.

Changed in Project

Marist Solidarity Cambodia is now recognized officially by the government of Cambodia.

MSC was formed in 2010 through the amalgamation of– Marist Mission Australia and YODIFEE (Youth with Disabilities Foundation for Education and Employment) is a not-for-profit, humanitarian and development organisation registered as an INGO. Now the status of MSC has been recognised and approval given as from July 2011.

The letterhead for MSC has also been developed, and the approval to this will be presented to the second board meeting in August 31.

The Logo of MSC has already approved by Board and recognized by the government.

Declaration

The above information is a true and accurate statement relating to the implementation of the project.

Signature _____

Print Name of Signatory _____

Title: _____

Appendices

Income Statement January –June 2011

Profit and Loss Statement January – June 2011