



Health And  
Development Aid  
Abroad –  
Australia Fund Inc.

ABN 43 739 862 351  
Registered Charity No. 1273

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# NEWSLETTER

Issue 27 – December 2006

## Harvest International Services Cambodia, Vocational Training Centre

**R**RRRIIIING! "OK, save your work for now then turn off your computer!" says Choeun, a 22-year-old Cambodian assistant computer teacher, born in a refugee camp in Thailand. His parents escaped to the border during the Pol Pot regime and remained there until he turned six. The first two years of learning were done under a tree, taught by those who knew more than he.

The family finally returned to their homeland in 1990 but stayed quite close to the Thai-Cambodia border because of the unsettled political situation. Choeun and his siblings were able to continue their primary school at a Wat nearby. A few years later his father found a job as a driver and his mother sells groceries to feed the family of five in Pursat Province.

However, all things changed when his father was killed in an accident caused by drunk driving. Choeun was just about to enter high school but decided against it to lessen the financial burden on his mother. He heard that there were jobs waiting for him in Phnom Penh, but when he arrived in 2002, the eighteen-year-old could only get a job at a shoe factory. For the next two years he worked hard, but never felt satisfied with boxing shoes day after day. There must be something more to his life . . .

One day, a friend casually mentioned Harvest International Services' Vocational Training Centre (VTC) to Choeun. He got very excited – this might be the answer to a better future; but would he qualify?

Until the day he was accepted as a computer student at the VTC in 2005, Choeun had never touched a computer. It looked very strange to him. He was very quiet in the class because others seemed to understand much quicker. In term three, he signed for a Personal Development class as his elective subject. Through this course he came to discover his self-worth and value himself for who he is. By the end of the term he received news that his family had a financial crisis. The pressure for him to quit school and look for a job was very high. Thankfully he listened to the advice of the Principal, and the family found a way to overcome the situation. This meant that Choeun could complete his one year of computer studies at the VTC.

Today, this young man is the assistant to the current IT teacher at the VTC, and he is no longer quiet and shy, but an outgoing person who is well-liked and very much appreciated by his colleagues and students. His motto in life is, "Be confident – the problem which cannot be resolved today can be resolved tomorrow." His advice is, "Don't let others determine your value as a person." He would like to acquire more knowledge, especially in computer repairs and maintenance in the next three years.

# Never Too Old to Teach Literacy in Ivory Coast



*Denise Rhodes*

“**T**HANK you for the good news of the literacy teacher-training. Here are the names of two people we are sending to the workshop.” This was in a note received from a village in response to the news that a teacher-training workshop would be held in their area. One of the delegates who came was a 74-year-old man. Another delegate was 62 years old. They obviously didn’t think they were too old to learn to teach literacy and neither did the trainers. They were delighted to have them in a class of thirteen people who participated in a four-day workshop to train people to teach adult literacy in the Ivorian Gouro language.

The delegates, who came from a town and six surrounding villages, were taught the principles of teaching adults, how to prepare lessons and how to use the lesson books. One afternoon was a practical session when the delegates put into practice what they had learnt in theory. Now they are back in their villages, planning to begin real classes, thereby giving people the opportunity to learn to read their mother-tongue – their heart language.

With a high illiteracy rate in the country, the need for literacy classes in Ivorian languages is great. A literacy committee, with an expatriate worker, oversees the project. With seven local language groups to cover, the committee has a vision for each group to have its own literacy program – a paid supervisor (coordinator), enough trained teachers, on-going classes and more literature. Several people already have the skills and training to take on the supervisors’ roles.

A proverb in French, the national language of Ivory Coast, says, “Little by little a bird builds its nest”. Little by little, as resources become available, the committee is beginning to see its vision become reality.



*Denise teaching the students*



*A student putting into practice what he’s learnt*



*Graduates proudly display their well-earned certificates*

# Ganzi School Visit Report

## September 2006

*The aim of this latest trip was to visit the families in their winter pastures. Most of the year these families either live in remote high mountain areas or in the winter pasture, land which we cannot visit because the weather prevents travel over the passes. We visited the families who have now had a yak for sixteen months. All the families told us that their lives had completely changed in the last months as they had now enough food to eat and some of them had been able to sell butter and cheese to make some money to buy other necessities.*

**G**ANZI is a farming area where most families make their living from growing barley. This is the staple diet of all nomads and farmers. The barley is roasted and mixed with yak butter-tea to make 'Tsampa' which is eaten three times a day. This year has been one of the hottest summers on record, which means an early harvest and less barley. Every family has been affected by the small harvest this year, although all have said they have enough food for the coming year. The result is that they will not be able to sell any of their crops to have any income.

All the families are very grateful and appreciative of the financial support they receive from sponsors to enable their children to attend school. Each family desires that their children attend university.

Here are three profiles about the children and their families:

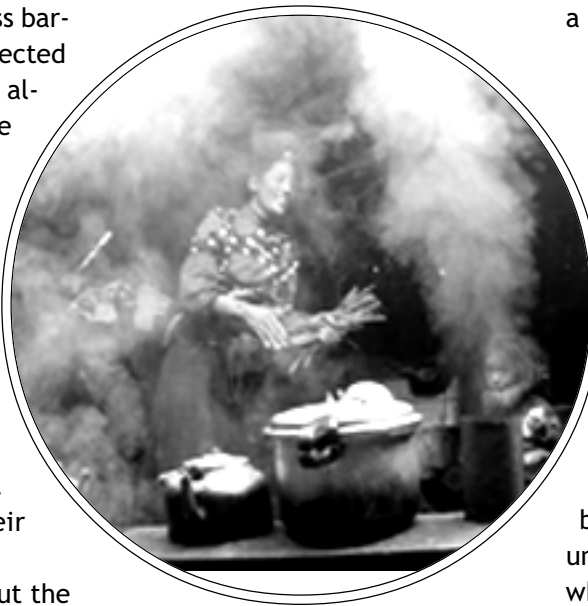
### **Family 1**

*Ang weng Tu Deng (boy) 6 years old*

The father left the home when the child was a baby, and so they live with the mother's parents and one other sister. This means there are two workers in the family. It is traditional that the women do the work on the farms. The parents of the mother are very ill at the moment, so they have sold most of this year's crop to pay for treatment at the hospital. They have reserved enough barley to last them for the coming year but it

means they will have no other income for the year.

This is the first time that any family member has attended school and the family is very happy to have one of their members get an education. At first Ang weng Tu Deng cried at school but now he has been attend-



ing for a month and is very happy to stay at school. At the weekends, when he comes home, he loves to do his homework.

### **Family 2**

*Zhaxi Kang Zhu (girl) 7 years old*

Zhaxi Kang Zhu's father left the home when she was one month old and so she lives with her grandparents and aunties. Her grandfather is the village leader. The women all work in the fields. This is the first family member to attend school and the family are thrilled that Zhaxi Kang

Zhu can go to school and want her to eventually attend university. Zhaxi Kang Zhu loves school and at the weekend will spend all her time doing homework. Before going to school she used to go to bed late and get up late but now she goes to bed early and gets up early. She never needs to be told to do her homework and is a good student.

### **Family three**

*Pu mai Kangzhu (girl) 6 years old*

Pu mai Kangzhu lives with six family members. On visiting the family home we learnt that the father was visiting the hospital and is seriously ill. He is not expected to live very long as he now can no longer eat any food and the hospital have told him there is nothing they can do to help. A brother has a mental illness and an uncle is blind. This is a needy family who have multiple problems. The mother is the only worker on the farm.

The comment that the uncle made about education was: "If a parent doesn't have education then he is just like an animal in the field." The family want their children to be able to read and write, as they cannot do either of these things. The family is very happy that one of the children can attend school, as she is the first family member who is going to have an education. Pu mai Kangzhu is enjoying attending school and loves doing homework. She also has a two-year old brother.

**HADA's Vision:** To see medical, educational, agricultural and sanitation programs established in countries as needed.

## Current HADA Projects

☑ These projects have been approved by HADA.

### HADA, Yunnan, China

Managers: Dale and Jackie Bragg

Project Officer: Gary and Ailin Leong

- Ninglang: Micro Enterprise Development; clothing for school children; sponsoring school children; training English teachers.
- Wenquan: teaching English; training English teachers; sponsoring school children; water purification and heating.
- Longchuan: Micro Credit loans to poor families in pig and cattle farming to improve the community's standard of living.

### HADA, Astana, Kazakstan

Manager: Hubrecht (Hubert) de Vos

- Step: training to achieve skills to ensure that people can find gainful employment or go into business themselves.
- Pregnancy Crisis Centre: helping people make sensible family planning decisions; helping women deal with the distress caused by sexual abuse. Training counsellors.
- Open Doors Community Centre.

☑ Associate organisations' projects.

STICHTING ASSISTANCE INTERNATIONAL, Sichuan Province, China

Manager: Keith and Barbara Richardson

- Shiqu: Screen and treat people with Hydatids.
- Educate the whole community in Hydatids prevention.

### PHNOM PENH, CAMBODIA

General Manager: Sharon Lim

Manager: Martin Aeme

- Vocational Training Centre: training young people to gain saleable skills in computers, sewing and metal work.

Manager: Tim Paton

- Bridge of Hope Street.
- Village school projects.

### ENTREADE GLOBAL, Hohhot, Inner Mongolia, China

Manager: Philip Lam

- A Cup of Water: Provide finances for poor children to attend school; 89 beneficiaries. Teach English and English Teacher Training; 300 beneficiaries.

### BRIDGEWATER CARE, Guiyang, China

Manager: Karen Malone

- Community based home rehabilitation and physiotherapy for recently disabled and trauma patients.

### INTERNATIONAL ASSISTANCE MISSION, Herat, Afghanistan

Manager: Iris Jordi

- Primary Mental Health: Improve mental health care of local people, through training and equipping of medical personnel, community leaders and through the provision of mental health services.

### LITERACY PROJECT, Côte d'Ivoire, West Africa

Manager: Denise Rhodes

- Literacy for teachers and children.

### GRACE FARM, Brazil

Manager: Ian Wood

- Care for underprivileged children.
- Building project.

**All projects in the Newsletter are approved for tax deductibility.**

## From the Secretary . . .

At the management committee meeting on 12 August the following funding distribution was approved.

1. \$2,600.00 to the Astana Project.
2. \$3,000.00 to the CATS Project in Nepal.
3. \$2,500.00 to the Shiqu Hydatids Project.
4. \$2,000.00 to the Ivory Coast Literacy Project.
5. \$2,000.00 to the Vocational Training Centre Project in Cambodia.
6. \$2,000.00 to the Morocco Cerebral Palsy Project.

We, the team at HADA, thank you for your continued support which makes this possible.

Till next time,  
Kees Moolenschot

### Thanks to You All from Astana

The following message was received on 24 August from the HADA team at Astana: "Please send our thanks to all HADA board members for this generous gift. This means the project can go full steam ahead." We pass the thanks on to you, our supporters, for without your involvement and sharing, we would not be able to assist.

The HADA Mangement Committee  
wishes all our readers a very  
wonderful Christmas and  
a successful 2007

Please advise where you prefer  
your gift to be sent:

1. HADA general fund and not tax deductible.
2. Tax deductible for the following:
  - distribution where it is most needed
  - a particular project
  - a particular person working in the project.



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All gifts are forwarded in their entirety, less bank charges, to the projects designated.