



# LOTUS OUTREACH

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## INTERNATIONAL

### **NON-FORMAL EDUCATION**

### **ANNUAL REPORT TO FORIX FOUNDATION**

### **JANUARY – DECEMBER 2014**

#### **Core Objective**

*To promote and provide opportunities to poor girls and entertainment workers with non-formal education so that they have numerical, reading and writing skills along with problem-solving abilities through which they can promote their standard of living –free from sexual exploitation– and leave the sex work industry.*

#### **2014 in Brief**

This past year marks another successful year for Lotus Outreach’s Non-Formal Education program, organized and implemented in tandem with Khemara, a local Cambodian grassroots NGO. In total, 107 students, 106 of them female, were enrolled in Non Formal Education classes that encompassed 5 different locations helmed by 3 teachers. NFE classes and skill trainings seek to offer these women and girls the opportunity to study and gain invaluable skills to help many of them escape their livelihoods within the red light district. Ninety-seven of these 107 students, or 91% of them, work as Entertainment Workers (EWs), which includes sex workers, Karaoke girls, beer promoters and massage girls. Tragically, all these jobs entail high levels of harassment and abuse, whether it is physical, sexual and or verbal.

These classes covered an ambitious plethora of topics including health and hygiene, economics, investment and career development, as well as psychological and spiritual improvement. Along with this, the records of book lending from the Khemara library underscores the capacity of the program to inspire and motivate students to explore areas of individual interest and self-learning. In addition to these classes, skill trainings were given or sponsored by NFE to many students that included tailoring, sewing, cosmetology, hairdressing and even a culinary curriculum.

The success of this program lies in both the educational and career development of these students, but also in their inner personal growth illuminated by Tol Srey Pov’s personal story included below as a case study. On behalf of all those who have deeply benefited from this program, Lotus Outreach shares its immense gratitude to Forix Foundation for their support of the Non-Formal Education program.

## **Khemara**

Khemara is the very first Cambodian NGO founded by all women in 1991. Khemara plays a pioneering role in working for the advancement of women, widows, and vulnerable children. It also promotes quality of life and stability for the people it serves. Lotus Outreach partners with Khemara to consult, oversee, evaluate and ultimately fund some of Khemara's program activities. A partnership with a grassroots organization as such is extremely effective and beneficial in reaching the women and girls Lotus Outreach seeks to support.

## **Program locations**

This past year, the program ran 5 literacy classes and provided skills trainings to entertainment workers, destitute and OVC (orphans and vulnerable children) in two districts: Russey Keo and Sen Sok in Phnom Penh City. These were the five class locations. Please note EW stands for Entertainment Worker.

1. Rented home of Entertainment Worker (EW) at Borey Kamakor, Russey Keo District
2. Tachan Chm Mith Karaoke and Beer Garden in Loo Village (moved in August to rented home of EW, Russey Keo District)
3. Srey Sros Karaoke Parlor in Lor Kombor Village, Russey Keo District
4. Rented home of EW (Sen Sok I) in Phnom Penh Thmey Village (North of the road), Sen Sok district
5. Rented home of EW (Sen Sok II) in Phnom Penh Thmey Village (South of the road), Sen Sok district

**Three teachers** ran these five locations: Ms. Un Sothary (Borey), Ms. Cheum Pheakdey (Ta Chan & Srey Sros) and Ms. Pech Sophanna (Sen Sok I and II).

## **Coursework**

Coursework for the NFE classes was divided into 5 topics including one miscellaneous grouping, which consist of the subject matters listed below:

### **1. Economic Empowerment and Career Skills**

- a. Gardening, pig raising, natural pesticides and composting
- b. Diet, healthy eating, cooking and smart shopping
  - i. Students learned to cook: Chicken Curry, Chicken Sour Soup, Beef Soup, Caramelized Pork with Fresh Coconut Juice, Fish Soup, Chicken Soup, Creamy Green Soup, Deep Fried Fish, Steamed Fish, Seaweed Soup, Chinese Style Soup, Honey Chicken, Shrimp Dish, Spicy Shrimp, Fish Dish, Lemon Fish and Tofu Soup
- c. Saving and managing money

### **2. Health and Hygiene**

- a. Using clean water and water-borne illnesses
- b. Child care, vaccination, breast-feeding, maternity and childbirth
- c. Avoiding hygiene problems associated with: sewerage, livestock, mosquitoes, women's health

### 3. Civic Responsibility

- a. Importance of education
- b. Women's issues, gender roles
- c. Civics, environmental protection, and social issues

### 4. "Getting Rich Quick"

- a. Identifying problems, solutions and opportunities
- b. Taking initiative, dreaming big and working hard
- c. Being focused, responsible, and smart with money

### 5. Miscellaneous Topics

- a. Helping others, caring for veterans, social problems
- b. Avoiding gambling and illiteracy
- c. Using time wisely and taking care of chores

## Book Lending

In total, 107 students borrowed books from the library box during NFE classes. This is equivalent to 345 times (some of them borrowed more than once). Most of the books borrowed were magazines, folk tales and books on reaching the potential life, psychology of building happiness and discovering peace of mind.

## Final Exams

In total, 89 students were able to sit in NFE's final exam for Self-Study and Getting Rich Quick (Successful Life). The exam was conducted on two occasions: first time on December 9th and second time on December 19th. On the 9th, 56 students sat in the final exam and on the 19th 33 sat in the exam. The students who did not sit the exam are still able to officially graduate, however, they do not receive the extra gifts that serve as an incentive to formalize a student's studies in a written exam format.

All the students who sat in exam received gifts of one Khmer skirt and 3 bars of soap each from the program. A celebratory party was held where the students made Bánh Hởi—a Vietnamese dish consisting of rice vermicelli woven into intricate bundles and often topped with chopped scallions or sautéed garlic chives, served with a complementary meat dish. The students made this dish together using their newly learned cooking skills.

## Skill Trainings

Skill trainings were provided both at the Khemara training center and at private cosmetology businesses. Tailoring and sewing were taught at the Khemara center, where students were familiarized with sewing machines and taught a number of topics including: single-stitch, double-stitch, sewing pockets, shirt-collars, and making of



**Final Exam!**

shirts for men and women, pants, pajamas, long skirts and short skirts.

Cosmetology training occurs at private beauty salons where students learn hair-styling, manicures/pedicures, applying make-up and other beautician skills. For these trainings, which Khemara outsources, students must have shown a hard work ethic, commitment, and come to class regularly (at least 80% attendance). In total, 19 students took sewing and or tailoring classes with Khemara, while 9 students did cosmetology classes outside Khemara and one student was able to take cooking classes with program funding.

Unfortunately, as further addressed below in the *Challenges* section, four of the 19 Khemara students attended class very irregularly due to excessive alcohol drinking. On the other hand, out of the 9 students who studied cosmetology, three are now working in hair salons and three more are continuing their studies into this coming year. Sou Phan Nin, the student studying culinary skills, completed her studies and is planning to open a stall to sell her food.



**Cosmetology Skills Class**

### **Health Referrals**

In cooperation with another Khemara program, Prevention of HIV/AIDS amongst Entertainment Works (EWs), NFE students gain essential access to health services that they otherwise would not be able to afford. This year alone, 103 students received counseling from program staff regarding female diseases and STDs. In addition, 96 students had blood tests for HIV on a voluntary and confidential basis. In addition 20 students received counseling on general diseases and 66 students on birth spacing. This is an extremely important benefit of working with Khemara and connecting various umbrella programs to best benefit these women and girl students.

### **Challenges**

This program faced and continues to face several challenges. For one, as mentioned above, there is a significant amount of alcohol abuse given many of the workplaces of NFE students. Often students work in Karaoke bars and other workplaces in the red light district and do not finish work until 7:00am. They can be very hung over as a result and attend skill trainings and other classes irregularly. This program serves to help these uneducated women transition out of their workplaces and as such, one of its primary purposes is to confront this challenge. That being said, while information is disseminated through class and health referrals are made to address alcoholic abuse, this problem exists in large part because of job requirements and drinking with clients.

Another challenge that this program encounters is that NFE students, given their low socio-economic status, often are forced to move spontaneously and leave without notice. The program staff searches for the locations of the students that have left, but sometimes it takes a very long

time. Piecing together information from friends and or people living from the same hometown is helpful, but can often lead to many dead ends. Tracking these students down and suggesting they remain in the program is extremely helpful to these women though, and a necessary part of the program.

### **Opinion: LO's Cambodia Representative, Raksmei Var**

Cambodian Raksmei Var works very closely with Khemara and Glenn Fawcett, our Director of Field Operations, to ensure the implementation and success of this program. Below is her opinion and valuable insights into the NFE program:

“Svay Pak in Russey Keo District used to be a red light area and that was the reason we originally started our program there. Over these years, the area is no longer known as a red light area, but still a lot is going on there behind closed doors, especially in the booming Karaoke and Beer Garden businesses. All sorts of harassment and ill-treatment (verbally, physically, and sexually) as well as drugs use and sex service can be found in these establishments. In the past few years, Karaoke and Beer Gardens started to bloom in another suburb of Phnom Penh known as Phnom Penh Thmey in Sen Sok District. The nature of the work and environment is no different from the ones in Russey Keo District, so that’s why the program expanded to the Sen Sok District in 2011. As of now, there is yet another new wave emerging in another suburban Phnom Penh in the Pou Sen Chey District. Local media recently published an article about a sudden change in this area within this past year (2014) that was a big surprise to anyone who had not been there for a year to realize how many Karaoke Parlors and Beer Gardens have been established and are now operating. To respond to these developments, the NFE program is going to expand our service to the Pou Sen Chey District in 2015.

From our experiences working in this sector so far, we have found that women and girls who have been settled in an area and work environment for a long time are more difficult to deal with in terms of getting them motivated and enthusiastic to start planning their future as well as getting their minds engaged to change negative and destructive habits. It takes tremendous effort from the project coordinator as well as teachers and staff to sometimes even drag them out of bed to go to class (they are often drunk and sleepy from a long night work—up to 7am often), pick them up, drop them off after class, and counsel them on their personal problems and health issues to name some of the program activities. Our project coordinator also plays a role as their mother and makes herself available for them 24/7—they are always on call for these NFE students.

To continue to achieve the outcomes this program has achieved in its previous years, it takes more than responsible people, it takes complete commitment and a heart of gold from our staff to make the project as successful as it is today.

### **Conclusion**

In 2014, the program served 107 NFE students, 91% of them hired in the entertainment sector, which includes providing either direct or indirect sexual services. During 2014, 46 Students have been assisted to find employment outside the entertainment industry, while 29 were provided high-level trainings that will lead to secured income. During the course of the year all the students, many of which were functionally illiterate before the class, became capable of basic

literacy and numeracy as well as learning about a vast range of general knowledge subjects including, basic ethics and morality, keeping to a monthly budget and small business management, geography, history, Khmer literature, etc. The impact this program has had on these girls and young women is of inestimable worth and has directly contributed to their economic, emotional and social wellbeing.

In the context of Cambodian society, uneducated girls especially, are held in low esteem and it is clear that there has been an increase in feelings of self-worth and economic capability in all the 106 women and girls served by NFE in 2014.

The challenges that this program faces are constantly being addressed, however, may ultimately continue into the coming years given the unpredictability of drop outs and the difficulties Entertainment Work entails. The program also plans to continually build skill trainings for more students and development methods to help students run a small business or expand an already established business. In addition, the “Successful Life” book will be continually promoted amongst all students. The program will continue its model into the coming year.

With 46 students enrolled in employment outside of Entertainment Work, Lotus Outreach is excited to continue supporting these women and girls from destitute and sexually exploitive situations, to working environments and lifestyles that are healthy and sustainable.



**NFE students gather with graduation certificates!**



**Chantha stitches a new dress and sews for the future**

## Case Study: Tol Srey Pov

Tol Srey Pov, 30 years old, is from La'Vea Em District of the Kondal Province in Cambodia. She is the youngest of 3 siblings (including one brother who died in 2012). In addition to the death of her brother, Srey Pov's father died when she was just 12 years old. As a result, she was never able to go to school because her family was extremely poor. Without a father to help secure family income, Srey Pov had to help her mother work in the rice fields. She also foraged firewood along with wild vegetables to sell at the local markets.

In 1999, when Srey Pov was 14 years old, she came to Phnom Penh to make a meager salary selling fruit in a bar restaurant. Two years later she changed her work to a hotel waitress. In 2007, however, her workplace was destroyed during a riot, so she had to find new work as a beer promoter. As a promoter she faces constant sexual harassment and has to reject lewd, inappropriate advances almost daily.

In December 2013, Srey Pov heard about an NFE class from her friend and she was immediately excited since she had never had the chance to go to school as a child. She decided to enroll in the class in January 2014. Srey Pov came to the program's class everyday and studied very hard. She was soon after selected and awarded a sponsorship to complete a Hairdressing Skill Training beginning in May 2014. She studied hairdressing in the morning and completed her NFE class in the afternoon. She excelled with enthusiasm and diligence. She passed the NFE exam this December and was recognized as the top



**Srey Pov (second from left) with fellow cosmetic students**

hairdresser in her skill training class.



Srey Pov is very happy with the progress she has made both on an inner personal and professional level. She recalls when she could not read or write and felt little self-worth. She hid her illiteracy from everyone and found it very embarrassing when she had to tell her son she could neither read nor write and thus, could not help him with his studies.

*It is now a new reality for Srey Poy!*

She helps teach her son at home and has discovered a newfound inner confidence. Furthermore, she now dreams of having her own beauty salon so that she does not have to put up with harassment at her workplace. Srey Poy is saving and is on her way to realizing this dream. She is very grateful to the program for giving her this precious opportunity to build her confidence and to pave the path of her own future.

## TABLES AND STATISTICS

### Number of Students by Classroom

Classroom Location	# of Students	F	M	EW* Work	Learning Skill	Employment	Skill Remarks
Borei Kamakor	18	18	0	15	7	0	sewing
Srey Sros Karaoke Parlor	19	19	0	19	1	0	sewing
Ta Chan Chum Mith Karaoke, Beer Garden	13	13	0	13	3	2**	sewing
OK Rik Reay, Rented Home	08	08	0	6	0	0	
Sen Sok 1 (north of the road)	25	25	0	25	4	0	hair-dressing
Sen Sok 2 (south of the road)	24	23	1	19	8	1**	3 tailoring; 5 hairdressing
<b>Total</b>	<b>107</b>	<b>106</b>	<b>1</b>	<b>97</b>	<b>23</b>	<b>03</b>	

– EW\* = Entertainment Workers include sex workers, Karaoke girls, beer promoters and massage girls. Tragically, all these jobs work in the red light district and entail high levels of harassment, whether it be physical, sexual and or verbal.

– Employment\*\* = these three women found new employment at a garment factory

– Out of these students, 99 of them are new students and 18 are students who wished to retake the program.

### Dropouts

Unfortunately, this year a total of 22 students dropped out once enrolled in NFE. That being said, this is significantly less than the 37 from last year keeping mind that there were only 7 less students enrolled in NFE this year than last year. Eight of these or a little more than 1 third just disappeared without giving notice and changed address and workplace. Others, 13 in total, dropout to continue with their jobs, 4 working in garment factories, 4 in shops in Prey Veng, 1 raising pigs and chickens and 1 selling aromatics and cosmetics. Although these women will not benefit from NFE's educational program, they are still employed and thankfully not in the red light district. Finally, the last dropout returned to her home village.

## Budget Overview

Raksmei Var and the staff at Khemara worked extremely hard to sort all the annual receipts for Forix allotted expenditures. Though they are in the Cambodian language, Khmer, they have correctly been organized matching the line items below. [REDACTED]

Forix Foundation's funds were not used exactly as originally proposed. Firstly, many of these line items encompass expenditures for 5 classes, and thus, the proposed budget had estimated Forix taking a proportion of these collective 5-class expenditures. These proportions were slightly changed in the actual allocation of Forix funds throughout the year by Khemara. Of course, all the funds were still restricted and were correctly distributed to the NFE program, however, not in the exact distribution that was estimated in the beginning of 2014.

Additionally, the proposed 2014 budget was based on the 2013 NFE budget and as a result, some line items were more expensive this year and did not match the original predictions. Therefore, in some places allocated funds were unable to pay for the full 12 months that were originally proposed. That being said, Lotus Outreach paid for the entire 2014 project budget of 5 NFE classes with co-foundational funds and individual donors as originally planned.

### Significant 2014 Expenditure Increases and Distribution Changes to Note:

- (1) *Follow-up with students by Program Manager*, actual cost \$25 a month not \$10, thus period covered was for 7 months not 12 months.
- (2) *Transportation for 2 Teachers*, actual cost \$15 a month not \$10 a month, thus period covered was for 10 months not 12 months.
- (3) *Actual Salary for Program Manager* came to \$366.025 not \$332.75. The program decided to allocate 5 full months from Forix funds.
- (4) *Salary for Teachers*, instead of hiring 2 part-time teachers, Khemara hired one part time teacher and one full time teacher for the 2 Forix supported classes whose combined salaries came to \$161.05 per month. Khemara allocated 11 months of this cost from Forix funds.
- (5) *Salary for sewing skills training assistant*, actual salary came to \$110 not \$100. Program decided to allocate 6 full months from Forix funds.

### Final Note

The variance in the Actualized 2014 Expenditures budget highlights the different whether (+) or (-), or spending that went above the initial proposed allocation (+) or below the initial proposed allocation (-).

### Proposed 2014 Budget

Budget Category		Explanation	Total
<b>I</b>	<b>A-Direct Project Costs</b>		
1	Snack for students	\$30*2class*12m	\$720.00
2	Incidental classroom supplies	\$10*2class*12m	\$240.00
3	Teaching aids and texts for students	\$28*12m	\$346.24
4	Education supplies for students	\$0.60*40p*12m	\$288.00
5	Classroom rental	\$30*2class*12m	\$720.00
10	Follow-up with students by Program Manager	\$10*12m	\$120.00
11	Cell card for Program Manager	\$15*1p*0.4*12m	\$72.00
13	Cell card for 2 teachers	\$10*2p*12m	\$240.00
14	Transportation for 2 teachers	\$10*2p*12m	\$240.00
16	Students Scholarship	\$50*10p	\$500.00
17	Students Referrals	\$10*2class*6t	\$120.00
18	Water & Electricity	\$10*2class*12m	\$240.00
20	Salary for Program Manager	\$332.75*0.4*13m	\$1,730.30
21	Salary for Teachers	\$73.21*2p*13m	\$1,903.46
24	Salary for sewing skills training assistant / cleaner	\$100*1p*0.4*13m	\$520.00
<b>Total</b>			<b>\$8,000.00</b>

*Note:* In Cambodia it is customary for NGOs to offer a thirteenth month salary as an incentive.

### Actualized 2014 Expenditures

Budget Category		Total	Variance (USD)
<b>I</b>	<b>A-Direct Project Costs</b>		
1	Snack for students	\$735.39	+15.39
2	Incidental classroom supplies	\$255.93	+15.93
3	Teaching aids and texts for students	\$311.84	-34.40
4	Education supplies for students	\$124.56	-163.44
5	Classroom rental	\$720.00	N/A
10	Follow-up with students by Program Manager	\$175.00	+55.00/7 months
11	Cell card for Program Manager	\$75.00	+3.00
13	Cell card for 2 teachers	\$180.00	-60.00
14	Transportation for 2 teachers	\$300.00	+60.00/10 month
16	Students Scholarship	\$536.32	+36.32
17	Students Referrals	\$118.75	-1.25
18	Water & Electricity	\$192.50	-47.50
20	Salary for Program Manager	\$1,830.10	+99.80/5 months
21	Salary for Teachers	\$1,771.55	-131.91/11 months
24	Salary for sewing skills training assistant / cleaner	\$660.00	+140.00 /6 months
<b>TOTAL</b>		<b>\$7,986.94</b>	<b>-13.06</b>

## Name and Information of 107 Students

No.	Surname/ First Name	Sex	Age	Education Level	Starting Date	Drop-Out Date
<b>I. NFE Class: Borei Kamakor Rental House, Total 18 students</b>						
1	Hour Theary	F	24	Self-Study	16.01.14	
2	Morn Neat	F	24	Self-Study	16.01.14	
3	Van Sreyoun	F	37	Self-Study	16.01.14	
4	Khim Pov	F	26	Self-Study	16.01.14	
5	Vut Thavy	F	23	Self-Study	16.01.14	
6	Keo Sreyka	F	21	Self-Study	16.01.14	
7	Kim Len	F	27	Self-Study	16.01.14	
8	Hong Sros	F	42	Self-Study	21.01.14	
9	Net Dany	F	27	Self-Study	10.02.14	
10	Hun Daneth	F	22	Self-Study	24.02.14	
11	Song Sirvmey	F	18	Self-Study	03.03.14	21.08.14
12	Sri Sophorn	F	18	Self-Study	13.03.14	
13	Cheik Vanny	F	23	Self-Study	03.03.14	
14	Mean Sreyneth	F	21	Self-Study	03.07.14	
15	Phoeurn Kimlang	F	14	Self-Study	12.08.14	
16	Sem Sreypich	F	14	Self-Study	12.08.14	14/11/13
17	Och Lida	F	27	Self-Study	15.08.14	
18	Bun Sophy	F	23	Self-Study	15.08.14	
<b>II. NFE Class: Srey Sros Parlor, Total 19 students</b>						
19	Kaet Sareurn	F	24	Self-Study	02.01.14	
20	Sun Savy	F	20	Self-Study	02.01.14	
21	Veng Sreyrath	F	27	Self-Study	02.01.14	
22	Veng Srey Ya	F	18	Self-Study	02.01.14	
23	Chea Sopheaktra	F	29	Self-Study	02.01.14	
24	Chork Phalla	F	27	Self-Study	02.01.14	
25	Kim Sokleng	F	18	Self-Study	08.01.14	
26	Srey Leak	F	19	Self-Study	08.01.14	
27	Ith Sothea	F	20	Self-Study	15.01.14	
28	Yean Reaksa	F	18	Self-Study	15.01.14	
29	Ith Sophy	F	27	Self-Study	19.02.14	
30	Sok Khim	F	27	Self-Study	03.03.14	
31	Choun Pisey	F	21	Self-Study	03.03.14	

<b>32</b>	Kheng Sokkheang	F	23	Self-Study	17.03.14	
<b>33</b>	Afi Ny	F	36	Part 3	30.06.14	24.07.14
<b>34</b>	Sok Sonita	F	18	Self-Study	17.06.14	
<b>35</b>	Sim Lisa	F	18	Self-Study	18.08.14	
<b>36</b>	Min Sreyleak	F	18	Self-Study	01.09.14	
<b>37</b>	Cho Sreynich	F	18	Self-Study	02.09.14	
<b>III. NFE class: Svay Pak village, Total 8 Students</b>						
<b>51</b>	In Norn	F	31	Self-Study	06.08.14	
<b>52</b>	Neth Sreynich	F	11	Self-Study	06.08.14	27.10.14
<b>53</b>	Phin Ya	F	26	Self-Study	06.08.14	
<b>54</b>	Dy Savun	F	14	Self-Study	06.08.14	
<b>55</b>	Lim Sorphea	M	23	Self-Study	06.08.14	
<b>56</b>	Kim Sreynich	F	19	Self-Study	06.08.14	
<b>57</b>	Lim Sorphorn	F	21	Self-Study	14.08.14	
<b>58</b>	Nhim Sothoeurn	F	27	Self-Study	04.07.14	
<b>IV. NFE class: Sen Sok 2 Parlor, Total 24 students</b>						
<b>59</b>	Boeurn Vanak	F	34	Part 2	08.01.14	07.04.14
<b>60</b>	Eng Tola	F	23	Self-Study	08.01.14	
<b>61</b>	Morm Sopheak	F	27	Self-Study	08.01.14	
<b>62</b>	Chhean Sreyleang	F	18	Part 2	08.01.14	07.04.14
<b>63</b>	Chhean Meng Chheang	M	22	Part 2	08.01.14	11.04.14
<b>64</b>	Tol Sreypov	F	30	Self-Study	09.01.14	
<b>65</b>	Lanh Sreymak	F	20	Part 2	09.01.14	08.04.14
<b>66</b>	Lay Soknov	F	19	Part 2	09.01.14	10.04.14
<b>67</b>	Nut Sophana	F	19	Self-Study	14.01.14	
<b>68</b>	Leng Sophy	F	22	Self-Study	14.01.14	
<b>69</b>	Bo Sreyleap	F	22	Part 2	27.01.14	03.04.14
<b>70</b>	Chhean Sreyrath	F	26	Part 2	27.01.14	10.04.14
<b>71</b>	Sok La	F	17	Part 2	18.02.14	03.04.14
<b>72</b>	Meas Theavy	F	22	Self-Study	25.02.14	
<b>73</b>	Chea Sreymean	F	35	Self-Study	25.02.14	
<b>74</b>	Kem Chantha	F	28	Self-Study	26.02.14	
<b>75</b>	Sam Orn	F	52	Self-Study	26.02.14	
<b>76</b>	Bun Sreyva	F	29	Self-Study	21.03.14	
<b>77</b>	Him Sreymoch	F	21	Self-Study	21.04.14	
<b>78</b>	Kol Sokuntheory	F	24	Self-Study	27.05.14	

<b>79</b>	Phoung Daneth	F	23	Self-Study	27.05.14	
<b>80</b>	Nhem Dany	F	18	Self-Study	03.07.14	20.11.14
<b>81</b>	Kan Savin	F	26	Self-Study	27.08.14	
<b>82</b>	Nhanh Reaksmey	F	18	Self-Study	04.09.14	
<b>V. NFE class: Sen Sok 1, Total 25 students</b>						
<b>83</b>	Nen Rathana	F	22	Self-Study	08.01.14	
<b>84</b>	Yi Sreymom	F	26	Self-Study	10.01.14	
<b>85</b>	Gnirn Sopheak	F	23	Self-Study	10.01.14	
<b>86</b>	Rin Sokny	F	23	Part 2	10.01.14	03.04.14
<b>87</b>	Lan Chhayleang	F	20	Self-Study	10.01.14	
<b>88</b>	Seng Sothea	F	24	Self-Study	10.01.14	
<b>89</b>	Sours Samith	F	28	Part 2	10.01.14	08.04.14
<b>90</b>	Rith Chanthoern	F	20	Self-Study	27.02.14	
<b>91</b>	Min thearath	F	18	Part 2	19.03.14	09.04.14
<b>92</b>	Seng Tha	F	28	Self-Study	29.05.14	
<b>93</b>	Och Da	F	18	Self-Study	17.06.14	
<b>94</b>	So Chenda	F	23	Self-Study	27.06.14	
<b>95</b>	Nun Sreynich	F	18	Self-Study	08.07.14	
<b>96</b>	Hem Sirvmey	F	18	Self-Study	21.07.14	
<b>97</b>	Ven Sreykeo	F	18	Self-Study	23.07.14	
<b>98</b>	Hun Linda	F	22	Self-Study	25.07.14	
<b>99</b>	Hean Sreyvy	F	23	Self-Study	30.07.14	
<b>100</b>	Pao Sreyrov	F	18	Self-Study	21.08.14	
<b>101</b>	Sot Sreyneang	F	18	Self-Study	25.08.14	
<b>102</b>	Yun Sokhem	F	32	Self-Study	04.09.14	
<b>103</b>	Sot Sreylin	F	20	Self-Study	04.09.14	
<b>104</b>	Vy Ya	F	24	Self-Study	04.09.14	
<b>105</b>	Prum Dany	F	19	Self-Study	04.09.14	
<b>106</b>	Touch Chetra	F	18	Self-Study	04.09.14	
<b>107</b>	Prum Channa	F	16	Self-Study	04.09.14	
<b>Total number of students in NEF class of 2014 is 107 (female: 106, male: 1)</b>						