



<http://www.ssoe.org.au/>



South Sudan Orphan Education, a Sydney, Australia, based community organisation was formed in April 2007 by members of the Sydney Southern Sudanese refugee community. These community members approached a range of community workers, teachers, students and other interested people to seek support for the project's aims. From these initial meetings SSOE was formed and incorporated as a community managed organisation. SSOE is governed by a volunteer management committee. The committee is made up of representatives from the Southern Sudanese refugee community, teachers and community workers and other interested people.

We aim to support the education of disadvantaged children in South Sudan (which became an independent country in 2011). Due to a two decade civil war that left basic services in South Sudan severely degraded there are many orphans who, in addition to losing their parents, have little chance to get an education. The project aims to support the educational needs of these children by firstly building a primary school in Cueibet County (Lakes State) making special provision for them.

South Sudanese elected representatives and local government officials in the village of Abyei Achok in Cueibet have solicited the support of SSOE and its Chairperson Zacharia Mawat Machiet in building the school.

SSOE are seeking public support for the project and donations to fund the building of the school. The funds will be managed by SSOE. All financial reports will be available to donors and SSOE members. SSOE is authorised to fundraise for charitable purposes in the state of New South Wales under the Charitable Fundraising Regulation 2008 Act.

SSOE Committee Members, 2013

Chairperson: Zacharia Mawat Machiek
Member of the Sydney South Sudanese community, who originates from Cueibet County. This first school is to be built in the village from which he comes.

Secretary: Mr Chris Geagea
Treasurer: Ms Janet Dyne
Ultimo Technical & Further Education College (TAFE)
Project Officer: Mr Michael Wright
Committee Members: Tom Zubrycki, Rob Clifton-Steele

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SOUTH SUDAN



School building and support programs.

A SCHOOL UNDER a TREE:
Lake State of Cuibet in South Sudan.

This is the school under a tree at Abyei Achok in the



The elder chieftains do not allow girls to be taught with boys.





Even with a class room, there remains the need for writing equipment, books, study books, teacher's aids, internet and computers, electricity, water, toilets, etc.



School under a tree at Abyei Achok



Abieichok Boys School, Chuibet County, west north west of Rumbek in Lake State, Cuibet in South Sudan. Photo taken by Fr.Peter Tokmac (JUNG J.Y)

This school can be found on Google Earth, as are the following photos:



Abieichok Boys School, Chueibet County

Note: You will find this tree on Google Earth!



Fr.PeterTokmac(Jung J.Y)

Warguer

Painting and Local House in Yinmagok



Fr.PeterTokmac(Jung J.Y)



On Building, Chapel in Ngatinga
Chueibet Catholic Church





Fishing in Bhargel River

Cattle of Bhargel River





The Borehall in Yinmagok
The Field of Agangrial





As Zacharia Mawat Machiek walks 1,000 km (600 miles) from the Gold Coast to Sydney, Australia, he wants people to spare a thought for South Sudanese who trek much further for a better life.

A former lost boy of South Sudan who fled a civil war and arrived to Australia as a refugee in 2003, Zacharia is sharing his story in the hope it will inspire others to support a special cause which is close to his heart.

Zacharia set off from the Gold Coast on Monday 16 June 2014 and will walk to Sydney for the Hope Road – Walk for South Sudan Project to raise money to fulfil his dream of building a primary school in his home village.

The project is being run by volunteer organisation South Sudan Orphan Education (SSOE), which is made up of teachers and other professionals who have been motivated by Zacharia Machiek's vision.

SSOE was formed to provide assistance to the new nation of South Sudan by helping the country to develop its education institutions and capacity, with only 27% of the population literate.

South Sudan, a country of about 8 million people, became independent in 2011 after many years of civil war and education remains a major challenge post-conflict.

Zacharia spoke to students at Tweed River High School (Gold Coast) yesterday and will continue through northern NSW schools this week highlighting the issue.

He said it was still normal life in his country for villagers to walk long distances to cattle camps and return home. “That is normal life in our country at the moment,” Zacharia said.

“There are people who need help, there are people who are willing to go to school but there is no school for them and they are doing their classes under a tree.

“We are on the same planet but there are other parts of the world which are more suffering, others who are struggling and need to get a better life.

“What I’m doing is sending a message to the people of Australia and elsewhere there are these people who are out there and they think the world has forgotten about them.”

To donate to the cause visit: www.soes.org.au

Note: What these images depict is common throughout South Sudan. What little education is provided is for boys mainly and is only an 8 year curriculum.

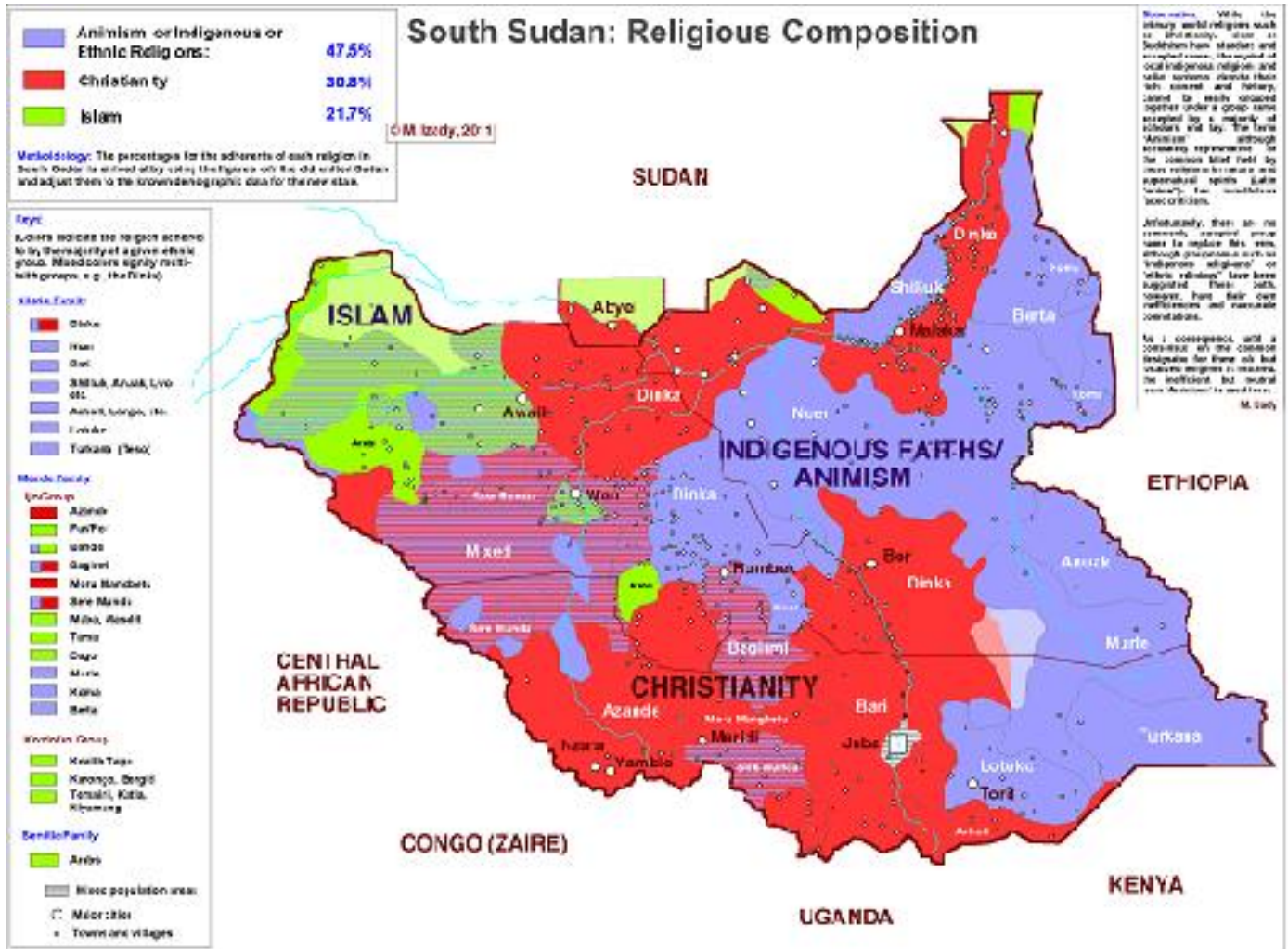
It is the express desire that Pascas WorldCare support this endeavour and many more such endeavours of a similar nature within South Sudan and elsewhere.

In all of Pascas endeavours, the education of girls is paramount and a priority.

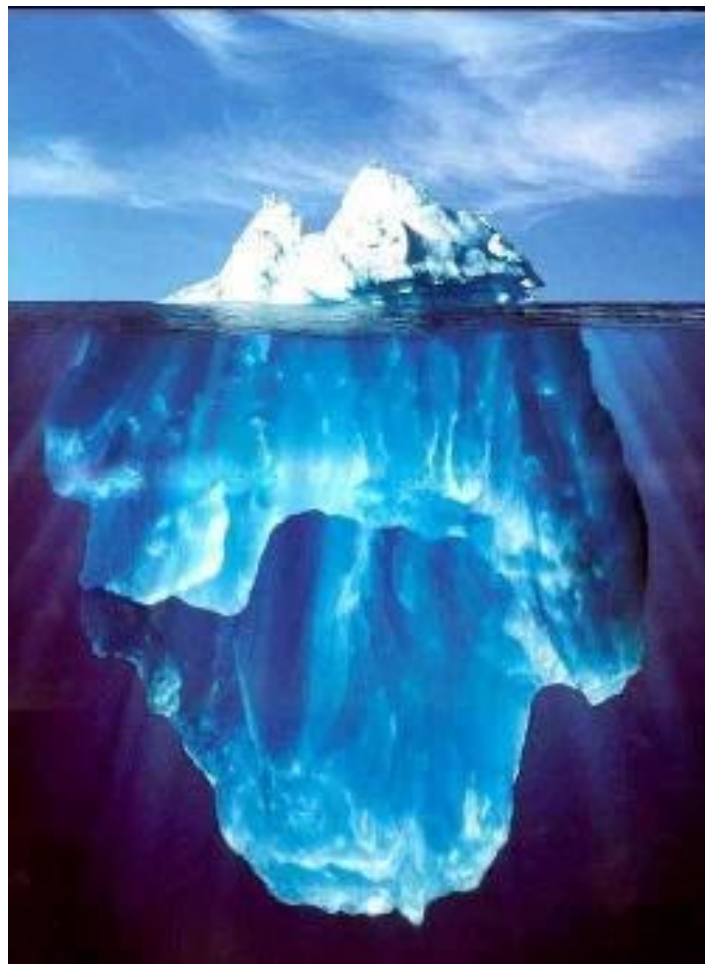
www.pascashealth.com

www.pascasworldcare.com

Consider:	Stage 1 classrooms for 1 & 2	\$60,000
	Stage 2 classrooms for 3, 4, 5	\$100,000
	Stage 3 classrooms for 6, 7, 8	<u>\$140,000</u>
	School Budget	\$300,000
	For young boys and all girls.	=====
	Additional is school equipment and student material and books.	



If a girl spends only 2 years at school, she is likely to have more than 7 children. If she spends 6 years at school, she is likely to have around 4 children. If she spends 12 years at school then she will have only 2 children. World poverty is best averted by the tool of education in the first instance.



Symbolically, the iceberg is a good representation of the undiscovered potential in all of us.