

I- Executive Summary

The project “**Inclusive Education for Children with Disabilities**” is supported by Australian Red Cross, from 1st November 2010 to 31 December 2012. The operational field is in Kamrieng district, Battambang province, N/W Cambodia, Time zone +7(UTC). Principally, inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers, classmates, and others in the school and in the community. For this end, the main activities of the project are to provide school materials to children with disabilities (CWDs) and children of people with disabilities (PWDs), facilitating their regular learning. Additionally the project built 6 ramps in primary schools facilitating their move, organized home based classes conducted by contracted teachers for the ones impossible to attend public school. The project team conducted awareness campaign to strengthen children right, responsibilities of parents, teachers and community members in protecting and developing personalities of CWDs with observance of law on persons with disabilities. Depending on urgent need, the team referred CWDs to emergency hospital or rehabilitation center, or to surgery. They then got physical rehabilitation, or prosthesis. To develop thinking, expressing, and analytical power with active participation, the project team created child club, shaped with discussion on goal, objectives, function and activities in cooperation with Commune Committee for Protection of Women and Children (CCWC) for child protection and fulfilling the right to development.

In the view of strengthening the right to equal access to quality of education, to eliminate discrimination in education, and to maintain liberty of opportunity, the project allows some weak CWDs to attend remedial class in mathematics, physic, English language and other subjects enabling them to participate in cooperative learning with courage and seriousness.

As contribution to poverty reduction and to value the principle of “lifelong learning”, the project incites young people not attending school

Inclusive Classrooms/Classroom management uses the following methods: Team teaching; Peer-teaching; Positive groupings; Problem oriented teaching; Open and flexible curricula; Individual Educational Planning; Support when needed.

to enter vocational training with regards to their will and capability, reducing unemployment.

In considering the theme of International Day of People with Disabilities for 2012: “**Removing barriers to create an inclusive and accessible society for all**”, the project team organizes a last two-day training workshop in Kamrieng district to clarify the said theme. Participants of the workshop are some CCWC members, Commune Council members, and head of Schools cluster, teachers, member of district Social Affairs service, communal police security and members of parents association supporting school development, to discuss and comprehensively undertake action for realization of inclusive education.

What is Inclusive Education?

First is to bring all participants to understand that inclusive education as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of inclusive education is the right to education and the elimination of discrimination in education.

Benefits of Inclusive Education

Secondly is to bring participants to see the benefits of Inclusive Education (IE), which builds confidence and self-esteem whilst giving the child who has a disability (CWD) a sense of belonging and achievement. It enables a CWD access to opportunities in education and the wider community that are typically available. IE provides an opportunity for a CWD to interact in an educational environment that offers real life experiences. It presents an opportunity for all children to interact with and learn from each other. IE broadens and strengthens an understanding of the diversity inherent in the communities. IE illustrates that CWD belong in the community. It prepares CWD for an inclusive life and enables the development of opportunities and valued roles in the wider community for CWD.

Requirement of Inclusive Education

Thirdly is to let participants understand that IE requires effective teaching and teachers’ responsibilities: lesson clarity, instructional variety, teacher task orientation, the learning process and student success rate.

Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.

Involvement of Family and Community

Finally, bring all participants to recognize that families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education. This is why it is important for families and schools to work together in partnership. Therefore, assist families with parenting skills, family support, understanding child, adolescent, disability and development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for normal and children with disabilities. Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.

Coordinate resources and services for families, students, and school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

The team led analytical discussion on the four pillars of learning by UNESCO: Learning to know; Learning to do; Learning to live together and .Learning to befor full development of both, normal and children with disabilities.

II- Achievement

A- Statistics of Home-based classes

Commune	#class	# Students		Total	Integration into P/sch.
		CWD	Nbors		
Trang	2	4	3	7	0
O-Da	1	1	2	3	0
Takrey	2	2	4	6	1
Grand total	5	7	9	16	1

Note: After two-school year, the 7 CWDs have a capability of grade 2. Among them, one of Takrey commune has an opportunity to be integrated in grade 3 of Takrey primary school for the school year 2012-2013.

B- Statistics of CWDs and children of PWDs attending public schools, supported by the project

Commune	# Students		Primary School						High School		Sub Total
	CWD	C/PWD	G1	G2	G3	G4	G5	G6	G10	G11	
Kamrieng	0	15//4F	3/0	5/1F	3/1F	0	4/2F	0	0	0	15/4F
Trang	6/1F	4/2F	0	3/0F	3/1F	2/1F	0	2/1F	0	0	10/3F
O-Da	8/5F	4/1F	0	4/1F	4/3F	1/0	0	1/0	1/0	1/1F	12/5F
Takrey	5/1F	11/7F	4/1F	2/1F	0	4/3F	4/3F	1/0	1/0	0	16/8F
Grand Total	19/7F	34/13F	7/1F	14/3F	10/4F	7/4F	8/5F	4/1F	2/0	1/1F	53/20F

C- List of Learning materials and transport facility distributed to targeted children

Commune	Notebook	Pen	Pencil	Rubber	Ruler	School Bag	writing plate	Bicycle
Kamrieng	838	850	330	668	157	15	12	5
Trang	893	873	339	680	159	14	14	7
O-Da	725	888	336	676	163	15	14	5
Takrey	912	899	348	694	236	13	16	6
Grand Total	3368	3510	1353	2718	715	57	56	23

D- Enrichment of materials for cognitive and psychomotor development:

The project team recognized the importance of reading as follows:

- Reading exercises children's brains, improves concentration, teaches children about the world around them.
 - Reading improves a child's vocabulary, leads to more highly- developed language skills and improves the child's ability to write well; it develops also a child's imagination and helps kids develop empathy.
- 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

Therefore the project team asked ARC for supplementary fund to provide the 8 schools cluster with 31 volumes each (story book, folktale, code of conduct), that permit teachers to conduct small research and inter-collaborative learning. Accepting that sound mind exist in sound body, the team provides additionally the 8 schools cluster with series of sport equipment including volley-ball, foot-ball and badminton with some box of educative games to develop friendship, mutual assistance and physical ability.

E- Creation of child club

Considering CRC, article 2 about Non-discrimination, article 4 about Protection of children rights, article 23 about CWD, the project team created individually one child club for each of the 4-targeted communes. The idea comes also from article 28 in Cambodian law on the protection and the promotion of the rights of persons with disabilities, establishing inclusive education for pupils and students with disabilities and establishing special classes to respond to the needs of pupils and students with disabilities, mentioned in the same article. Each child club is composed of 3 leading committee members, 1 team leader and 2 assistants added by 18 active members, selected among student from grade 4 to 6 of primary schools and from grade 7 to 9 of secondary schools of the commune, including children with disabilities learning in the school. The team conducts successively in rotation monthly circle talk and discussion focusing on child rights, gender equality, domestic violence, anti-trafficking, domestic forced labor preceded by role and function of child club in child protection, working closely with commune council for women and children, including schools cluster administration.

F- Meeting between parents, CWDs and PWDs

During the project period, the project team organized 19 meeting amongst 265 parents/135F including 22 PwDs/7F and 13 relatives/3F, dealing with the problems related to CWDs, their special

October 1959 at the age of 17. **The diagnosis of motor neuronal disease came when Hawking was 21.** At the time, doctors gave him a life expectancy of two years. **Hawking had difficulty walking without support, and his**

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 participant 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.

To encourage parents, PWDs and CWDs to unite together for building future children and to reinforce confidence of CWDs, the project team show them the success of the following famous disabled persons:



Helen Adams Keller was born on June 27, 1880 in Tuscumbia, Alabama. In 1882, she fell ill and was struck **blind, deaf and mute.** Beginning in 1887,

Anne Sullivan, helped her make tremendous progress with her ability to communicate, and Keller went on to college, graduating in 1904. In 1920, Keller helped found the American Civil Liberties Union (ACLU). she was one of the greatest women activist, socialist, authors and was the first deaf blind person to get a bachelors degree in arts. During her lifetime, she received many honors in recognition of her accomplishments.



Stephen Hawking, born in 1942, got award of a scholarship after taking the examinations in March 1959, allowing him to go up to Oxford University in

on the rights of persons with disabilities in relation with the Cambodian law on the protection and the promotion of persons with disabilities, which bring them to unity of action.

speech was almost unintelligible. He obtained his D.Phil (PhD) degree in March 1966. At the turn of the century, he and eleven other luminaries signed the "Charter for the Third Millennium on Disability" which called on governments to prevent disability and protect disabled rights. In 1999 Hawking was awarded the [Julius Edgar Lilienfeld Prize of the American Physical Society](#).

Hawking at NASA. Hawking with the [Presidential Medal of Freedom](#) on 12 August 2009.

The two examples show clearly that with external assistance, internal factor is the principal leading to success: Firm commitment, constant effort and perseverance, individual and social discipline, valuing oneself with confident hope and not defeatist.

G- Awareness Campaign and training workshop

In the project term, the project team conducted 12 awareness campaign and training workshops in the four communes (Trang, O-da, Takrey and Kamrieng commune). The participants were in total composed of 261 people/55 females, 23 commune council members/5F, 113 Village officials/26F, 100 education staff/18F, 8 commune security polices/1F and 17 community member/5F. The main purpose is to build inclusive society by clear discussion and comprehension of the Right of PWDs and CWDs, causes and benefit of Inclusive Education with succeeding process, prevention against disabilities, caused by natural and accidental factors. The team brought participants to review and analyze again article 5 – Equality and non-discrimination, article 7 - Children with disabilities and article 24 – Education stated in the Convention

H- A last training workshop on Inclusive Education, Education for All and succeeding factors

Form 06-07 March 2013; OEC project team cooperated with Provincial Office of Education (POE) organized a Training workshop on "Inclusive Education, Education For All and Child Friendly School program" to cluster leader, Education staff, Committee member, DOE staff, Child-club leader, CCWC rank of commune, CCWC rank of District and District of social affair staff, Total participant 44 people/15F. The last two-day training workshop devoted exclusively to inclusive education with a handout of a memory aid of 64 pages describing completely history and practical ways for implementing inclusive education that will be served as reference for sustainable implementation of inclusive education.

III- Impact of the project

Cambodia ratified UDHR on 26 May 1992, ratified CEDAW and CRC on 15 October 1992 and then established The Function of Commune Committee for Women and Children on August 2008 for solving the problem related to women and children. Cambodia started piloting inclusive education from 1999 and official implementation from 2002. Cambodia participated in Jomtien and Dakar World Education Conference, and afterward in regional workshop on inclusive education in Bangkok from 19 to 21 October, 2004 discussing about legislation and policy, teacher training, curriculum development, local capability building and community development. Cambodian National Assembly ratified Law on the Protection and the Promotion of the Rights of Persons with Disabilities on July 2009. The project started from 1st November 2010 to 31 December 2012. With economic and political situation still far from positive standard, child's rights of human rights seem to remain not fully satisfied. The impacts of the project are following listed:

- a) Before the start of the project none children with grave disabilities of the 6 communes has the opportunity to learn. After creating five home-based classes for 7 children with serious disabilities together with 9 normal and neighboring children, villagers feel awakened that children with disabilities getting education support can, after two years learning, read, write and doing small

mathematic exercise. Underestimation against children with disabilities, even serious, disappears. Relationship between parents and CWDs becomes pleasant. Children can now have relaxed with reading short story and have reasonable talk with parents. New familial atmosphere improved, abolishing all communication with disgusted behavior.

- b) The 19 CWDs/7F, before getting learning facilities and transport support, go to school with a feeling of obligation. With the provision of learning materials and means for travel, they feel morally and psychologically encouraged that strengthens their effort for learning with internal happiness. Internal happiness is an effective psychology allowing them to understand their lesson easily.
- c) People with disabilities having their children attending mainstream school, with their hard work for paying school materials, uniform, and feel during the project term alleviation of their poverty.
- d) Children getting bicycle go attending class on time and regularly, and return home rapidly having free time for assisting their parents in doing daily work that change their home learning practice and their learning behavior.
- e) Parents having child with disabilities learning and PWDs having child-attending school feel then considered by supporting organization, not isolated and abandoned, begin then to value them and continue their daily work with hope.
- f) Organization of training workshops grouping together territorial authorities, educational staff, CCWC member, social affairs and parents becomes an inclusive way permitting to accept that “everything is linked” and they should work closely together to build good learning environment for their children, normal and with disabilities, that will replace them in the future. The project builds then unity for development.
- g) Things beforehand considered as usual, laissez-faire, such as neglect and leaving children do at their own way in the class, without any attention and guidance, parents, and teachers recognize now as violation the right of children to protection and to development. Teachers accept that they cannot wait until getting enough salary to start teaching well, because children grow successively and have no possibility to wait their salary. Professional discipline and sense of sacrifice oblige then teachers to respect child’s right by making effort to be progressively ideal teachers.

Relationship between parents, local authorities, and educational staffs reinforced that strengthens child-friendly school activities: inclusive of children, involvement of parents, families and community members in school management and activities.

ACTIVITIES BY PICTURES





