



Supported by Save the Children, in transforming the title “**Ensuring the Rights of Children with Disabilities**” into actions, the project team set the objectives of the project in the period from 1<sup>st</sup> January to 31 December 2012, operating in **Pursat City**(2 communes), **Bakan**(2 communes) and **Kandean Districts**(3 communes)of Pursat Province as follows:

- To prevent and protect children from all types of disabilities;
- To provide 245 children with disabilities, with special care, rehabilitation and education;
- To free Children with disabilities from discrimination by meaningful participation in decision process related to protection against all forms of violence;
- To improve quality and capacity of project staff.

### **Main activities**

#### **I- Workshop as project campaign**

First, the project team organized individually in the 3 districts a one-day workshop among council committee members, members of the commune committee for women and children (CCWC) and other related local authorities. The team exposed the goal, purpose and activities of the project with financial resource that require collaboration, cooperation and active participation of whole community members for realization. Secondly, the team caused discussion about absolute obligation to empower children with disabilities: From the convention of the rights of persons with disabilities: Article 7 about Children with disabilities; Article 24 about the the right of persons with disabilities to education; Article 32 about international cooperation. The team led analysis deeply on the Human Rights of children with disabilities found in CRC: the non-discrimination; the best interests of the child; survival and development and respect for the views of the child. Thirdly, the team led discussion on roles and duties of parents toward children with disabilities supported by community in referring to the precondition for equal participation: Awareness-raising; Medical care; Rehabilitation and Support services. Fourthly, the team brought participants to analyse poverty coming from disability.

#### **II- Workshop as Awareness Campaign**

The project team organized a second workshop of 2 days in each targeted district, except Kandean, by consideration of travel difficulty and geographical problem, zone flooded by Tonle Sap, was allowed to split into 2 different places, for the same participant as previous. The main topics treated are: 1- different causes of disability and their effect on learning disability; -prevention against disability, especially pregnancy and disability, infectious diseases and congenital infection with preventive measure;

the causes of domestic accidents and their prevention; traffic accidents and their prevention, followed by roles and duties of parents and families toward children with disabilities.

2- Rights of children with disabilities and the risk and prevention of maltreatment of children with disabilities: The team excited clear discussion on neglect, physical abuse, sexual abuse, psychological/emotional abuse, and medical neglect.

**The participants of the activity I and II are 161 local authorities, of which 36 females.**

#### **III- Meetings to reinforce protection of children with disabilities**

The project team organized in the 7 targeted communes, 2-round meetings of a full day each, for the intention of a total of 193/95F parents and 237/55F children with disabilities, focusing mainly on:

- a) Identification of types of disabilities by diagnosis, home-based care, hygiene and psychology of family members;
- b) Rehabilitation, re-adaptation and integration of children with disabilities in the mainstream schools or in home-based education to promote the right to access to quality of education and liberty of opportunity;
- c) Advantages of using artificial devices, maintenance and replacement to strengthen the right to protection and to development. The possibility of moving at ease reinforces morale and self-confidence of children, thus having no more complex of inferiority and allowing them to socialize with their normal friends in school and in community.

#### IV- Referral Activities

In the project period, the children requiring hernia surgery were referred, depending on schedule and possibility of the clinic, to “Angkor Hospital” in Siem Reap province, Pursat Referral Hospital and Maung Referral Hospital, in total 78/2F. Provincial Rehabilitation Center in Battambang (PRC) is in charge of rehabilitation and provision of prosthesis and wheelchair. Eighty-eight children/39F got prosthesis and one girl got her wheelchair.

#### V- Provision of school facilities

Among the total 361/91F children supported by the project, 232/48F children attend primary school, 105/36F children attend secondary schools. Depending on their disability gravity, their location from school and their family standing, the project provided them with 40 tricycles, 289 bicycles, 253 sets of uniform and 323 rucksacks with individual learning materials.

#### VI- Life skills training

The project organized a three-day training workshop, combining theories with practice, for 35CWDs/9F, respecting their choice and geographical situation, treating agricultural production (vegetable growing, chicken and pig feeding). Eight high-age/3F not attending school received a total revolving fund of \$384.00 for starting their small business.

#### VII- Awareness raising: Right of CWDs under the cover of CRC, UNDHR and Education for All

After reminding children successively of the definition of the child, and other important rights, such as non-discrimination, best interests of the child, parental guidance, respect for the views of the child, freedom of expression, freedom of thought and conscience, freedom of association, the team brought children to group children rights following international standards, as below listed:

- the right to survival - to life, health, nutrition, name and nationality.
- the right to development - to education, care, leisure, recreation.
- the right to protection - from exploitation, abuse, neglect and right to health care service.
- the right to participation - to expression, information, thought and religion.

To prove that the **Universal Declaration of Human Rights is the umbrella of CRC**, the team led comparative study by bringing children to compare the above meaning to the following

article of human rights:

**Article 1.** *All human beings are born free and equal in dignity and rights.* All human being means all people regardless of sex, age, and social status, normal or with disabilities. Therefore children with disabilities are also included and covered by this article.

**Article 2.** *Everyone is entitled to all the rights and freedoms set forth in the Universal Declaration without distinction of any kind,* The word everyone means everybody, every person of the group, of the society and can stand for All people without discrimination. Consequently children with disabilities are entitled to all the rights and freedom set in the UNDHR, rid of any form of discrimination.

**Article 26 of UNDHR** and **article 29 of CRC** have the same principle: education should lead to form **full personalities**. The framework for Action: Education for All:- Meeting our Collective Commitments', which obliged the governments to halving the number of illiterates in the world by 2015. Children in all countries were to have the opportunity to attend school. Equality of opportunity for women and girls in basic and secondary education was also to be achieved. Additionally, the Education for All named four dimensions of basic education for full development of human potential:

- learning to know,
- learning to do,
- learning to live together,
- learning to be.

In conclusion, children with disabilities are protected and fostered by UNDHR, CRC and Education for All. The team revealed that all these rights are reiterated in article 3, general principal of the convention on the rights of persons with disabilities, which set the following principles:

(a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

(b) Non-discrimination;

(c) Full and effective participation and inclusion in society;

(d) Respect for difference and acceptance of persons with disabilities as part of human

- diversity and humanity;
- (e) Equality of opportunity;
  - (f) Accessibility;
  - (g) Equality between men and women;
  - (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

To strengthen morale, self-confidence, friendship and mutual aids for common development, the team led participants analyzing the Buddhist "Brahma-vihara" or "four divine states of dwelling." called also the "Four Immeasurable" or the "Four Perfect Virtues." in causing discussion and getting following clarification:

1. **Metta, loving Kindness:** Metta is benevolence toward all beings, without discrimination or selfish attachment. By practicing metta, people overcome anger, ill will, hatred and aversion.
2. **Karuna, Compassion:** Karuna is active sympathy extended to all sentient beings. Ideally, karuna is combined with prajna (wisdom),
3. **Mudita, SumpatheticJoy:** Mudita is taking sympathetic or altruistic joy in the happiness of others. The cultivation of mudita is an antidote to envy and jealousy.
4. **Upekkha, Equanimity:** Upekkha is a mind in balance, free of discrimination and rooted in insight. This balance is not indifference, but active mindfulness.

### Rights and Responsibilities:

The team led discussion using chain of Socratic questions to make appear the responsibilities of children with disabilities who have:

- to present good appearance.
- to shape intelligence.
- to be smartness.
- to be trustworthy, high integrity and responsible.
- to develop knowledge, in depth.
- to do time and learning management.
- to have efficiency, using existing thing
- to be economic
- to have strong morality / character

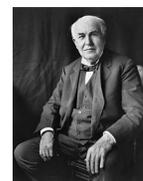
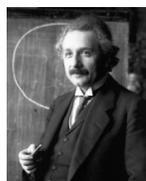
These behaviors and manners allow them to form their good personalities. Parents, teachers and the learners have to unite together to make that appear.



Two hundred and nineteen children with disabilities (219/104F) attending the awareness raising, accepting that disability is not always obstacle for self-development. To encourage them to make effort with always keeping hope for bright future, the team

brought them to make comment on the picture that shows a disabled people with open mind receiving information from everywhere, collecting all kind of information and reading that with serious analysis for fact-finding and self-development. To encourage children with disabilities to have strong hope for positive change, the project team showed them the below famous disabled people in human history followed by large comment.

### Some Famous People with Disabilities



From left to right:**1-** Albert Einstein who is the greatest scientist of the twentieth century and the greatest physicist of all time had a **learning disability** in the early parts of his life. Till the age of three he could not speak and was severely dyslexic and autistic.

**2- Beethoven** is the greatest German composer and musician who were**deaf** at the later part of his life. In his early life he was famous as a pianist. He got the primary knowledge of music from his father, who was a musician.

**3- Thomas Edison** is the great inventor who had over 1,000 patents and his inventions are in various fields used in our daily life. In his early life he was thought to have a **learning disability and he could not read till he was twelve** and later he himself admitted that he became deaf after pulling up to a train car by his ears. He first captured world attention by inventing the phonograph. His most popular invention is the electric light bulb. He also developed the telegraph system. He also became a prominent businessperson and his business institution produced his inventions and marketed the products to the general people.

## with Disabilities

OEC project team organized in collaboration with Disability Development Service Program (DDSP) a celebration of International Day of People with Disabilities, taking place on 07 December 2012 in Roleap pagoda, SangkatRoleap, Pursat city, under the presidency of District Education with following participants: 125 parents/55F and 23 CWDs/5F representatives from the 7 targeted communes and other participants around the pagoda, lasting for a half-day.

The head of District Education, in his speech, he focused on international observance promoted by the United Nations since 1992 to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. Afterward, he linked the law with Cambodian law on the Protection and the promotion of the Rights of Persons with Disabilities, emphasizing on article 27, 28 and 29 about education. Finally he referred to Article 39- Rights of disabled learners in Cambodian Education law, by making strong appeal to local authorities and parents to have all children, normal and with disabilities enrolled in public schools with facilitation of good learning environment.

The head of provincial project team started the second speech by making clarification of international theme for 2012: **"Removing barriers to create an inclusive and accessible society for all"**. He first recalled the statement of the Expert Group Meeting on Promoting Social Integration, Helsinki, July 2008: *"An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction"*. In short, this mean an inclusive society is a society in which every individual, each with rights and responsibilities, has an active role to play, and based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law. It is promoted by social policies that seek to reduce inequality and create flexible and tolerant societies that embrace all people. He asked then all Cambodian people, with regards also of Metta and Karuna in Buddhist Bhramvihara to unite in

rich and poor, living in district and in remote villages, enjoyed equal access to quality of education without discrimination, but by mutual aid, tolerance and fraternity, by moral and material support, in eliminating neglect, all form of violation and injustice, especially by reinforcing learning security for children.

It was afterward the speech of representative of normal children who declared solemnly respecting and implementing article 2 of CRC by respecting and protecting their classmates and school friends in a spirit of brotherhood for common learning success without discrimination based on any kind, disability, birth or other status. Normal children assure their frankness to assist disabled friends in all difficulties to achieve their potential.

The last speech made by representative of children with disabilities expressed their full knowledge of children rights covered by universal declaration of human rights that strengthen their courage with dignity in participation either in collaborative learning or in other social, economical cultural activities. They have no more inferiority complexes and feel warm support in family and in school. They promise to use their effort with confidence to develop their capability and to be useful for society. They expressed finally their grateful thanks to their family members, teachers, friends and community members for their constant support and tolerance.

The last activities animating the celebration were the Q/As around the rights of people and children with disabilities, qualities required to be strong learners and obligation to be associated and succeeding a bright future, intercalated by some storytelling to overcome poverty and difficulties for future success. The logical and rightful answer got award in learning material or T-shirt.

The end of celebration left in participants and observers mind an idea of inclusive society to be thought and discussed for future realization and concrete social development.

## ACTIVITIES BY PICUTES



