

I- Background

The project was first supported directly by UNICEF in two different purposes. The first purpose starting from 2006 to 2007 to improve access to education for children at risk in Kamrieng by provision of learning and teaching materials to 9 child-care-classes, 9 remedial classes, 6 literacy/vocational classes (sewing and agriculture), with allowance and training fee for teachers, plus refreshment for child-care-classes. In total, 358 child-care students supported, 439 students reintegrated in the mainstream school, 149 young people trained for Literacy and Vocational skills. The second purpose was started from 10 January 2001 to 31 December 2010, operating in Sampov Loun, Phnom Proek, Kamrieng district, Battambang Province; Malai district, Banteay Meanchey Province; Anlong Veng, Trapaing Prasat district, Otdor Meanchey Province, Rovieng district of Preah Vihear province and Pailin municipality. As result, 328 children with disabilities and 38 disabled people physically rehabilitated; 190 CwDs integrated into the mainstream schools; 89 bicycles were distributed to CwDs for their traveling to schools. Afterward a short interruption occurred due to changing working policy. Finally UNICEF refers OEC to work directly in harmonious coordination with National CBR.

In consequence, OEC got “Contract Agreement” from The National CBR, commonly signed on June 21, 2011 for a working period from 1st June 2011 to 31st May 2012 with adjustment of working period from 1st June 2011 to 31st March 2012 and additional 9-months expansion from 01 April 2012 to 31 December 2012, allowing OEC to operate in the scope of CBR in Pailin and Preah Vihear, focused mainly on “**Home Care Based and School Integration for the Children with Disability**”

II- Project purposes

Children with disabilities have access to health care service; education quality, protection, and to have their voice heard through communal participation.

III-Project objectives

- 1- To eliminate discrimination in education by promoting access to education of children with disabilities (CWDs) through organizing Home based Care and school integration. (Education, rehabilitation and health care).
- 2- To reinforce communal harmony between

all existing institutions for realization of respect for the four basic child rights especially for development of children personalities.

III- Operational areas

1. Salakrao district of Pailin province: Commune O-tavao, Bor Yakha, Pailin, Tuol Lovea, Stoeng Train and Stoeng Kach, in total 65 villages.
2. Rovieng district of Preah Vihear province: Robieb, Rungroeng, Reasksmey, Rikreay, Rumny, Rumtum, Rumdoh, in total 47 villages.

IV- Targeted beneficiaries

In implementing the project, O.E.C continues supporting the former 71 CwDs and 20 PwDs beneficiaries of the previous project. Then O.E.C selected seven additional new CwDs, in total, 98 beneficiaries of the project, of which 36 females.

V-Achievement

1. Integration of CwDs and children of PwDs into public school.
 1. 1 OEC team constantly approaches parents of CwDs awakening them of educational values and of good parenting in sending their children to school. Additionally the team repeats the right to education stated in Child’s rights, Cambodian Constitution and Cambodian law on education, inviting them to comprehensively to use their rights and to abandon passivity. Developing their children can later change their standing of life, because having no knowledge; children have no bridge to choose other technical or professional knowledge to gain their life. The statement of freedom from discrimination, based on wealth or disability status and the elimination of discrimination in education are sources encouraging parents and children to develop their children through home based education or through mainstream public school. The team has also advised them to use psychological and technical methods to verify the progress of their children, regardless of their illiteracy. Parents’ attention on children’s learning becomes an encouragement for children and pushes children to regularly working with success. The team encourages insistently encourages parents to admit that poverty is not an obstacle for learning that requires principally

willingness and perseverance with strong determination of objectives. In the other hand, the team makes great effort in inviting teachers heads of village and commune to unite tighter in serving the right to development of children without partisanship but thinking to common goal, forming strong and efficacious generation for the future, as all Cambodian accept the slogan “Bamboo Shoot replace the Bamboo”. Respecting the instruction of the government for strengthening the “Well-being of the village”, the team politely asks territorial authorities, educational institution and all parents to make close-watch on thing troubling education, such as drug use, gambling, and exploitation of children for illicit commerce. The team encourages teachers to pay attention to disabled children, which need special and additional effort in varying teaching methods that require an effective teacher shaped with love of kids, passion for teaching and collaboration with friend-teachers of the same class to exchange efficacious teaching methods.

1-2: The reporting period coincides with the school-long-term vacation from July to September 2012. The statistics of targeted CwDs and Children of PwDs integrated into public school are as listed below:

Statistics of children beneficiaries in public schools, supported by the project

District/city	CwD&C/PwD in Public Sch.	CwD&C/PwD dropped out	CwD&C/PwD permanent
Pailin & Sala Krao	28/10F	4/1F	24/9F
Rovieng	104/46F	10/2F	94/44F
Total	132/56F	14/3F	118/53F

To alleviate expense of their family, encourage them to learn seriously by having necessary learning materials, OEC provided the beneficiaries with the materials below listed.

Items	Province		Total
	Pailin	Preah Vihear	
Notebooks	200	450	650
Pens	80	120	200
Pencils	30	40	70
Rulers	40	40	50
Rubbers	100	200	300
Bicycle	1	1	2

2- Physical Rehabilitation

2.1 Physiotherapy

OEC project team gave technical method to parents or guardians of CwDs habituating them to practice physical physiotherapy to increase or maintain flexibility of CwDs by Active Assistive Range of Motion (AAROM) Exercises,

or strengthening exercises and balancing exercises. Additionally, DoSVY seconded staffs, during their follow-up, assisted some parents in practicing exercises regularly that can bring the concerned to make effort in doing exercise by themselves. The team paid great attention to children getting newly their artificial device to exercise physically, so they can adapt to their situation for habitual daily move.

Furthermore, OEC staff and OEC DoSVY seconded staff explained parents about applicable hygiene, special measure for maintaining CwDs health and prevention against infectious disease, self-learning process at home and materials use with psychological support that maintains strong hope and confidence in children mind for their learning success.

Referral activities

After observing, interviewing and evaluating the general situation, such as permanent use of helping device, hygiene practicing, as well as their need for replacement of their device, adapted to their growths and physical health, the project team determined selection of CwDs and PwDs to be referred to the qualified hospitals and rehabilitation center, depending on limited supporting fund. During the reporting period, OEC project team referred CwDs and PwDs from Pailin and Rovieng to get rehabilitation services as below listed.

District/ City	PR C/ HIB	An gkor/ KC H	TT.C WD &PW D referred	Type of Service		
				Surg ery	Tre atmt	Assistant /braces
Pailin/ Sala Kr.	6/1F	0	6/1F	1F	3	3
Rovieng	1/1F	6	7/1F	1F	2	4
Total	7/2F	6	13/2F	1F	5	7

3. Reduction of some activities

Due to modest supporting fund, the project has reduced some activities related to home-base classes, awareness raising, child clubs and CwDs’ parent meeting that affects learning and teaching quality, weakening permanent effort to equalize children with disabilities with their normal classmates.

The project team deepened capabilities

of second staffs in matter of children rights and human rights enabled them to have possibilities discussing and clarifying targeted children about their basic rights and how to use these rights in the family, at school and in the community. Based on Article 2 of CRC about Non-discrimination, the staffs encouraged children to abandon complex of inferiority and use their freedom of expression assured by article 13 to learn cooperatively and actively with their classmates and asking teachers for clarification when they do not understand well the learning subject. The project team explained all children that the freedom of thought, conscience mentioned in article 14 cannot be realized when they do not develop their capability and thinking through inter-cooperative learning and group discussion. By article 15 about freedom of association, children can form learning group at home or in classroom in asking authorization of school principal to open classroom in vacation period.

During the follow-up performed by the project manager and the assistant, the project team tried to organize small circle talk clarifying article 3 about the best interest of the child which means parents and family members must give large opportunity to children learning at home with moral, psychological and material support by arranging good space and time for children, and not using children in forced domestic labor. Concerning Article 12 about Respect for the views of the child, the team asked parents and family members to do not make any decisions that affect children. Allow children to have a say of what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making in the family or relating to their study. Article 18 about parental responsibilities that mean parents should advice and orient children to have strong individual, familial, and social discipline and shape children's ability to form and express their opinions developing with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

The project team took time to talk friendly with some teachers related to Article 29 about Goals of education that means education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully,

protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.

VI-Constraints and obstacle

a/ Some school building and toilets constructed previously have no ramp. Other public buildings, such as clinic center remain not adaptable to disability conditions that require time and long negotiation depending also on enforcement of the new law.

b/ Poor living conditions force some CwDs to give up studying and look for jobs in early age. This is one of serious problems beyond our intervention.

c/ Lacking of fund to support training workshop to be organized among teachers, parents, communal authorities and key person in the commune cannot mobilize participation and discussion together to concretize learning to know, learning to do, learning to be and learning to live together in order to form inclusive commune and district leading toward inclusive society.

VII- Impact

a/ The targeted CwDs feel their importance, not marginalized and become more confident in participating in cooperative learning with their normal classmates. The spirit of mutual assistance for learning success appeared in the class eliminating discrimination based on disability, or based on social status. Teachers and community members abandon the idea-underestimating children with disabilities and recognize that the impairment of arm or leg does not rend the brain incapable of absorbing new knowledge. These proofs make teachers very proud in preparing their teaching plan for developing children with disabilities. The implementation and protection of the rights of children with disabilities become stronger and stronger. Thirty six students with disabilities have successfully been promoted to upper grade.

b/ The idea of hurrying to get and use helping device become not more fearful like before, because the advantage and experience of the previous acceptant persons proved efficacious mobility and practicing fruitful daily work, as well as accomplishing small business or slight farm work, including going to attend daily class.

VIII- Conclusion

The project has been well supported by community members and all local authority members. The communities wish to see UNICEF expanding more of its activities in the current target areas and in other remote areas to support a larger size of targeted disabled children to realize the rights to access to quality of education, health services, and rehabilitation, mainly the liberty of opportunity. This support encourages the project team to accomplish the mission as having planned, and strengthening the practice of CBO process, especially equalization of the rights of CWDs with all normal children actively and fruitfully implemented by all community members, which is the main goal of the project. Logically, reasonable supporting funds should be allocated in function with the expected outcome responding to the requirement of social development in the sense of empowering children with disabilities to participate in social, economic and cultural life of the community, especially to join countryside with the town. In the other hand, enough supporting fund allows main activities to bring the concerned playing and transforming what having learnt into action that will enlarge their horizon and courage to live in society with active participation and harmony.

