

Inception Report

Intellectual Disability in Community Activities
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General Information:

This report is prepared with the purpose to share information at the Training and Dialogue Program on Intellectual Disability in Community Activity in Japan. The paper briefly describes situation of persons with disabilities, national statistics and data on disability, roles and responsibilities of the government ministries and national coordinating body on disability, achievements and future directions.

- 1- The Kingdom of Cambodia in South-Asia Pacific is bordered by Thailand, Laos and Vietnam and has a coastline on the Gulf of Thailand;
- 2- Area: 181, 035 sq.km
- 3- The population: 14.7 million | in which 84 percent of people live in rural and Cambodia's urban population, 16 percent of the total.²
- 4- The life expectancy: 57 years (men) and 62 years (women)³.
- 5- The infant mortality rate: 95.0 (per 1000 live births) in 1995-2000,
- 6- The maternal mortality rate: 437.0 (per 100,000 live births) in 1994-2000 and
- 7- literacy rate 15-24 years: 83.4% in 2005
- 8- Laws concerned with persons with Intellectual Disabilities:

Cambodia does not have separate disability laws at the present, but disability issues are addressed in some existing Cambodian Laws and Regulations, which are described in the table below.

Name	Legislated Date	Description
Constitution of the Kingdom of Cambodia	1993 amended in 1999	The Constitution stipulates contents about rights and responsibility of Cambodian citizens (in Chapter3) and Education, Culture and Social Welfare (in Chapter 6).
		Article 31 - Recognise and respect fundamental human rights, liberty; Equality of all and prohibition of unjust and discrimination.
		Article 34 & 35 & 36 - Rights to actively participate in political, economic, social, and cultural activities. - Equal rights to employment & equal benefit from the same job.
		Article 65 - 68 - Obligation of State to promote right of citizens to receive fundamental quality education. - Responsibility of State to provide free of charge education at primary and secondary school for duration not less than 9 years.
		Article 72 - Obligation of State to provide standard public health care service to all people. - Poor people have the right to receive free of charge medical treatment from hospitals, and health care centres of the state.
		Article 74 - Stipulated the duty of State in providing aid and support to people with disabilities and dead soldiers' families.
Labour Law	January 10, 1997	* Although no special treatment is offered to PWD but it is important law to manage contractual agreement between employees and employers in which people with disabilities are included.
Royal Decree NS/RKM/0295/16	February 25, 1995	Establishment of Cambodian Mine Action Centre is responsible to administer, control, and co-ordinate all mine and unexploded ordnance activities in Cambodia.

1, 3 UN, 2008

2 National Institute of Statistics (NIS) 2003

Royal Decree NS/RKM/0599/03	May 28, 1999	Promulgating the law for implementing the Mine Ban Treaty, which prohibits the Use, Stockpiling and Transfer of Anti personnel Mines and on their Destruction.
Royal Decree NS/RKM/0699/06	June 17, 1999	Establishment of Ministry of Social Affairs, Labour, Vocational Training, and Youth Rehabilitation- MoSALVY
Royal Decree NS/RKM/0900/160	September 4, 2000	Establishment of Cambodian Mine Action and Mine Victim Authority as national regularity on mine action and victim assistance in Cambodia.
Government Decision No 181 SSR/SC	December 20, 1990	Principle Guidelines of Rehabilitation, Vocational Training, and Job Placement for people with disabilities.
Government Decisions No 15/SSR/RGC No 22/SSR/RGC	February 2, 1995 March 10, 1999	To form an Inter Ministerial Committee for Organising Cambodian Handi-sports Day on yearly basis.
Government Sub-decree No 37/ANK/BK	April 4, 1995	Establishment of an Inter-ministerial Committee on Primary Health Care to Support the Development and Implementation of a National Policy on Primary Health care. It is a basis for prevention of disability.
Government Sub-decree No 059/ANK/BK	October 6, 1997	Retirement Pensions and Disability Regime for Civil Servants.
Government Sub-decree No 70/ANK/BK	October 24, 1997	Establishment of the National Paralympic Committee of Cambodia with main responsibility to organise sporting activities for people with disabilities at national and international levels.
Government Sub-decree No 28/ANK/BK	April 9, 1999	Supplementary Salary of Civil Servants, Military, National Police, Retirees, and Disabled Official.
Government Sub-decree No 87/ANK/BK	October 04, 1999	Organisation and Functioning of the MoSALVY with one of the main priorities is being prepared guidelines and policies to protect and support people with disabilities.
Ministerial Decision No 10 PKNN/MDVSA	January 10, 1992	Implementing Declaration of Organisational Structure of Rehabilitation for people with disabilities.
Ministerial Decision (Prakas) No 757/MOSALVA	May 10, 1997	Establishment of National Centre for Disabled Persons with main responsibility to provide rehabilitation services, job placement, and referral services.
Ministerial Decision (Prakas), No 308/MOSALVY	October 26, 1999	Establishment of the Disability Action Council (DAC) as National Semi Autonomous Co-ordinating Body on Disability and Rehabilitation.
Ministerial Decision (Prakas), No 306/MOSALVY	August 28, 2000	Establishment a Working Group on Draft Legislation to Protect the Rights of PWD.
Ministerial Regulation (Prakas), No 043/MOSALVY	January 28, 2000	Organisation, Roles and Function of Municipal/Provincial SALVY to provide rehabilitation services to PWD.
Ministerial Regulation (Prakas), NO 318 PRK/KC/MOEYS	January 31, 2000	Establishment of Special Education Bureau for people with disabilities and Minority Groups.
Ministerial Regulation (Prakas), No 174/MOSALVY	May 12, 2000	Establishment of Component Factory to provide P&O devices to rehabilitation workshops countrywide.
Ministerial Regulation (Prakas), No 175/MOSALVY	May 12, 2000	Establishment of Physiotherapy Rehabilitation Centre in Phnom Penh

Development of specific legislation is crucial to promote the full participation and equality of persons with disabilities. Rights-Based Legislation emerges from the recognition that people with disabilities have the same rights as non-disabled persons. Therefore, the law must protect the basic right of persons with disabilities for a life with dignity.

A Draft Cambodian Disability Law has been drafted and finalized and in the process to be debating by the National Assembly. The draft law is designed to be a set of practical approaches to deal with some of the numerous problems facing persons with disabilities in Cambodia. The proposed draft law aims to be practical and workable. The law will be a first step in a long-term process of developing a law that fits the current situation in the country.

Enforcement is a crucial factor. Knowledge of the public about the rights of people with disabilities is weak and access to law and regulations limited in Cambodia. At the same time the judicial system is in need of reform.

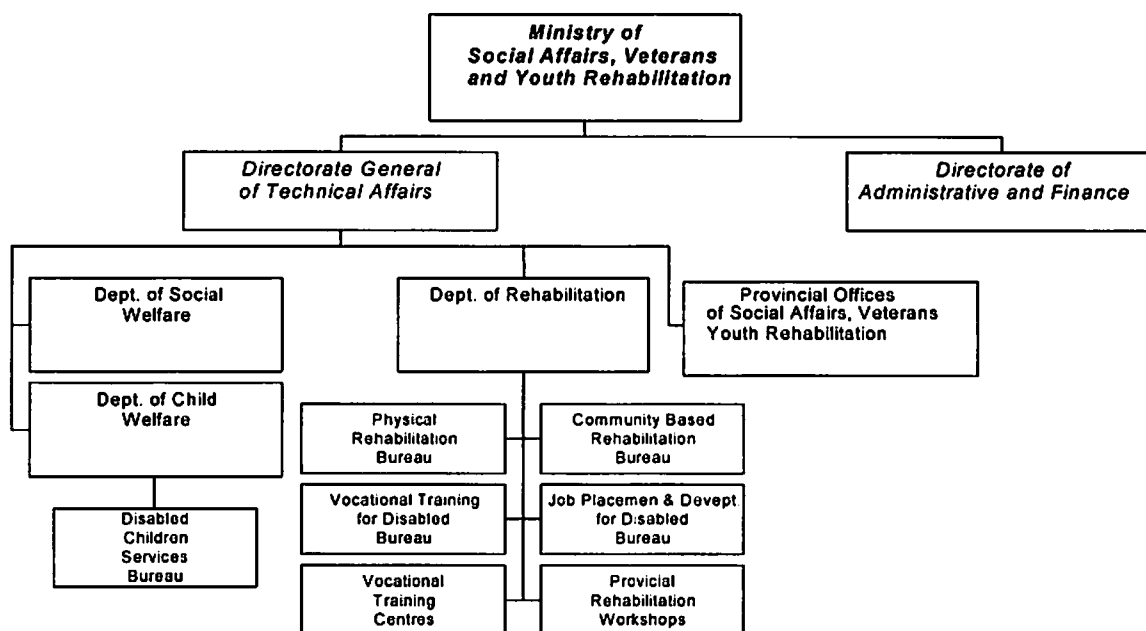
The Government of Kingdom of Cambodia signed and recognized the following treaties, conventions and declarations relating either directly or indirectly to the rights of disabled people.

<i>Name</i>	<i>Date of Ratification</i>	<i>Description</i>
Universal Declaration of Human Rights	December 10, 1948	Promote fundamental human rights to all. Each article applies to every individual regardless of disabilities, gender, race, colour, religion or any other status of life. Any form of discrimination violates the principle of Equality.
United Nations Declaration on the Rights of persons with disabilities	December 9, 1975	Provide instruments to protect fundamental rights of persons with disabilities.
World Program of Action Concerning Disabled Persons UN Resolution 37/52	1982	Aimed at the promotion of effective measures for the prevention of disability, rehabilitation and the realisation of equal opportunities for persons with disabilities. And declared the UN Decade of Disabled Persons (1983-1992)
United Nations Convention on the Rights of the Child	1989	Provide comprehensive rights of the child to education and health and prohibition to labour force...
International Covenant on Civil and Political Rights	April 20, 1992	Use language similar to Universal Declaration of Human Rights to protect the right to privacy and to actual title to "UN Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment" that are major causes of disability.
International Covenant on Cultural and Economical Rights	April 20, 1992	Article grants the Right of self-determination. And Article 6 guarantees the Right of Work, which includes the right of everyone to the opportunity to gain living by work with freely, chooses and accepts. Article 12- the right to attain the highest standard of physical and mental health...
UN Standard Rules on Equalisation of Opportunity for PWD	December 1993	A set of objectives implying a strong political and moral commitment by the State to take action for the equalisation of opportunities for persons with disabilities.
UN ESCAP Asian and Pacific Decade of the Disabled Persons, 1993-	October 20, 1994	The target of the decade is outlined in the document "Implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons".

<i>Name</i>	<i>Date of Ratification</i>	<i>Description</i>
2002		
Mine Ban Treaty Ottawa, December 1997	July 28, 1999	Prohibit the use, stockpiling, production and transfer of anti personnel mines and their destruction. It stipulates concrete action for eradicating landmines and for ensuring assistance to victims.
UNESCO World Declaration on Education for All	Involved in 1990 but real activities start in 2000	The main aim is to enforce the implementation of the Principles of Inclusive Education.
Biwako Millennium Framework for Action towards Inclusive, Barrier Free and Rights-Based Society for Persons with Disabilities in Asia and the Pacific 2003-2012	November 2003	Extension of the UNESCAP Decade of the Disabled Persons 1993-2002 with defined 7 priority policy areas as: <ol style="list-style-type: none"> 1. Self-help organizations of people with disabilities 2. Women with disabilities 3. Early intervention and education 4. Training and employment 5. Access to built environments 6. Access to information and communications technology 7. Poverty alleviation through social security and sustainable livelihoods

2- Outline of Rehabilitation Department

MoSVY has been mandated by the Royal Government to lead and manage social affairs, veterans, and youth rehabilitation in Cambodia. One of the main tasks of MoSVY is to prepare guidelines and regulations for the protection and the welfare of Cambodian persons with disabilities. MoSVY also provides vocational rehabilitation and employment services for all categories of persons with disabilities. The structure of MoSVY involved with disability related concerns is shown in the Organisational Chart.



The Department of Rehabilitation is in charge of 6 main tasks:

1- Strategic Goals:

- 1) Disabilities and Convention No.159 of the International Labor Organization (ILO) on Vocational Rehabilitation of Persons with Disabilities; and continue to implement policies on persons with disabilities;
- 2) Continue the sustainability of physical rehabilitation service and strengthen physiotherapy services as well as spinal cord injury treatment services;
- 3) Promote Vocational Training: create jobs and business activities for person with disabilities;
- 4) Further strengthen and expand community-based rehabilitation (CRB) services for people with disabilities, and organize self-help groups for persons with disabilities;
- 5) Further expand Braille and sign language services for persons with disabilities and promote these services through information technology (Standard materials for Braille and sign language training will be produced. Covering all 24 provinces/ municipalities);
- 6) Further strengthen and expand sports and arts movements of persons with disabilities through the organization of sports events and international days for people with disabilities.

2- Activities:

- Prepare and collect data on people with disability using information technology systems to identify needs and provide services to people with disabilities (covering 24 provinces/ municipalities)
- Prepare ministerial order on the organization and functioning of the physical rehabilitation centers (11 physical rehabilitation centers)
- Establish national center for people with disabilities (11 physical rehabilitation centers)
- Continue the sustainability of physiotherapy services for person with disabilities (Therapeutic Treatment Centers. 4,500 persons with disabilities who need physiotherapy);
- Continue the sustainability of spinal cord injury treatment services (Rehabilitation Center in Battambang. 500 patients of spinal cord injury will be treated, thus enabling them to move on their own);

- Collaborate with partner NGOs to continue sustainable vocational training programs for persons with disabilities in all centers (Center for training persons with disabilities in Phnom Penh, Kandal, Pursat, Battambang, Banteay Menachey, Kampong Thom and Kratie)
- Build vocational training centers for people with disabilities in Kampot, Kampong Speu, Kampong Cham and Prey Veng Provinces (All 9 vocational training centers will be regularly operational and fully equipped, and 2,500 persons with disabilities will acquire professional skills)
- Implement the instructional circular on quality vocational training for persons with disabilities through the organization of workshops, study tour, capacity building for trainers and monitoring/ evaluation (Vocational training centers for persons with disabilities in 7 provinces/ municipalities. All 9 vocational training centers will provide quality vocational training to persons with disabilities according to the instructional circular on the strengthening of quality of vocational training for people with disabilities)
- Coordinate with partner NGOs to provide small-scale business activities to persons with disabilities who received vocational training (1,500 persons with disabilities will have their own businesses. Target areas of all)
- Collaborate with relevant ministries and institutions to develop plans for job placements for persons with disabilities in state and private institutions (Covering all 24 provinces/ municipalities)
- Continue to develop national guidelines for the provision of community-based rehabilitation (CBR) services to people with disabilities (National Guidelines will be completed in 2009. Covering all 24 provinces/ municipalities).
- Disseminate and promote the implementation of national guidelines on the provision of community-based rehabilitation (CBR) services to people with disabilities among services providers and relevant NGOs through workshops. (CRB services for person with disabilities will be implemented in compliance with the national guidelines. Covering 19 provinces/ municipalities)
- Further strengthen national coordinating mechanisms and establish sub-national coordinating mechanisms to coordinate provision of CBR services to persons with disabilities. (Covering 24 provinces/ municipalities)
- Continue study tour and experience sharing program on best practices in the provision of CBR services to persons with disabilities from one area to another. (Covering target areas of CBR programs in 19 provinces/ municipalities. The quality of community based rehabilitation CBR projects will be strengthened)
- Continue collaboration with partner NGOs to provide CBR services to persons with disabilities such as organizing self-help groups for person with disabilities, providing jobs and vocational training to people with disabilities in communities (100 self-help groups of persons with disabilities will be created. Covering target areas of CBR programs in 19 provinces/ municipalities)
- Monitor and evaluate projects to provide CBR services to people with disabilities implemented by partner service providers (Covering target areas of CBR projects in 19 provinces/ municipalities. Project to provide CBR for persons with disabilities will be strengthened and improved)

3-Community Development program for intellectual Disability

It is typically recommended that inclusion be done in early intervention programs because success for children and teachers is easier to achieve. An early start in inclusive preschools, followed by education in ordinary schools is the best preparation for an integrated life. Twenty two children attend the 'inclusive class room', including 10 children with special needs, and 12 children with HIV AIDs. Recently, 7 children from the inclusive classroom have been integrated into a mainstream school, how ever 5 children still require extra help from the Rabbit School.

The Rabbit School also provides the children with disabilities with weekly individualized physiotherapy sessions, as well as having their exercises incorporated within their school routine. By including students with disabilities in the preschool classroom, the children with disabilities have greater opportunities for learning because of their interaction with others, and children with and

without disabilities are able to interact and learn about each other's abilities, fostering greater understanding and acceptance.

a) Goal:

- ✓ To provide more opportunities to children and young with intellectual disabilities including serious disabilities and abandon children to assist and to support.
- ✓ To improve access to and quality of education for children with disabilities in the Nutrition Center.
- ✓ To develop a model inclusive classroom in order to use as a basis for advocating for inclusive education for all children and provide the groundwork for beginning an inclusive classroom in the provinces.

b) Expected outputs:

1. *Children:*

- Students are nurtured and prepared to enter a regular school
- Children learn at his/her own pace meeting the goals set out for each child
- Students with and without disabilities learn to get along with each other
- Children with disabilities' self esteem and confidence are strengthened

2. *Teachers:*

- gain greater understanding of children with special needs
- Learn new and different teaching styles and strategies applicable to all children

3. *Classroom*

- The classroom will be used as a model for others interested in the principles of inclusion, allowing them to observe good teaching practices

c) Inputs of the implementing organisation:

- To continue to provide quality education services for the 10 children with disabilities and 12 children with HIV Aids in the Rabbit School inclusive classroom.
- To follow up the integration of 7 HIV positive children into the public school system, including extra assistance for five of those children who still require a half day at the Rabbit School integrated classroom as their intellectual and physical skills are below the normal level of their age group.
- To provide quality education services for other children who currently cannot be included in mainstream schools.

d) Input of the Community:

- To establish the Rabbit School as a model displaying the principles of inclusive education that is accessible to other teachers working at the Department of Education (DOE), the Programme of Education (POE) and at MoEYS.
- To familiarize MoEYS staff and other policy makers with the Rabbit School by enabling visits to the classroom so that administrators and planners may be informed in their feasibility discussions on issues concerning inclusion for government schools.

e) input of external agents:

- To work towards moving the Inclusive classroom from the Nutrition Centre to a primary government school.
- To preparation academic skill, Physical skill, Social skills, help them learning same other kids at public school before integration them into mainstream school.

f) Budget and period:

Grand total for two year cost in Jan,2009-Dece,2010

\$10,953.57

4- Intellectual Disability in Cambodia:

Services provided by Government and NGOs for ID:

Disability is a problem that every country must address quickly to comply with human rights and the UN convention on the rights of persons with disabilities. In Cambodia, the persons with intellectual disabilities are seemingly separated/ ignored from the community and there are not many agencies working for persons with intellectual disabilities. Seeing these issues, the Cambodian government has been providing serious consideration on the disability sector. MoSVY has set six priorities in its strategic goal for 2009-2013, including the building of 9 vocational training centers, 11 physical rehabilitation centers and other services provided by the government for land mine survival.

Recently there are no organisations/ agencies specifically focusing on intellectual disabilities, but a few organisations operate their projects for children with disabilities to include children with intellectual disabilities, such as:

- 1) Kormar Pikar Foundation (KPF)/ Rabbit School (RS) provides:
 - Education (Special class)
 - Vocational Training
- 2) Hagar Project provides many services such as:
 - Education
 - Day care center
- 3) New Humanity provides:
 - Education
 - Day care center
 - Micro credit
 - Self-help Group

These organisations provide Special class, Integration class and inclusive education for children with Intellectual Disabilities.

The Respective Roles of Government and NGOs:

- Continue the implementation of policies for persons with disabilities; promote and protect the rights of persons with disabilities; and promote the implementation of the international convention on the rights of persons with disabilities.
- Continue to sustain rehabilitation services for disabled people;
- Continue to expend Braille and sign language training services for people with disabilities and promote these service through IT systems.
- Promote vocational training, provide jobs and community services as well as encourage a movement of self-help for persons with disabilities;
- Continue to strengthen and expand the disabled persons sports movement, and organize sports and international events for people with disabilities;
- Continue promoting advocacy for the inclusion of the needs of people with disabilities into development plans at all levels;
- Strengthen the Disability Action Council (DAC)
- Push for the passage of the law on the protection and promotion of the rights of persons; with disabilities;
- Push for the ratification of the United Nations Convention on the Rights of Persons with Disabilities and Convention No.159 of the International Labor Organisation (ILO);
- Encourage mainstreaming of persons with disabilities into community development;
- Raise funds from other sources and recruit human resources for project development;
- Ensure transparency of project implementation for community based rehabilitation;
- Support Technical and Human Resources to write legislation code or regulations for community development.

5- Situation of Persons with Intellectual Disabilities

People with disabilities are perceived in Cambodian culture and the Buddhist religion as persons repaying a sin in their previous life. Taken as a whole this means both physical and intellectual disabilities carry a stigma. Cambodians with disabilities are amongst the poorest in any community unless they have a family that is both willing and able to support them. This often results in a sense of guilt and social stigma that increases the exclusion experienced by most persons with disabilities.

Persons with disabilities are marginalized within Cambodia and are often excluded from community development. Although there are many NGOs working in the disability sector most are focused on rehabilitation, but do not assist people with disabilities to identify the main causes of their situation, and encourage them to find their own solutions. This is changing slowly.

A sense of hopelessness, loneliness and a lack of affection from families, relatives and friends, compounded by isolation are common problems among persons with disabilities in Cambodia. Even those with the capacity and skills to enter mainstream society are generally not provided the opportunities to do so and often resort to begging, and/or become alcoholics and engage in anti-social behaviors.

People with disabilities are one of the most vulnerable and poorest groups in Cambodian society. They are generally the poorest among the poor with very limited access to basic social services, education, vocational training, job placement, and income generation opportunities, thus exacerbating their poverty. Many organisations view disability as a condition of occupational disadvantage that can and should be overcome through a variety of policy measures, regulations, programmes, and services.³

A major factor restricting the full participation and equality of people with disabilities are the perceptions and practices that prevent them from functioning as full members of society. Often the abilities of people with disabilities are not recognized. They face social and economic marginalization, discrimination, and have very limited access to resources. Therefore, they find their opportunities for full and equal participation limited. Public awareness, outreach and mass education campaigns, as well as efforts to mobilize the private sector and communities to support the prevention and reduction of discrimination are almost non-existent.

The need to remove social stigma to allow the full reintegration of people with disabilities into Cambodian society is a long-term issue, which will require a co-ordinated and global approach. The approach must not only aim to remove the causes leading to disability, but must also strengthen training and work opportunities for persons with disabilities, and increase their social rights, acceptance and dignity. Reintegration must involve empowerment of disabled people so that they can fulfill their own potential and contribute to the rebuilding of their country. Among persons with disabilities, some groups have been more marginalized than others, including women, girls and children with disabilities.

There are no accurate statistics on the number of children with disabilities in and out of school in Cambodia. Cambodia has one of the highest rates of disability in the world and perhaps 20% of the disabled population are children. The main types of disability affecting children are:

- Deafness
- Blindness
- Polio
- Amputation and limb deformities
- Cerebral Palsy
- Cleft palates
- Club foot
- Intellectual Disabilities
- Birth defects

The Disability Action Council (DAC) survey revealed 158 children with disabilities, under the age of 15 living in the 30 villages surrounding the nine schools in the cluster. Nearly 50% of these children were attending school. The children at school displayed a wide range of disabilities including intellectual disabilities, cerebral palsy and hearing impairments. The high number of children with disabilities at school was surprising as was the types of disabilities they had. None of the schools in

³ Country Profile, Study on Persons with Disabilities (Cambodia), support by JICA, DAC Secretariat, Feb 2001

the cluster or the children with disabilities were receiving any support from NGOs. The schools in the cluster were in a rural location, away from major roads and suffered from over crowding and poor facilities, thus they would appear to be typical of most primary schools in the country. Preliminary investigations by the DAC would suggest that although many children with disabilities are at school, their special needs might not be being adequately met. The DAC saw one child with Cerebral Palsy and a hearing impairment who was sitting on her own at the back of the class. It is vital to encourage children with disabilities to attend school but also to ensure that they receive quality education. There are a small number of special schools, which currently cater for about 500 children.

Special Schools in Cambodia

Lavalla School for the Physically Disabled

Located in Takmau, in a new specially designed building, the school takes physically disabled children. Children from the school are encouraged to enrol in local lower secondary schools.

Krousar Thmey Schools for the Deaf and Blind

Krousar Thmey has schools for the blind in Phnom Penh, Battambang and Siem Reap and schools or classes for the deaf in Phnom Penh, Battambang and Takeo. Children are integrated into mainstream schools at grade 3.

Rabbit School (Nutrition Centre)

The Rabbit School provides education for children with severe and multiple disabilities from the Nutrition Centre orphanage in Phnom Penh. Currently there is no capacity to accept children from outside.

Conclusions

There are a large number of children with disabilities in Cambodia. At least half of these children, and probably more, are not receiving any education at all. A tiny fraction of children with disabilities (less than 1%) are receiving quality education in a handful of special schools. An unknown number of children with disabilities are attending regular schools but there is currently no provision made to meet their special needs.

All the teachers with specialist training in helping children with disabilities are outside the state education system in special schools funded by charitable organisations. Currently these special schools only have informal links with MoEYS. NGOs are providing limited support to individual children with disabilities to attend school, but this support is uncoordinated, patchy and focused almost exclusively of children with physical disabilities, or children who are deaf or blind.

No research has been conducted to ascertain the numbers of children with mental retardation, intellectual disabilities and learning disorders. It is possible that these children may make up one of the largest groups of disability. Malnutrition is major cause of mental retardation, estimates by some organisations suggest that 20% of all Cambodian children are malnourished. Furthermore it is likely that intellectual disabilities and learning disorders are a major factor in the persistently high repetition rates in grades 1 and 2.