
Final Report for SCDA

1. GENERAL INFORMATION

- 1.1 Organisation:** VBNK— *facilitating learning and capacity development*
- 1.2 Project title:** Education For All (Promoting inclusion and non-discrimination for children with disability)
- 1.3 Project location:** The community conversation took place in Phnom Penh, at Cambodia-Japan Cooperation Centre (CJCC). Participants were drawn from different provinces where CDPO and CSOs working with people with disability (PWD) are active, and relevant Government ministries. The total number of participants was 110 (61 were female.) They are from Phnom Penh and the provinces of Kandal, Kampong Speu, Kampot, PreahSihanouk, Kampong Chhnang, Battambang, Siem Reap, Kampong Thom, Kampong Cham and Svay Rieng.
- 1.4 Start/end date:** Start: 01/06/2012 End: 30/11/2012
- 1.5 Project goal and objective:**
- Goal: Social reintegration and inclusion in community social events of people with disability and into mainstream education of children with disability.
- Objectives:
- PWDs and DPOs built skills and confidence in speaking to others about disability and inclusion.
 - Increased collaboration across PWDs, DPOs, CSOs, community members, and authorities to address obstacles to the full participation of children with disabilities
 - Negative/ incorrect social beliefs about disability changed.
- 1.6 SCDA amount:** USD \$19,990

2. SUMMARY OF PROJECT AND ACTIVITIES

2.1 Preparation

We discussed and collaborated with CDPO/ DPO, the Disability Council, Australian Red Cross and relevant government institutions (i.e. MOSVY/ MoEYS) to ensure representation and to select participants for our community conversation event. There were three groups of participants – the community group (consisting of people with disability), the civil society organisations group (consisting of disabled person organisations and CSOs) and the government civil servants.

In consultation with different stakeholders, we designed and facilitated a participatory process for the community conversation on 13 to 15 August 2012. We then prepared for and provided follow-up coaching support from September to November 2012 on the application of learning.

2.2 The Community conversation

The community conversation commenced with an opening remark by H.E. Ith Samheng, Minister of the Ministry of Social Affairs Veterans and Youth Rehabilitation (MOSVY). Following on the VBNK facilitators encouraged individual participant to welcome and introduce each other. Then, the facilitators presented the purpose, agenda and expected output of the programme.

The participants began by working in three groups (include PWDs, DPOs/CSOs and Government staff) to develop a visual 'river of life story' showing how awareness, perceptions and responses to people with disability have evolved in Cambodia over time (changes in the enabling environment, achievements and constraints). The participants then worked in smaller groups to identify supporting factors that promote inclusive education and to produce key messages. Later, with support from the VBNK facilitators and photographers from On Photography Cambodia (OPC), the key messages were turned into visual images (IEC materials) related to inclusion and discrimination and the rights of PWDs. The IEC material was displayed in a gallery session and visitors were invited from donor institutions, MoSVY and MoEYS, and (directors of) organisations working with PWDs.

On the last session, the facilitators asked the participants to generate ideas and commitments for putting learning into practice. Each participant was given an application of learning (AoL) plan form, which calls for the description of their specific action and timeframe. The final step was asking all to complete an evaluation form.

The conference was formally announced to end by H.E. Mr. Ros Reurn, Deputy Secretary of State, MoSVY, who gave the closing remarks.

2.3 Follow-up and support

After the community conversation the VBNK facilitators conducted follow-up coaching support with participants by phone conversations (to 11 provinces) and also by visiting their work places in two provinces, Siem Reap and Preah Sihanouk. The coaching conversations served as a boost to making the learning application happen as well as to guide the practice of the participants.

3. PROJECT ACHIEVEMENTS / SUCCESSES

PWDs and DPOs built skills and confidence in speaking to others about disability and inclusion

In general, the VBNK facilitators observed that the community group appeared to be out spoken and active. They did not hesitate in sharing and giving feedback to each other as well as seeking new information about where they can find support when needed. A participant from Kampot province remarked:

"I felt very proud to join this community conversation because there is no discrimination at all with the PWDs, and I gained more ideas about disability that I can share with people at my community. I hope there will be many more of such a conversation organised for PWDs in the community".

The conversation provided a space for communities to demonstrate willingness to speak up on behalf of children with disability and to include the children in community networks. During group discussions, the PWD shared with each other, with others and with non-disabled persons and civil servants about critical issues affecting PWDs. A few participants, who are not PWD, indicated that they have learned much more about the situation of PWDs and they were amazed to see the dynamics and interaction of PWDs in the conversations.

"The river of life session was very lively; every group shared good ideas related to perception and responses to disability in Cambodia. I can learn a lot from this sharing," said one participant during the morning 'check in' session.

Participants (PWDs and DPOs) contributed to the development of creative and artistic IEC and advocacy materials that promote inclusion and non-discrimination of children with disability.

As above, all participants have discussed critical issues that involved PWDs and crafted key messages for advocating inclusion (including education) and the rights of PWDs. Eleven key messages were produced by the participants (one message per province). Those key messages were expressed in three different art forms: poem, short role-play and drawings.

The key messages were turned into visual images (IEC materials) for the participants use when they return back to their community. The photographers (from OPC) took photos of the art work and photos of the actual activities, and produced the products in poster size. These printed posters were given to participants so that they can use them for education and advocacy purposes in their community.

THE ELEVEN KEY MESSAGES	
1. I am physically disabled, but my mind and my heart are not.	7. Disability is not the obstacle of the society.
2. Love society, love disabled children.	8. Disabled children need support: physically, verbally, and from the heart.
3. My body is a part of yours, too.	9. Disabled children are also the bamboo shoots which replace bamboo.
4. Your words, your behaviour make me a disability.	10. Disabled people and normal people are the same human being.
5. Give me food, I can live for one day, give me knowledge, I can live forever.	11. My knowledge helps me to be self- independent.
6. If you love me "Mom & Dad" let me go to school.	

"The reason I chose to draw a PWD reading a book, leaning back to back (against a normal person in a round cell) is because I want the normal people to feel that PWD are part of their body too ... For me, I am pretty sure that the PWDs are able to do many things as ordinary people do ... The sunlight means that I want to show that every PWD needs bright future as the normal ones," explained a participant (PWD) from Preah Sihanouk province.



Raised awareness at communities

The VBNK facilitators provided follow-up coaching support by phone conversations with the participants at the 11 provinces. In general, the participants mentioned that they used the IEC materials to raise awareness to their community target groups by promoting education to children with disability, and also to raise the awareness to parents to send their children to school during the opening of the school year of 2012. They also posted the IEC materials on the commune information board and at the school's gate.

A secondary school director from Kampong Cham province shared some IEC materials to staff at the Department of Youth and Sport and to the primary school, where children with disability start their first school. Participants who are commune councillors had meetings with their commune to raise awareness and discuss about disability issues to other members. They started to do a household survey to ensure that children with disability are encouraged to be sent to school.

The VBNK team also conducted the field visit to Siem Reap and Preah Sihanouk provinces, to observe and coach participants to apply their learning.

- Two women participants in Siem Reap (including the director of a primary school and staff of CDPO) called a meeting with 50 students' parents in the community. During the meeting they used the IEC material to help the community visualize the situation of PWD. They encouraged the community to

bring children with disability to school, especially for the re-opening of the school year of 2012 – 2013.

We observed that at the beginning of the meeting the villagers were reluctant to share that they have children with disability. They tried to hide as they felt ashamed to have such children at home. But after the meeting, they expressed their thought, such as:

“I felt very happy to understand more about disability, and I’ve never known that there are a lot of NGOs working to support PWDs. I always felt that disability is an ashamed situation. I will communicate with some NGOs in the province and send my nephew who has serious mental problem (caused by traffic accident) for assistance,” said Ms. Mann Bo from AREAKSVAY Village).

“After joining this meeting with both teachers I will not discriminate to PWDs anymore. I stopped feeling ashamed of having two nephews with disability. And I will send them to school in this school year opening. I ask that all parents support each other in sending children to school,” Ms. Inn Thouch from AREAKSVAY village.

- Two participants in Preah Sihanouk province have included disability issues on the agenda of their community meeting. They have also posted the IEC material (they brought from the conference) on the commune information board and at the school.



Another participant (Mr. Inn Asa, participant from MlopTapang organisation, (see picture at left hand side) has discussed the critical blocks and supporting factors that enable PWD to go to school and actively engage with society during a student meeting at the University in Preah Sihanouk province. He has also uploaded the picture and IEC material (picture to the left) to his Facebook page, entitled “*Encounter exclusion and promote the education of poor and orphan disabled children.*” He strongly believes that

with this awareness raising, the students at the university will without any discrimination support more to the students with disability.

“I discussed with my team and line manager, and we agreed to use the IEC materials (to raise awareness about issues related PWDs) during our meeting with communities who are involved in our mobile library project. Our mobile library is implemented in 8 regions of Preah Sihanouk province. I started the first meeting on 14 September 2012,” explained another participant from MlopTapang organisation, Miss Lam Khoeun).

Impact observed after 3 months

The participants observed the re-opening of the school year of 2012 – 2013 at their communities. They reported about progress of children with disability registered at school and behaviour of teachers toward children with disability.

- New registration

For the opening of school year 2012 – 2013, there were 21 new students with disability registered at Kampong Speu, Kampot, Svay Rieng, Siem Reap, Kandal, and Preah Sihanuk provinces.

Participants from Battambang, Kampong Chhnang and Kampong Cham provinces also claimed that there were some students with disability registered in their areas too but they do not have data in hand yet. The participants in Phnom Penh reported that in the communities where they work, although there were no children with disability who reached school age yet, the parents had confirmed their high commitment to let them go to school in future.

- Behavioural change

The participants also observed significant changes of behaviour (by villagers) after attending the awareness raising events (on issues related to PWDs) in their communities. They reported that, for example, one teacher (at Svay Rieng province) did not allow students with disability to study in his class because he believed that students with disability could learn nothing. However, after attending the awareness raising meeting this year, he accepted those students with disability to learn in his class. He also provided accessibility to those students, such as having them sit in the front seats and spending extra time to explain to those students. In addition, the participants (i.e. in Siem Reap, Battambang and Kampong provinces) made similar observation reports that in their communities parents whose children with disability have sought information and discussed with NGOs to explore where they can send their children with disability to school. Other participants reported about how they saw the ordinary students play and support children with disability without any form of discrimination.

4. DIFFICULTIES / CHALLENGES

Preparation of the community conversation

We, the VBNK facilitators, are aware that there would be challenges to involve PWDs (especially the deaf and blind) to interact with the other participants during the conversation activities, since these individuals are not able to hear and see things that happen around them. To ensure participant dynamics and equal participation, we put blind people at the same table and assigned their peers (who are ordinary people) to help explain the movement in the room and around them. We did same thing for deaf people, we had assigned sign translator to help them communicate with the others.

During the community conversation

The first critical challenge was to ensure equal participation among all the participants. The discussion involved staff from Government, CSOs and PWDs. Very often, the PWDs considered themselves having too low status and were afraid to contribute ideas. Recognizing the issues, the VBNK teams spread around the room to different groups of participants and provided support to the PWDs and made sure that they have their voice heard and contribute as much as the others participants do.

The second challenge was the production of the IEC materials. We arranged that an illustration team (comprised of photographers and artists) help the participants turning the key messages into visual images. We assumed that the teams will be able to provide effective assistance and can manage to photograph all the artwork and over night print the images (IEC materials) in poster size. During the conversation processes we discovered that the work was more complex and required more time and higher expertise than we anticipated. As result, we were not able to produce all IEC material for display on the final day of the conversation. We therefore decided to use the original pictures (that participants drew/ painted) and poem written to display in a gallery session on the final day of the community conversation. We received appreciation from the visitors. They expressed amazement to see that the participants produced so many creative ideas.

Ms. Olivia Wynne, Advisor to FURADA Organisation in Cambodia, sent us an email after the community conversation:

“Dear VBNK Team,

Congratulations on this morning's Community Conversation presentation. The creative results from the previous 2-days were amazing. I was particularly impressed by some of the symbolism and messages the participants chose, specifically the "book with ramp" and "give me food and I will live, give me education and I will live forever" posters.

All the participants and special guests seemed very inspired, including myself.

Congratulations again, and thank you for inviting FURADA.”

After the community conversation

The participants expressed their interest to organise campaigns to raise awareness as well as to promote education to children with disability in their communities. They want to organise the events in a bigger scale, and they ask for funding support from VBNK. As we don't have any budget, we can only encourage them to try implementing activities within their capacity. We also advised them to find the donors or NGOs in their community that may have interest to fund part or whole of their activities.

The participants asked for more IEC materials to be used and shared in their community. While our budget is limited we could not provide as many as they requested. We encouraged them to share the material and take turn to use it intensively among their community networks.

5. LESSON LEARNT

During the community conversation, we learned that the provision of the accessibility for PWDs, i.e. a sign translator, had motivated and encouraged them to actively participate throughout.

The gallery session for PWDs, where they presented their visual images to visitors (from donor institutions, MoSVY and MoEYS, and organisations working with PWDs), helped build skills and confidence for PWDs in expressing their voice in public. On the other hand, it provided opportunity for the donor concerned and government institutions to listen and to understand the issues of disability and appropriate solutions to respond.

The process of sharing the “River of Life” in three different groups (community people, government, and CSOs), helped build the story of disability (showing how awareness, perceptions and responses to people with disability have evolved in Cambodia) from the 2000 – 2012, a complete picture with different perspective from each group. It helped the participants see the issues of disability (changes in the enabling environment, achievements and constraints) from different angles.

Working through the series of structures questions challenged the participants to think beneath the issues and to be able to shape their ideas in to key messages that they exactly want the communities to hear.

There is a need for baseline data and other factors that can help us triangulate the impact of our project. For example, as above, what enables us to claim that the number of children with disability registered in school is the impact from our project?

6. ANALYSIS OF BENEFICIARIES

Total of direct beneficiaries: 110 participants (including 40 PWDs, 19 are women)

Total indirect beneficiaries: Not available (Only in Siem Reap, we observed that the participants conducted a meeting with 50 students' parents in their community.) However, as mentioned above, the participants in all eleven provinces claimed that they used IEC materials to raise awareness on

promoting education to children with disability. They organised meetings with communities, commune councillors and parent of students. They posted the IEC materials on the commune information board and at the school's gate and also on their Facebook.

Specific Activities	Total (beneficiary number)	No. of women / girls	No of women / girls with disabilities	No of men / boys	No of men / boys with disabilities
Number of young people involved in art activities (community conversation)	110	61	19	49	21
Number of people involved in the sport events	Not applicable				
Number of people who received skills training through the art activities – e.g: drama, photography and performance	Not applicable				
Number of people selected to attend national, olympic and international sport events	Not applicable				
Number of people involved in art exhibitions or performance at the local and national levels	Not applicable				
Number of people involved in producing film and drama (produced as IEC material during the community conversation)	10 participants	5	2	5	1
Number of people involved in designing the performance manual and drama scripts (poem)	10 participants	4	0	6	1
Number of CWD/PWDs referred and registered to PRCs	Not applicable				
Number of disability awareness campaigns/sessions conducted	Data not available				
Number of participants at disability awareness campaigns/ sessions	Data not available				
Number and type of IEC materials produced for disability awareness raising (leaflets, handbooks, posters and photos)	110 IEC materials / 11 kinds				
Number of PWDs <i>referred</i> for job training and job placement	Not applicable				
Number of PWDs who received emotional / psychological support	Not applicable				
Number of disability awareness sessions broadcast through radio/TV channels	Data not available				
Any other specific activities?					
The poems produced by participant during the community conversation was broadcasted via radio FM 97.70 MHz (in Kampot province) by a participant from CHEMs, Mr. Nut Chenda.					
A PWD participant, Mr Inn Asa, posted IEC material in his Facebook, entitled " <i>Encounter exclusion and promote the education of poor and orphan disabled children.</i> "					

In addition to the above information, AusAID is particularly interested to collect data on the following two issues.

1. Number of (x) children able to access schools that have been made more accessible to children with disabilities - (i.e an estimate of the total number of children attending schools that you have made more accessible)

We already mentioned in the “impact after 3 months” that 21 children with disability were registered during the re-opening school year 2012 – 2013. The data was documented by the participants in their targeted communities. This figure is only related to the follow up activities of the programme, it does not represent the whole provinces of Cambodia.

2. Number of people provided with **disability support services**:
 - During the community conversation:
 - First, we decided to rent the Cambodia Japan Cooperation Centre (CJCC) to organise the community conversation to accommodate the accessibility needed by the PWDs. We found that the CJCC was a user friendly place. For example, the CJCC equipped with ramp (which was easy for PWDs using wheelchair) and walking frame (for blind people) and the place also has toilet for PWD.
 - Second, we invited two sign language interpreters to support deaf participants (5 participants from Phnom Penh and one from Battambang) to ensure that they all can fully participate throughout.
 - Third, we invited one mother of the child to assist to assist blind participants (6 participants from Kampot), i.e. explain the movement in the room and around them, during the entire processes of the community conversation.
 - After the community conversation:
 - As mentioned above, during our coaching session with participants in Siem Reap province, Ms. Un Sereyrath, claimed that the community conversation changed her perception. Before, she never thought of any accessibility for students with disability but now she put this issue as her priority.
 - A participant (staff of ADD organisation), working in Kampot, mentioned that in the re-opening of the school year 2012 – 2013, his organisation provided bicycles to 3 families to pick up their children with disability to go to school.

7. Self-Rating Assessment of the project

We cannot say this is the best practice in promoting inclusion and non-discrimination for PWDs. However, we felt fully satisfied with the results and achievement of the project. We observed that during the community conversation all participants were brave to share and express (issues) from their heart without any form of discrimination. The conversation processes motivated the participants to be active and involved in discussion without pressure.

We appreciated the conversation approach created a safe space for the different actors, PWDs, community members, CSOs and authorities, to meet and engage in constructive dialogue around issues related to PWDs and to find way to promote social inclusion. It was confirmed that the conversation process was creative and participatory. The process transcended traditional obstacles to participation. It encouraged PWDs and community people to have confidence in their own value and desires and to fully participate. During the conversation, PWDs and community people took the opportunity to voice their concerns and needs. They worked together with other participants (from CSOs and government) to find responsive solutions. Mr. Sem Sovantha, Angkor Association for Disabled, Siem Reap, summarized:

“There is no such workshop that brings a lot of PWDs, CSOs and Government to meet and discuss with each other, even in the national workshop for disability. The process that VBNK led is very fantastic ... no matter that we are PWDs or not, it encouraged us to participate

actively ... there is no form of discrimination during the conversation ... I suggest that VBNK replicate the community conversation twice a year and try to bring PWDs from all provinces to participate."

Ms. Sous Vansitha, ADD staff in Phnom Penh, expressed a similar observation, "I am very happy to participate in this conversation and thank VBNK for conducting such a great event. The idea of this conversation is to promote education to children with disability, which is a main issue in Cambodian society ... when I was young I experienced a lot of discrimination ... I have tried very hard to fight for my education ... this conversation really promoted non-discrimination."

The community conversation created the intention among the participants to apply their learning in to their workplace and communities. Each individual has shown a desire to share the knowledge and experience (they learned from the conversation) with their peer and members of their community.

Through the follow-up coaching support, the VBNK teams felt amazed to hear common reports and see different activities that the participants organised in their communities to promote education for children with disability. As mentioned above, although we cannot claim that the registration of children with disability in the opening school year of 2012 – 2013 as an absolute impact from our community conversation, the way that the participants pay attention to observe and monitor the school's activities demonstrates a significant change in behaviour of the communities toward children with disability.

8. CHANGES TO ORIGINAL SCDA PLAN OR CHANGES TO AGREED ACTIVITIES AND BUDGET

The activities were implemented according to the plan. We made small amendment on the number of participants (we increased the number of participants from 100 to 110) and amended a few budget lines (i.e. room fees, refreshment, per-diem and communication). However, the change did not affect the total budget agreed in the original plan. (See budget amendment in file attached)

9. Overall Lessons Learned

VBNK applied the learning forum approach to facilitate community conversations that promoted communities and PWDs participation. The approach provided a safe space for community members to meet other civil society actors and government/ local authority representatives to identify and seek solutions to critical development issues related to social exclusion and discrimination against PWDs. By participating, communities developed the skills and confidence to overcome hierarchies that have traditionally limited their involvement (in democratic processes and dictated who has the right to speak.) In this way, shared ownership of development initiatives by a broader sector of society was made possible.

The community conversation was a powerful mechanism to break the silence about the recent past and to create new possibilities for creating choices. Its power is that it provided PWDs and communities with the space to identify and talk about issues that are important to them and about subjects that may be otherwise silent. For example, it provided a space for communities to demonstrate willingness to speak up on behalf of children with disability and to include them in community networks.

It proved that the community conversations has broken down hierarchy and promoted equity through open access to information and participation across lines of gender, age, hierarchy and ethnicity.

The two strand approach that VBNK applies to capacity development, in this case, strand 1: *the community conversation (classroom training)*, plus strand 2: *onsite follow-up coaching* (support to participants at their workplace over a period of time), has proven to produce far greater and more sustainable results/ impact than formal training alone.

10. FINANCE REPORT

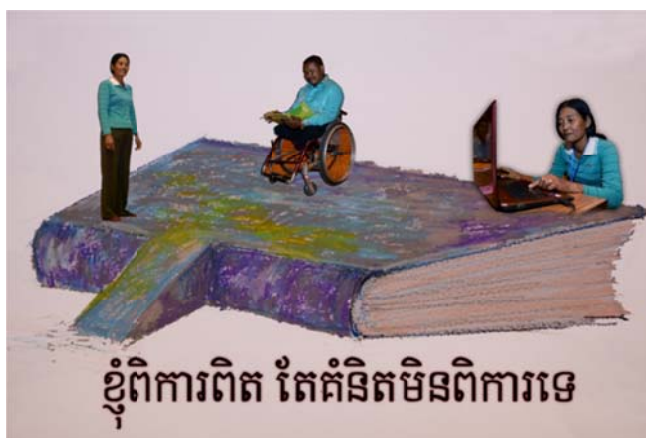
Line item as in original budget	Approved budget	Actual expenditure	Variance	Comments (to explain variance)
Lunch and refreshment (110 participants and 14 facilitators)	3,927.00	4,439.37	(512.37)	Participants, Trainers, OPC and guests were charged to this budget line.
Community conversation Documents (handouts) and materials	500.00	456.10	43.90	
Printing of IEC materials	1,248.00	1,252.00	(4.00)	
Venue and LCD	1,500.00	1,150.00	350.00	The cost of venue is reduced because VBNK is membership with CJCC
Communication (phone) for invite participants and guests.	180.00	193.97	(13.97)	
Accommodation(85 participants from outside PNP)	3,060.00	3,348.00	(288.00)	
Per-Diem for 85 participants from outside PNP	2,040.00	2,040.00	-	
Travel for 85 participants from outside Phnom Penh	3,400.00	3,400.00	-	
Travel for 20 participants in Phnom Penh	420.00	471.00	(51.00)	There was one more participant from MoSAVY who joined the conference, so the travel allowance cost increased.
Celebration dinner	1,190.00	1,190.00	-	
Visitors to view IEC materials developed by participants on the third day of conference	220.00	259.44	(39.44)	Many kind of Materials for IEC were used for this conference.
Miscellaneous (flowers, TV/Newspaper and for participants who stay 4 nights)	535.00	130.00	405.00	The cost was less than anticipated
Accommodation for 2 facilitators and 1 driver for 5 days (maximum) for follow-up and coaching	180.00	140.00	40.00	The cost of accommodation was lower because the facilitators shared room.
Per-Diem for 2 Facilitators and Driver to follow-up and coaching	150.00	150.00	-	
Vehicle fuel	350.00	280.76	69.24	The vehicle was used less than the plan during the conference.
Communication (phone) for follow up coaching.	40.00	40.00	-	
Resource person to translate the ideas into visual images	1,050.00	1,050.00	-	
TOTAL	\$19,990.00	\$19,990.64	\$(0.64)	

11. Photos (that represents SCDA grant)



The picture (above) illustrates the three different perspectives of people (on awareness, perceptions and responses to people with disability in the last 12 years, 2000 – 2012). Three groups, PWDs, government and CSOs, describe their own story. The interesting point about this result is that in building up a story, for example, the community people raise more issues about their disability's life evolving from one generation to other. At the same time, we see (hear) another story from government group and CSOs about the support they made to promote disability, and also the law to promote attention to people with disability. The picture shows the equal opportunity for each group to share their ideas without any domination from any side.

The key message in this picture (right) is *"I am physically disabled but my mind is not"* catches interest from guests. The way the IEC material is produced is very simple and meaningful. Education is the basic means to lead to success in life without any limitation, no matter being disabled or not. The main point of this picture is that to promote education of people with disability it is necessary for everyone to think of accessibility. For example, the ramp is one of the main means of accessibility for disabled persons who rely on wheel chairs to move around. Without the ramp there would be more difficulty for disabled persons to gain their education for their future benefit.



12. Case study / Story about the activity

A story about promoting change!

Name: Un Sereyath (Ms)

Date: 7 September 2012

Province: Siem Reap

Age: 27 Sex: Female

Contact: 097 777 0609

I am a school director at Toul AnhChanh Primary school, Siem Reap. I was invited to join the community conversation, "Promoting inclusion and non-discrimination for children with disabilities", which was organised by VBNK at CJCC from 13-15 August 2012. I could say that the discussion during the conference broadened my awareness and changed my perception about disability.

I have received donation from abroad as well as from the Government for building and maintaining infrastructures in my school. Before, when I received donation for constructing the school, I never

thought of building any accessibility to students with disability (i.e. ramp and toilet). I could say I did not see the importance of this accessibility. After the community conversation, it does change the way I think, I see that I could do a lot of things to promote education to children with disability, such as raising awareness to community people to send their children to school and to provide accessibility to children with disability. Now, with any donation, accessibility to the children with disability is my first priority. There will be a donation to construct a library in my school at the end of this year (2012), which is sponsored by Rotary Club Australia. I will ask them construct a ramp for my students with disability, too.

ARC might want to use your photos or case study / story in its reports and communications (including web based). Can you please indicate if you are happy for us to do so.

Photo: YES

Case study / story: YES

13. Verification of Report Submission

I declare that I have read the information supplied in this report and it is true and correct and all activities and expenditure were as agreed and reported.

Prepared by:

Vanly Virya (Mr)

VBNK, Executive Director

Date: 19th December 2012