

End of Project Report

1. GENERAL INFORMATION

1.1 Organisation: Action IEC

1.2 Project title: Moving Images, Moving People

1.3 Project location: Banteay Meanchey Province (Thmar Pouk and Svay Chek districts)

1.4 Start/end date: Start: 1 June 2012 End: 30 Nov. 2012

1.5 Project goal and objectives:

The project aimed to provide opportunities for persons with disabilities, especially young people in two districts of Banteay Meanchey (BMC) province, to gain confidence through a variety of expressive arts, notably photography, drawing/ painting and video production. On a longer term, the project aimed to demonstrate and inspire persons with disabilities that they too are productive members of society and should be able to grab life-changing opportunities in sync with the growing economic development in the country.

The objectives of the project are to provide young people with disabilities the opportunities -

- to express themselves and communicate with others through arts;
- to explore their artistic potentials in several forms of arts;
- to practice artistic activities as career/work options in the near future;
- to demonstrate capabilities regardless of physical impairment.

1.6 DIAF contribution: US\$ (please also show if there were contributions from other donors): \$19,980.00

2. SUMMARY OF PROJECT AND ACTIVITIES **(please provide a short half page narrative)**

For the Disability and Arts project, Action IEC conducted 3 arts training and an arts exhibit.

The 3 arts training were video production, photography and painting. The Trainers were Cedric Jancloes and Ms. Em Sopharith for video production, Mr. Sovan Philong for Photography and Mr. Rint Hoeut for Painting. The project and its activities was coordinated with the Banteay Meanchey Provincial and district offices in Thmar Pouk and Svay Chek of the Ministry of Social Affairs, Vocational Training and Youth Rehabilitation (MOSVY) and with the District Governors' offices in these two districts. Action IEC broadcast a radio spot for 11 days (55 broadcasts) at FM 96.5 MHz to invite young people with disabilities to attend the workshop and arts training.

The arts training were held at the Thmar Pouk Primary School in Thmar Pouk District on 2-9 August 2012, preceded by a one-day Orientation Workshop on 1 August 2012. Thirty-eight young people with disabilities, between the ages of 12 - 25 attended the workshop and 36 young people eventually joined the arts training: 19 young women and 17 young men. There were 14 painting participants who produced 18 paintings, 10 photography participants who produced 6 slides of selected photographs and 12 video production participants who produced 4 short films. The photo slides and all video films with English sub-titles have been uploaded on You Tube. The video production and photography participants were provided with Canon Powershot A1200 photo/video camera and *Yunteng* expandable tripods and special tripods for participants in wheelchairs. The painting participants were provided with mobile phones.

For the arts exhibit held on 24 November 2012, Action IEC personally visited and invited the participants and their parents to join the exhibit. Twenty family members, trainees' friends and school children joined the exhibit. It also participated in a national arts exhibit for the National Disabled Persons Day on 3rd December, 2012.

3. PROJECT ACHIEVEMENTS / SUCCESSES (please include unexpected if any as well as planned)

Action IEC achieved the following:

- Coordinate and network with local government and CIDI network organization in Banteay Meanchey (BMC) including the Provincial and District Dept. of Social Affairs, Vocational Training and Youth Rehabilitation in Thmar Pouk and Svay Chek, District Governors offices in Thmar Pouk and Svay Chek, Khmer Youth Association in BMC.
- Train 36 young people with disabilities, (Girls: 19, Boys: 17) in 3 art forms – video production, photography and painting. The original plan was to train only 20.
- Provide arts and communication tools to 36 young people with disabilities: mobile phones for 14 painting trainees, cameras with still and video film capabilities and tripods for 22 trainees in video production and photography trainees.
- From the 3 arts training, 3 forms of arts products were produced. The 14 Painting Group trainees produced 18 paintings. Some of these paintings as well as selected photographs by the arts participants were exhibited during the National Disabled Persons Day on 3rd December together as part of the CIDI Network exhibit. While it was not planned, Action IEC decided to upload on You Tube the arts products of the trainees to show within and outside Cambodia the capabilities of young people with disabilities. Included in the table below are the individual [links](#) for the outputs online:

No.	Trainee Photographer	Photo Series' Title	Background for the Photo series	You Tube link:
1	Hov Phut	No Plan	Ms How Put is deaf and mute. She could only understand some of the instructions and she decided to take photos of things that mattered to her. This is why it is called 'no planning'. She was the only student to spontaneously start using black and white effects on her camera.	http://www.youtube.com/watch?v=U2k5UVkah-E
2	Loeun Loeub Chork Socheat	'Roofs'	This set of photos is based on the technical aspects of the photography training such as the use of lines and perspectives. The authors kept to the guidelines and chose a very original topic: the roof as they symbolize cover and protection against harsh environment.	http://www.youtube.com/watch?v=Y5H6rgdzjig
3	Ruon Vibol Sun Lor	'Clean environment, dirty environment'	A series of photographs that uses compare-and-contrast technique to highlight and convey message about the environment: the difference between clean and dirty surroundings. It is a call for better management of our own environment.	http://www.youtube.com/watch?v=gBXAzD7GL28
4	Phal Ravy	'The Changing'	These photos capture all the things that the photographer used to do before he was affected by his illness. Phal Ravy was brought to the Peace Center in Battambang for acupuncture and he is now walking using only one clutch. He started getting better thanks to the spontaneous help of his photography teacher Sovan Philong.	http://www.youtube.com/watch?v=O_EyMWqDGsY
5	Choa Chhith Duong Bot	'The Dream' (Life and survival)	A series of photographs showing resilience and survival through plants growing between rocks against all odds. The series showcase parallelism with life – that a person can overcome difficulties and will do everything to survive.	http://www.youtube.com/watch?v=hq3H8xuGts&feature=autoshare
6	Eam Da Chhuon Vanny	'Part of the Wall'	Using filter to create the desired effect but with no touch-up, the series comprises photographs of trainees against a wall to signify that we all are part of a 'wall', including people with disabilities and that the wall sometimes have cracks (problem) but if people stand together, the wall becomes stronger.	http://www.youtube.com/watch?v=1a3BNtmwfQ8
7	Sovann Philong (Trainer); Photography participants	'All Together'	This is a slideshow of arts training activities organized by the NGO Action IEC, taken by the Trainer and photography trainees.	http://www.youtube.com/watch?v=2k-wlC-sdM&feature=autoshare

No.	Video Title	Production Team	Description of video
1	'Temple'	Smut Ravy, Ouy Chamroeun, Ath Sam On	A three-minute video feature of Banteay Chmmar Temple based on the field visit by the participants to the temple. The video describes a brief history of the temple. Youtube Link: http://www.youtube.com/watch?v=5pVPYJ50tZQ&feature=plcp
2	'Mobility'	E Deab, Pen Ry Chhit Sameu,	This is a 7-minute video to advocate to those designing and constructing roads, schools, hospitals and other infrastructures to consider disabled people in their work. You Tube link: http://www.youtube.com/watch?v=B1XDVPNNCz8&feature=autoshare
3	'Painting'	An Kimsan, Nork Sin, Chhit Sameu	A 9-minute video highlights the activities of the painting training group, with interviews of the group's trainer and the participants and featuring the paintings produced during the training. Youtube link: http://www.youtube.com/watch?v=m5oOH-TLG04&feature=plcp
4	'Photography'	Phoeun Phaek Kdey, Chheang Tot, Chhorm Seth	A 7-minute video highlights the activities of the photography training group. Youtube Link: http://www.youtube.com/watch?v=TXSmeb2_TGs&feature=plcp

- Conduct/participate in arts exhibit. An arts exhibit, which served as an advocacy for parents to encourage their children to pursue arts, was held on 24 November 2012 at the Thmar Pouk Primary school, the same venue of the arts training. 32 of the trainees came and 20 parents joined the arts exhibit. Several school children were able to view the painting, photo slides and short films produced by the arts trainees. Action IEC participated in the ARC exhibit on 3rd December for the National Disabled Persons Day at the *Koh Pich* Theatre grounds.

4. DIFFICULTIES / CHALLENGES ENCOUNTERED (please also say what you did to overcome these)

Action IEC had its own share of challenges in implementing the project. Implementing a project with people with disabilities as the target beneficiaries was a first time.

The first challenge was coordinating the activities and informing the target beneficiaries. Action IEC has no office nor partner in Banteay Meanchey but could rely on previous experience in conducting activities especially in the selected districts of Thmar Pouk and Svay Chek. It carefully arranged its travel and coordination plan, following established protocols with local government officials. The Provincial Dept. of Social Affairs was very helpful and expedited the coordination process at the district level. The District officials proved to be helpful as well, including identifying the venue and directly coordinating with school officials.

The second challenge was transporting the young people with disabilities, not anticipating that some are using wheelchairs which needed to be transported to the venue as well. This was resolved on Orientation Day by hiring extra transport, 2 *koyun*, solely for the wheelchairs.

The third challenge was evenly distributing the young people/trainees in the 3 classes since most of them wanted to join video production and photography. Action's Deputy Director and the Trainers have to do a lot of convincing until they agreed to be distributed to other art classes.

The most difficult part was saying goodbyes.

5. LESSONS LEARNT:

This training was a life transforming experience for the trainers and we believe that it also changed the lives of some of the children who attended. Many of the key lessons from this activity are explained in more detail in point 9 but briefly here to summarize: the biggest lessons learned is that disabilities are largely in the eye of the beholder. It is clear that when given chances to express themselves through art and technology, each and everyone one of the disabled children can produce outputs on equal terms with any other person.

When treated on equal terms as any other person, the disabled children rapidly proved that they were just as able as anyone else to produce art and to express their thoughts in ways that are very moving us to say the least. Thus the title of the project was quite appropriate: moving images helped to move people; in the same way, moving people create moving images.

It was clear to all the trainers that the disability is the root issue but as a consequence, people start treating disabled and useless and this behaviour forces the disabled into a life of despair and lack of confidence. Therefore, while disabilities affect the individual, the enabling environment is the key to help disabled overcome their disadvantages.

This was one of the most important lessons learned. Providing children with an enabling environment can help disabled to overcome issues of self confidence and brings them on the path to self development.

6. ANALYSIS OF BENEFICIARIES

Total Direct beneficiaries: 36 young people with disabilities

Total Indirect beneficiaries: 20 parents of young people who participated in the arts exhibit;
approx. 30 school children from Thmar Pouk Primary School who joined in the arts exhibit

We need to collect specific data that looks into how the projects are working with men and women and of these the number of people with disability who are direct beneficiaries. We do appreciate this is a tough task and not all specific activities will apply to each organisation– but please fill in the attached table with as much information as possible where relevant to your specific project

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	36		19		17
Number of people involved in the sport events					
Number of people who received skills training through the art activities – eg: drama, photography and performance	36		19		17
Number of people selected to attend national, Olympic and international sport events					
Number of people involved in art exhibitions or performance at the local and national levels	52	11	17	9	15
Number of people involved in producing film and drama					
Number of people involved in designing the performance manual and drama scripts					
Number of CWD/PWDs referred and registered to PRCs					
Number of disability awareness campaigns/sessions conducted					
Number of participants at disability awareness campaigns/ sessions					
Number and type of IEC materials produced for disability awareness raising (leaflets, handbooks, posters and photos)	Painting – 18 Photos: 6 slides Short Film: 4		Painting: 12 girls Photos: 2 girls Video 5 girls		Painting: 2 boys Photos: 8 boys Video: 5 boys
Number of PWDs <i>referred</i> for job training and job placement					
Number of PWDs who received emotional /					

psychological support					
Number of disability awareness sessions broadcast through radio/TV channels					
Any other specific activities?					
1.					
2.					
3.					
4.					
5.					

In addition to the above information, AusAID are particularly interested to collect data on the following two issues. This will only be relevant for some partners.

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)

.....

2. Number of people provided with disability services – see below for definition

‘Disability services’ in this context is broad and includes

Support Services

- any support service that assists a person to participate and be included in society. Can be an assistive device (e.g. prosthetic limb, orthotic support, wheelchair, walking frame).
Number :
- Communication assistance such as a sign language interpreter services, hearing aids
Number:
- Personal assistance such as formalised support persons (e.g. paid /professional career, support teachers in regular schools)
Number:
- Supported employment services
Number:
- Adapted transportation
Number:

Disability Specific Services

- Specialised rehabilitation or specialised education services
Number:
- Sheltered (specialised) employment services
Number:
- Early intervention services
Number:
- Day care centres and respite care
Number:
- Sheltered community housing (institutionalised care)
Number:

It does not include: crutches, medical aid or similar short term service for injury management – it must relate to a service / support / aid that is for disability management to promote inclusion of a person into society

7. SELF RATING ASSESSMENT OF THE PROJECT - Please give yourself a score against the following: (5 Best Practice, 4 Fully Satisfactory, 3 Satisfactory Overall, 2 Marginally Satisfactory, 1 Weak) - Why? – please supply a clear description that supports your self rating score

3 – Satisfactory overall. Thirty-six young people with disabilities were trained and gained knowledge, skills and tools of the arts trade in the areas of video production, photography, almost 100% more than what was originally planned number of trainees. Also their works were shown in a national and local exhibit and are now showcased to the world, uploaded on **You Tube**. Also, a seed of hope and perhaps new beginning has been planted into the consciousness of these young people with disabilities in terms of which path to pursue as their vocation. Action did its best to provide

8. ANY CHANGES TO PROJECT PLAN OR CHANGES TO AGREED ACTIVITIES AND BUDGET. PLEASE EXPLAIN

The changes in the project plan were:

1. Increase in the number of participants, from 20 to 36.
2. Instead of producing a film of the video training, the project produced 4 shorts film produced by the participants, in which 2 of these short films captured some of the training activities. Also, some of the training activities were incorporated in the disability and research project.
3. The above alterations in the training outputs also had implications in terms of budget. Initially, we had planned to purchase only photo-cameras for the photo training. The decision to increase the number of outputs among the video group also meant we had to purchase cameras for the video group (we bought the same model as for the photo group as it offered HD filming capacity at low cost). To be fair and balanced with all students, we also decided to purchase telephones for the painting group so that they could also document and record their work. In order to achieve a budget balance, the organisation found ways to reduce the video shooting costs initially planned.
4. Most of the budget discrepancies took place over the costs of participants (transport, food and refreshments)
5. The exhibition costs were also high because we felt important to make the exhibition for the parents who provide the children an enabling environment to further develop their skills. This required us to set up the exhibition on location – thus adding transportation costs for the crew.

9. OVERALL LESSONS LEARNED FROM THE PROJECT (1 page)

The experience of working with young people with disabilities has taught Action IEC many lessons organizationally. This the first time that Action IEC worked with young people with disabilities on an extended period of time. It took the challenge of making sure that these young people are as comfortable as possible for an enjoyable learning environment.

It was not easy. From day 1 of the project, Action IEC faced the daunting logistical arrangements such as transporting wheelchair bound young people from one district to another. A van was hired to transport the young people but it did not foresee the additional vehicle needed for the young people's means of mobility, their wheelchairs. With the help of the parents of these young people, it was sorted out – hiring a *koyun* to bring the wheelchairs from Svay Chek to Thmar Pouk. The next daunting challenge was choosing the arts participants – it was not easy for the Action IEC team to see one of the 3 boys crying when he found out he was not selected. That experience taught Action a lesson: why not increase the number of young people to be trained in arts? So instead of training only 20 young people, Action IEC decided to also include the research participants from Thmar Pouk and Svay Chek since there is little budgetary addition needed, making the total number of trainees to 36. The next challenge was putting the participants into the 3 arts groups since majority of them wanted to join the video production and photography classes. After much explanation from the Deputy Director and the Trainers, participants were divided as follows: 12 for video production class, 10 for photography class and 14 for painting class. After these initial challenges, the 7-day art training went on smoothly.

The next challenge was mounting the arts exhibit. Action IEC initially wanted to hold an exhibit in Phnom Penh but was debating on the purpose of it – for whom? Finally, it decided to hold the art exhibit in the same venue where the training was conducted, at the Thmar Pouk Primary School in Thmar Pouk District. The idea is make the exhibit an advocacy event, encouraging the families especially parents of these young people to let their children pursue arts as vocation. It was encouraging to see several parents of these young people with disabilities view their children's arts works and express happiness of what their children have accomplished. Action IEC had the opportunity to exhibit some of the young people's work when it was invited by ARC to participate in the National Disabled Persons Day on 3rd December at *Koh Pich*, with no less than the Prime Minister and several dignitaries and hundreds of visitors joining on that event.

The experience has motivated Action IEC to continue work with young people with disabilities. It was challenging and yet rewarding to the Action team in many ways. They showed courage, resilience, and love of life. Action IEC did its best to impart knowledge and skills in arts to these young people with disabilities. They in turn taught Action IEC team 'lessons' in life such as humility, courage and a deeper understanding and appreciation of many good qualities of people with disabilities. The trainees did not consider their disabilities as the main problem. When asked about the main issues or problems affecting them, no one pointed about their disability – answers ranged from drought, floods, bad road and other community problems.

There was one common denominator among the three trainings: the participants were treated as 'normal' and their disabilities were not an issue to do what they need to do during the training. Aside from the skills and tools, what may be equally important and with more personal impact is for these young people meeting and acquiring new friends not very different from their own personal situation. To quote one of the participants, she said, "I am happy to meet many people like her who have disability so she doesn't feel different from others."

The lessons learned by Action IEC from this project will have long term effect and will surely guide the organization and its team to prepare better and be able to anticipate and respond to the needs of people with disabilities. It has also given Action IEC the tool to bid and participate in similar future projects knowing that it now has the knowledge on what to expect and how to respond to these expectations.

10. SUMMARY BUDGET TABLE MATCHING ACTUAL EXPENDITURE TO APPROVED BUDGET LINE ITEMS – please develop this as an excel spread-sheet and attach.

Please see the attached.

Name of Project: Moving People Moving images Reporting Period: June 2012 - November 2012			Financial Report										Funded by: AUSAID Managed by Australian RedCross			
Description	Approved Budget	Previous Cumulative	Expenditure Breakdown by month (USD)								TOTAL TO DATE (USD)	BALANCE (USD)	VARIANCE %	Comments for Variance (+/- 10%)		
			June	July	August	September	October	November	TOTAL							
	A	B	1	2	3	4	5	6	(C)=Sum (1-6)	(D)=(B)-(C)	(E)=(A)-(D)	(F)=(E)/(A)				
Income																
1 Single Payment	19980		700	5629	8990		1400	3261	19980	19980	0	0				
total (I)	19980	0	700	5629	8990	0	1400	3261	19980	19980	0	0				
Expenses																
1 1.1 Deputy Director, (10%/month for 6 months)	2400			600	1800				2400	2400	0	0				
2 1.2 Project Operations Mgr./Creative writing trainer (10%/month/6 mos.)	2400						1400	1000	2400	2400	0	0				
3 1.3 Resource Person, Photography, 1.5 months	750				750				750	750	0	0				
4 1.4 Honorarium: Resource Person, Drawing/painting, 1.5 months	750		350		400				750	750	0	0				
5 1.5 Honoraria: Film Crew (Producer), 2 mos. Initially 150k	750		350					400	750	750	0	0				
6 1.5 Honoraria: Film Crew (Producer, Cameraman), 2 mos	400				500				500	500	-100	-0.25	spend more on honoraria and less on camera use			
7 1.5 Honoraria Assistants for preparation	350				300				300	300	50	0.1428571	used to balance out film crew			
8 1.6 Finance/Admin (6 months @\$100/month)	600							600	600	600	0	0				
9 2.1 Travel to BMC and district, 40 trips @ \$40/trip	1600								0	0	1600		1 used on line below			
10 2.2 Per Diem, Staff and Resource Persons, BMC, 40 trips	1200			800	2000			360	3160	3160	-1960	-1.633333	used in combination with line above			
11 3.1 Orientation Workshop/s: (participants' travel cost, 1 day)	500			37	863			14	914	914	-414	-0.828	additional participants			
12 3.2 3 days training on Photography +follow-ups (participants' travel cost, 1 day)	750				622				622	622	128	0.1706667	line used to balance workshop costs line 3.1			
13 3.3 3 days training on Drawing/sketching/painting (participants' travel cost, 1 day)	750				672				672	672	78	0.104	line used to balance workshop costs line 3.1			
14 3.4 1-day training on creating story writing	250								0	0	250		1 line used to balance workshop costs line 3.1			
15 3.5.1 temple outing in BMC - Transport hire, visit temple	400				400				400	400	0	0				
16 3.5.2 Meal allowance, participants for practice sessions	530				295			277	572	572	-42	-0.079245	More participants			
17 3.6 Photo/drawing/sketch exhibits in BMC and Phnom Penh	850								0	0	850		1 used to balance out cost of equipment for participants			
18 4.1 Video equipment hire for documentation	100							30	30	30	70	0.7				
19 4.1 Contingency on video hire	1100							100	100	100	1000	0.9090909	line used to balance workshop costs line 3.1			
20 4.2 Video editing suite hire for editing video	770								0	0	770		1 line used to balance workshop costs line 3.1			
21 4.2 Radio Broadcasting	130			130					130	130	0	0				
22 4.3 Purchase 10 digital cameras @\$100/unit	1000			2403	150				2553	2553	-1553	-1.553	more participants and choice to buy cameras for group			
23 4.3.1 Purchase of 10 telephones with internet (for painting)	600			650	198				848	848	-248	-0.413333	more participants and choice to buy cameras for group			
24 4.4 Purchase of drawing/sketching/painting tools @ \$10	400			537					537	537	-137	-0.3425	more participants and choice to buy cameras for group			
25 4.5 Other materials (workshop stationery, practice paint)	200			472	40				512	512	-312	-1.56	Exhibit in BMC			
26 4.6 Exhibit materials (enlarged photographs, sketch frames)	300							453	453	453	-153	-0.51	Exhibit in BMC			
27 5.1 Office Cost (admin costs)	150							27	27	27	123	0.82	line used to balance workshop costs line 3.1			
total (II)	19980	0	700	5629	8990	0	1400	3261	19980	19980	0	0				
Balance (USD)	0	0	0	0	0	0	0	0	0	0	0	0				

PLEASE PROVIDE COPIES OF SUPPORTING DOCUMENTS (e.g receipts) FOR SPECIFIC ITEMS BOUGHT COSTING MORE THAN USD500

11. Please add one or two photos that represent your project and briefly explain why you chose them.

Please note that a full DVD with all the outputs has been delivered with this report – It contains many more photos that can be used for promotion as well. (Credit Action IEC – Sovann Philong)



This is a group photo, taken during the temple visit. It represents the strong and good feelings of the entire group – and the joy that was had by all.

Photo taken in Bantey Chmah Temple during the field visit



This is among one of the first photos taken during the training of the photo group.

In this Photo, Mr Bot (blind from one eye) is taking a very hard position to take a low shot, changing angles and refining perspectives as instructed during the training.



This photo shows the trainer supporting Mr Ravy, who at the time could not stand without the help of his two crutches. Sovann Philong, the teacher gave a nice quote for this photo: **‘Helping someone to take a good picture is better than taking a good picture’**.

Sovann was able to identify physiotherapy and acupuncture services (Peace centre in Battamabang) for Ravy who can now walk using only one crutch.



In this shot, one of the trainees (Vanny), suffering from a deformation on his leg jumps very high, full of pride and positive energy.

This photo represents **‘the leap of faith in oneself, to overcome disability’**. It was taken during the field visit of the Bantey Chmah temple



This is a very symbolic photo for all of us, even if the picture does not tell the whole story. Mrs Vey came on the first day and was without any expressions – she never raised her eyes to even look at people and she needed to be carried. She had no shoes and was empathic. We witnessed her life transformation day after day during the training.

At the end of the training, she could walk with minimal support and she was communicative, even smiling as on this shot taken during the last day – Vey even explained her work to the other, with much pride. This gave all of us enormous gratification in doing this work. We are all very proud of her progress.

When we returned for the exhibit a few months later, Mrs Vey had continued to progress and turned into a lively and expressive person – she now has many friends from the group.

- 12. Please add one case study or story about the project (half page max) – this could be an impact story of a beneficiary or a story about change in your organisational thinking / culture, or something that makes you proud – be creative !! Importantly please explain WHY this story is selected to represent your project**

The story below represents the many cases of young people with disabilities who continue to fight the odds of their condition. It is an inspiring story of someone who has been deprived of many things, especially education because of disability. And yet, through his own initiative and desire to learn skills, his condition has not discouraged and lose sight of what he wants to do in life.

The Story of Penh Ry

Penh Ry, 25 years old, is illiterate and is wheelchair bound because of leg deformity/paralysis. When he was a baby, he became sick with high fever. His Mother brought him to a doctor at a refugee camp in Thailand known as Site 2 where he was given an injection. It was the wrong medication and has aggravated Penh Ry's illness. Although he cannot read and write, he learned to repair electronic equipment such as radio and cassette player, which he has been doing for the past 2 years at home.

Penh Ry joined the Action IEC video production training class. This is the first time he has ever attended a formal training and the excitement showed in his face. He was not daunted by the experience of being on his own, with no family member to assist him. He knew he was with another 'family'. He quietly observed the others in his class. In no time, he made friends with the other trainees. As a self-taught repairman, he applied the same innovativeness in the class. Since he doesn't know how to read and write, he recorded the training lessons through the camera given him by Action IEC, which has audio-video recording features. He quickly learned to use a wheelchair-adapted tripod given to him. Penh Ry actively participated in all training activities and delighted in the support of the trainers, co-trainees and new friends.

His dream is to have a motorized wheelchair and to learn how to use and have a computer, which he saw being used to edit their video films. He wants to start his mobile phone music uploading business. He also wanted to learn how to do video editing and would like Action IEC to invite him again when it organizes follow-up training on video production or any other arts training.

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 – please mention credit of photographer (Sovann Philong) and Action IEC

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.

Authorized representative

Name: Cedric Jancloes

Position: Deputy Director

Date:

Signature and official stamp