



Disability and Research Project Report

‘MOVING PEOPLE, MOVING IMAGES’



**Supported by the Australian Government
through its Disability Inclusion Assistance Fund
Managed by the Australian Red Cross.**

MAP OF BANTEAY MEANCHEY PROVINCE



ACRONYMS

ARC	Australian Red Cross
BMC	Banteay Meanchey
CIDI	Cambodia Initiative for Disability Inclusion
CMAC	Cambodia Mines Action Center
DAC	Disability Action Council
DIAF	Disability Inclusion Assistance Fund
ERW	Explosive Remnants of War
FGD	Focus Group Discussion
ICT	Information, and Communication s Technologies
IEC	Information, Education, Communication
LPPRPD	Law on the Protection and Promotion of the Rights of Persons with Disabilities
MAG	Mines Action Group
MOEYS	Ministry of Education, Youth and Sports
MOSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
NDCC	National Disability Coordination Committee
NGO	Non-governmental organization
NPAPD	National Plan of Action for Persons with Disabilities
PWD	People with Disabilities
UXO	Unexploded Ordnance
UNCRPD	UN Convention on the Rights of Persons with Disabilities
YPWD	Young People with Disabilities

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Action IEC

Disability and Research Project Report

“MOVING IMAGES, MOVING PEOPLE”

“If you see someone who is blind, crippled, or has amputations, please don’t talk about them based on their appearance.”

- Prime Minister Hun Sen

EXECUTIVE SUMMARY:

Background: Action IEC is a registered local NGO founded in 1999 by Chheng Daravuth Kosal and Cedric Jancloes with other Cambodian communications and media specialists. The aim of Action IEC is to deliver efficient and culturally appropriate media for development in 3 key areas: as a media think-tank, media consulting services, media research/strategies and near-cast unit and a production unit for multi-media campaigns using TV/radio/press/web. Action IEC offers a complete media production supply chain and has collaborated with several development organizations, private entities, and the government in producing various informational materials and in implementing development projects.

Action IEC received funding from the Australian Government through its Disability Initiative Assistance Fund (DIAF) mechanism managed by the Australian Red Cross (ARC), for a Disability and Research Project. A complementary project, Disability and Arts, has also received grant under the same funding mechanism and conducted simultaneously. The project is part of the ARC-managed Cambodia Initiative for Disability Inclusion (CIDI). The Project, called “Moving Images, Moving People”, is symbolic of the presence of people, regardless of physical condition and situation, including those with disabilities. The project duration is six (6) months, from June to November 2012.

The main purpose of the research is to find out how new technologies, especially the new multi-media communication tools impact on the lives of young people with disabilities (YPWDs). The research looked into the effects of new technologies in terms of communications, connectivity and access to information. It also looked on whether YPWDs subscribe to social media and to what extent. As a consequence to the impact of new technology in their lives, the research also looked into disability issues such as the kind of support YPWDs get, their lifestyles and aspirations.

A 20-30 minute video documentary in Khmer with English subtitles and a corresponding written report in English are the final outputs of this project. The video highlights the major findings of this research, and takes a look at how YPWDs respond to new experiences such as those they experienced attending arts training.

The research project was conducted in three districts of Banteay Meanchey (BMC) province: Thmar Pouk, Svay Chek and Malay. These districts were selected by Action IEC as it has observed in previous

project activities the presence of many people with disabilities, such as those affected by landmines. Field research activities were conducted from 17 July to 9 August 2012.

There were two groups of participants in this research. The primary group is composed of 22 participants from Thmar Pouk and Svay Chek districts who directly provided information through one-on-one interviews including the two research assistants and observed during their participation in the Disability and Arts' training activities and the Focus Group Discussion (FGD) participants from Malay district. The secondary group was the 20 participants originally selected to attend the arts training under the Disability and Arts project for observation and casual, informal talks.

Most of the information gathered is anecdotal, gathered from interviews, formal and casual, and through observations. Plenary group surveys were conducted about the types and cause of disabilities among the young people and the use of new media. The research team also observed whether telecommunication technologies reach wide areas of the country, including access and use of mobile communication technologies such as mobile phones and wireless internet. Information provided by local officials, primarily at the Provincial and District Departments of Social Affairs and district government offices were used as preliminary information materials on disability in the province and in the 3 districts covered in this research.

Research Findings

Lifestyles and aspirations of young people with disability:

- Despite their disabilities, there was remarkable optimism and independence among the YPWDs. For example, in the arts training, they came forward to participate in various activities, and didn't need much encouragement. The YPWDs from Thmar Pouk and Svay Chek who attended the arts training have not attended this type of training – in fact, most of them are first time attendees of any formal training. All the YPWDs took on the challenge of the tasks required in video production, photography or painting. In Malay district, four out of six participants showed confidence and actively participated in the discussions.
- Majority of the YPWD do not think of being particularly discriminated in their community because of their disability. Only one of those 16 interviewed, a 12-year old boy, mentioned of being bullied by his playmates sometimes. However, they acknowledge that their disability causes setbacks such as slower movement, inability to play games that require speed and/or strength or sound, the need for assistance in their daily chores and in communicating with others.
- The research participants who are working do not find their disability as a problem in finding work though most reported that these are labor-intensive, manual or agriculture-based work. When asked whether their disability is a problem in their work, all the members of the FGD in Malay said it causes some problems, but not major ones. For example, one member who is mute, expressed frustrations when others couldn't understand her. Another member who has one deformed and shorter leg said he sometimes feel frustrated because he can only walk slow and when he wants to finish his work in the farm faster he couldn't.
- Those who have reached higher level of education have more ambitions to pursue skilled or technology type of work such as radio/TV repairs, charging car batteries for home use in the absence of electricity. Influenced by the widespread use of mobile phones in the country, some participants mentioned doing new technology related work such as phone repairs and music uploads on the phone.

- Several research participants showed more concern about their community's well-being rather than their own personal condition. They worry about community and/or family problems such as drought, floods, bad roads and crop conditions. Most of the participants come from farming or agriculture-based working families but despite their disabilities, they are expected to help their families tend to their farm or other agricultural source of livelihood.
- There was no standard sign language when communicating with the mute participants. In the arts training group, 5 young people were mutes and had no training on sign language. Likewise, none of the Action IEC team has any formal sign language lessons as well. It was a kind of hit and miss type of communication in the beginning although overtime, there was some kind of communication patterns established. Another mute young person was part of the FGD and she communicated through the help of her mother.
- Mobility and travel to farther places is limited among the YPWD. However, this is not due to their disability but rather due to financial reasons.
- None of the young people who participated in this research is a landmine victim.

Education:

- All the YPWDs 16 years old and below currently attend school. One most likely reason is that each village has a primary school or at least a nearby village has one. The highest school level attained amongst all research participants is 1st year university. Out of 22 young people interviewed or in the FGD, five are illiterate/never attended school and all are in their 20's, all young women. This could be attributed to safety concerns and insecurity of situation in the mid 80's to 90's when they were younger, the lack of infrastructure such as school and teachers, financial difficulties and practices of not allowing girls to go far from their homes.
- YPWDs attend the same schools as the non-disabled.
- Financial reasons, long distance and difficult access to school are the main reasons why YPWDs discontinue going to school. In some cases, young people stop going to school to find work and earn money to help their family.

Causes of disability among young people

- None of the young people who participated in this research is a landmine victim.
- The causes of disabilities among the young people are birth defects, illness/disease at very young age especially high fever, measles or '*kagnchrel*', prescription and intake of wrong medications, lack of medical attention or by accident. The weak health infrastructure (e.g. health clinics, medical services) and limited mobility due to insecurity and safety conditions in the 90's have greatly contributed to the disability situation of young people in their early 20s, aggravated perhaps by financial difficulties as well as health seeking behaviors of people in general.

Reaching out to YPWDs:

- The District Department of Social Affairs keeps a good record of people with disabilities in their constituency, are familiar with who they are, making it easy for the department to contact them through their village leaders and/or families. In Thmar Pouk and Svay Chek, the department

maintains office within the District government compound as they work closely with other district authorities.

- Cascade flow of information from the provincial to the district level and district level down to the village level to appears to be an effective means of reaching out to the target beneficiaries, though sometimes, there might be delay in reaching them because of distance if the village leader has no telephone.
- Radio appears to be an effective means of informing people. Several young people who attended the arts training said they heard the radio announcement about the arts training.

Access and use of new media/new communication technologies:

Telephone (fixed and mobile):

- All the YPWDs in the research, arts training and FGDs have access to fixed/mobile phones. Either they personally own the phone or are using a family member's phone. Mobile telephone services (sell units and accessories, repair, upload programs/music) are aplenty in both the provincial capital and in the 3 target district towns.
- The participants use their phones to call/receive calls, send/receive text messages, as a source of entertainment such as listening to music, play games, listen to radio, watch TV, take photo and access the internet. Those with new phones from the painting group and cameras from video production and photography classes reported no difficulty in learning how to operate the phone and its features.
- Mobile phones loaded with many features attract most of the young people as these become some kind of 'companion' and the source of their information (radio, TV) and entertainment (games, camera, music).
- Some participants use their mobile phones as a tool to find work.
- There are at least 10 mobile phone service providers available in the target district, and out of these number, three mobile phone providers appear to be favored mainly due to strong transmission and reception signal: Viettel (Metfone), Cambodia GSM (MobiTel) and Axiata (Hello). Metfone also has a fixed phone service.
- One of the booming businesses in the target districts is uploading digital music in mobile phones from a computer music bank. At least 2 participants viewed this as a good business opportunity.

Computer use and access to the internet:

- None of the participants own a computer. At least 7 participants have accessed computers. Two reported to have used family members' computers.
- Internet use is low. Only 2 participants access the internet through their phones. Three others reported to have accessed the internet through internet cafes.
- There are few computer learning schools and public internet cafes in Banteay Meanchey in comparison to other major towns such as Phnom Penh and Battambang. Internet cafes are mostly available in Srey Sisophon, the provincial capital.
- Only 3 young people have Facebook social media account and one of them said his account is inactive. None of the participants has a Twitter account.

- There is a very strong interest among the young people to learn and use computer and access the internet; however, there are several barriers to access computer and the internet:
- high cost of computers and smart phones that can connect to internet
- high cost of internet connectivity
- lack of electricity in the village
- no telecommunications signal in their area and;
- don't have the knowledge to use computer or access the internet.

Recommendations:

General Recommendation:

- Mainstream disability. Inclusion of persons with disabilities into mainstream society works towards their more active and productive participation and remove or at least reduce negative attitudinal and social barriers towards them.

Education:

- Many forms of arts are suitable for young people with disabilities as proven during the Disability and Arts Training programme. Assist artistic young people with disabilities hone their skills through further training or schooling. It is definitely recommended to conduct more of the arts training that incorporate new technology such as computer programming, computer-based illustrations and designs. The 36 young people with disabilities who attended the arts training have shown that their disability pose no barrier to their creativity.
- The Australian government, through the ARC or other development organizations, should continue to work in improving the lives of young people with disabilities through formal and non-formal education, skills training and employment opportunities.
- The CIDI network continues to identify organizations or even companies that offer digital technology skills studies or training and recommend young people with disabilities to avail of these studies.
- That children who are deaf or mute should be supported to attend sign language classes, such as those run by the Maryknoll Deaf Development Programme.

Broader Socio-economic Inclusion:

- The government, NGOs and the private sector should continue promoting inclusion of people with disabilities within the wide spectrum of society.
- Multi-sectoral organizations fulfill its mandate to accommodate people with disabilities, especially young people, to facilitate their inclusion in the workforce.
- Advocate for policies or guidelines ensuring provision of facilities such as disability-friendly walkways especially in public buildings (e.g. schools) to accommodate persons with disabilities.

Digital media inclusion

- Develop or continue exposing young people, especially those with disabilities, with the fast-moving new technologies beyond mobile phones. YPWDs especially those in the rural areas need a lot of assistance – financial, guidance, training/learning environment.
- Young people with disabilities should be encouraged and supported to take advantage of increased connections between people thus eliminating the barriers between individuals that have existed in the past.
- Look out for inspiring models currently implemented around the world that could be used to promote digital technology learning. An example is the One Laptop Per Child Programme initiated by Air AsiaX in Nepal.

I. INTRODUCTION

Background Information

Action IEC is a registered local NGO founded in 1999 by by Cedric Jancloes and Chheng Daravuth Kosal with other Cambodian communications and media specialists. The aim of Action IEC is to deliver efficient and culturally appropriate media for development. Action IEC provides three key areas of services: a media think-tank that branch out into media consulting services and media research/strategies, a near-cast unit, able to take information directly to specific audiences through innovative media, and a production unit for multi-media campaigns using TV/radio/press/web. Action IEC offers a complete media production supply chain and has collaborated with several development organizations, private entities, and the government in producing various informational materials and in implementing development projects.

Action IEC received funding from the Australian Government through its Disability Initiative Assistance Fund mechanism managed by the Australian Red Cross (ARC), for a Disability and Research Project. A complimentary project, Disability and Arts, has also received grant under the same funding mechanism. The project is part of the ARC-managed Cambodia Initiative for Disability Inclusion (CIDI). The Project title “Moving Images, Moving People”, is a fitting and symbolic representation of people’s presence and how they interact with one another, regardless of physical condition and situation. The project duration is six (6) months, from June to November 2012. Action IEC conducted the research project activities alongside those of the Disability and Arts Project.

The main purpose of the research is to find out how new technologies, especially the new multi-media communication tools impact on the lives of young people with disabilities (YPWDs). The research project looked into the effects of new technologies in terms of communications, connectivity and access to information among YPWDs. As a consequence to the impact of new technology in their lives, the research also looked into disability issues such as the kind of support YPWDs get, their lifestyles and aspirations. A 20-30 minute video documentary in Khmer with English subtitles and a corresponding written report in English are the final outputs of this project. The video highlights the major findings of this research, and takes a look at how YPWDs respond to new experiences such as those they experienced attending arts training.

The research project was conducted in three districts of Banteay Meanchey (BMC) province: Thmar Pouk, Svay Chek and Malay. These districts were selected by Action IEC h as it has observed in previous project activities the presence of many people with disabilities, such as those affected by landmines. Field research activities were conducted from 17 July to 9 August 2012.

The methods used for the research were interviews, focus group discussion (FGD), plenary group survey and observations. Most of the information gathered is anecdotal, gathered from interviews, formal and casual, and through observations. Selected young people with disabilities from Thmar Pouk and Svay Chek districts were interviewed and observed during their participation in the Disability and Arts’ training activities. Plenary group surveys on the causes of disability and the use of new media were conducted. FGD was the primary method used in gathering information in Malay district, where 6 YPWDs participated. The research team also observed the situation of new technologies, such as the increase, access and wide selection of mobile telephones in the market. The research team also looked into internet connectivity in the three target districts. Information provided by local officials, primarily at the Provincial and District Departments of Social Affairs and district government offices were used as

preliminary information materials on disability in the province and in the 3 districts covered in this research.

There were two groups of participants in this research. The primary group is composed of 22 participants: 16 participants who directly provided information through one-on-one interviews from Thmar Pouk and Svay Chek districts and the 6 FGD participants from Malay district. The secondary group was the 20 participants originally selected to attend the arts training under the Disability and Arts project. They were observed during the training and contributed information through informal/ casual conversations related to their lifestyles and by taking part in group surveys.

The research team was headed by Alma Rivera-Abraham, with management supervision by Cedric Jancloes, Action IEC Deputy Director. The other members of the research team are Em Sopharin, Associate Researcher and Video Presenter, Chheng Daravuth Kosal, Action IEC Director who produced the research video, Teak Channa, Translator, In Darany, Cameraman, Eng Sothea, Logistician and the two Research Assistants, Smut Ravy and Ouy Chamroeun who were selected among the young people with disabilities. For its coordination activities, the Action IEC team was joined by two others for coordination assistance: Oum Sophea, Assistant Logistician and Lam Kimsey, former M&E staff under the EU's ECOSORN project in Banteay Meanchey

II. DISABILITY IN CAMBODIA

Cambodia's official disability definition is stipulated in the Law on the Protection and Promotion of the Rights of Persons with Disabilities (LPPRPD). Article 4 of the LPPRPD defines persons with disabilities as "any persons who lack, lose or damage any physical or mental functions, which result in a disturbance to their daily life or activities, such as physical, visual, hearing, intellectual impairments, mental disorders and any other types of disabilities toward the insurmountable end of the scale."

In Cambodia, people interpret disability and impairment as one and the same: people with impairments are those suffering specific limiting conditions and as a consequence, sometimes excluded or discriminated against as a result of their impairments. The Royal Government of Cambodia estimates that about six per cent of Cambodia's population is living with a disability, one fifth of them have amputations. It is believed Cambodia has the highest percentage of amputees in the world.¹

According to a report from the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MOSVY), almost 200,000 (1.4%) of the total Cambodian population have disabilities and most of them live in poverty.² According to the 2008 National Census, almost 72% of people with disabilities live in the rural areas. In the same report, it was found that the literacy rate of people with disabilities is 62%. The 2009 Cambodia Socio-Economic Survey states that persons with disabilities account for 8.1% of the total population.

¹Cambodia Initiative for Disability Inclusion (CIDI). <http://www.redcross.org.au/cidi.aspx>

² Disability Action Council (DAC) Annual Report 2011.

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.

Though 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 class. This is the first time he has ever attended a formal training. Like the other participants, he was on his own, with no family member to assist him. 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 was also given a wheelchair-adapted tripod which he quickly learned to use. 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.

In 1997, the government established the Disability Action Council (DAC) to serve as the national coordination and advisory mechanism on disability issues. In 2007, the government established the National Disability Coordination Committee (NDCC) as a mechanism to monitor, coordinate, evaluate and enforce the implementation of the NPAPD.

Laws and guidelines are not lacking to address disability issues in Cambodia. In 2009, Cambodia has enacted the LPPRPD. In the same year, the National Plan of Action for Persons with Disabilities, including Landmine/ERW Survivors (NPAPD) was adopted by the government. On education, the Ministry of Education, Youth and Sports (MoEYS) adopted the Master Plan for the Implementation of the Policy on Education for Children with Disabilities (ECWD) in 2009. The ECWD is a multi-year action plan designed as a tool to guide the implementation of the Policy on Education of Children with Disability. The overall goal of the ECWD Policy and Master Plan is to ensure the rights of children with disabilities to an appropriate education with needed supports and to enable all children to become productive Cambodian citizens to their maximum potential.³ In August 2012, the National Assembly of Cambodia ratified the UN Convention on the Rights of Persons with Disabilities (UNCRPD), and was approved by the Senate the following month.

³ Heng, C., Kham, P et al. (2010) *Report on Current Situation of Education for Children with Disabilities*. Phnom Penh. Also at <http://www.cdpo.org/download/monitoring-report/MR2-April10-English.pdf>

Cambodia still has landmines and other explosive remnants of war from the conflict of the 1970s and 1980s, and they continue to injure and kill after more than 30 years of conflict. The great majority of mined areas are located in the provinces along the Thai-Cambodia border where most of the fighting occurred since 1979.⁴

Mr. Khun Vuthy, Banteay Meanchey Provincial Director of Social Affairs, Veterans and Youth Rehabilitation (POSVY) said several districts in Banteay Meanchey are still with landmines, including Svay Chek and Malay districts. Mr. Hak Dim, the Director of Administrative Office in Malay district said approximately 1,075 zones covering almost six-thousand hectares still have to be cleared in the district. There are 3 demining organizations working in the province: CMAC, Mines Action Group (MAG) and Halo Trust.

III. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)/NEW MEDIA

Technological developments in Cambodia during the last decade have resulted in several new devices that would have been deemed science fiction 20 years ago. Even at that time however, it is said that new communication technologies will indeed radically increase the connections between people and will lead to an elimination of the barriers between individuals that have existed in the past.⁵ The onset and rapid spread of Information and Communications Technologies (ICTs), e.g. the internet to access world wide web, e-mail and social media and other communication tools (e.g. smart phones, internet-able laptops, tablets) telephones, has changed the way in which people and societies interact and conduct their businesses.

Globalization and the development of technology has brought better access to information and increased civic participation to most countries including Cambodia. ICTs development in Cambodia has quickly jumped into telecommunications infrastructure with digital technology. There are now a number of Cambodian websites and blogs disseminating news, marketing products, entertaining the public and serving as a platform for political, economic and social discussions in cyberspace. The world wide web has become a place where Cambodians who do have internet access communicate, organize, conduct business and network with others within and outside the country.

Cambodia was the first country in the world where mobile telephone subscribers passed fixed ones (way back in 1993) and it began the millennium with more than four out of five telephone subscribers using a wireless phone, the highest ratio in the world. The competitive mobile market has further been boosted by prepaid cards, which make up 90 per cent of the market.⁶ Wireless technology has been especially advantageous for Cambodia in achieving rapid network roll-out including in rural areas. Mobile telephone continues to enjoy widespread use, thanks to the availability of mobile phone units and improved telecommunication reception in almost any part of the country. It is common that one person holds more than one mobile phone or subscribing to different telecommunications network since there is a strong market competition. Mobile phone users take advantage of bonus, free on-network minutes, or pre-loaded credit. While nearly 30% of the 14 million population live in less than one dollar per day,

⁴ <http://www.the-monitor.org/index.php/publications/display?url=lm/1999/english/cambodia.html>

⁵ Yzer, Marco, Southwell, Brian. *New Communication Technologies, Old Questions*, (USA: University of Minnesota, 2008)

⁶ <http://www.itu.int/ITU-D/ict/cs/cambodia/index.html>

Cambodia, according to the Ministry of Post and Telecommunication, has over 14 million subscribers. However, networks operators admit that less than half of those maybe active users.⁷

International development initiatives have played a great role in launching, providing and nurturing the Internet. The Internet market has been open to new operators since July 2001.⁸ The internet market started to change in 2007 when wireless broadband services first began to appear. Almost five years after, overall penetration remained low, except in Phnom Penh and in other cities and towns. Several grass-roots projects have helped to introduce Cambodians to cyberspace. Internet through mobile phones, tablets and computers are becoming more affordable, though still less accessed by many Cambodians. The widespread introduction of wireless broadband services is pushing for more dynamic and wider use of the internet where various telecom companies provide connections - either through satellite, fibre optics, asymmetric digital subscriber line (ADSL) or WiMax. Mobile phone and Internet service providers compete for a slice in the crowded, highly competitive telecom market (*see list below*).

Table 1: Telecommunications Service Provider

Telecommunications Service Provider	
No.	Name of Telecom Service Provider
1.	Cambodia GSM (MobiTel)
2.	CamShin (MFone)
3.	Hello Axiata
4.	Viettel (Metfone)
5.	Cadcomms (QB)
6.	Latelz (Smart Mobile)
7.	VimpelCom (Beeline Cambodia)
8.	DIGI Communications
9.	GT-Tell (Excell)
10.	Ezecom Telecommunications
11.	EMAXX Telecom

Meanwhile, population penetration of social media sites is *reportedly* low.⁹ Facebook has a population penetration of 3.18% but is reportedly growing fast especially among young people. In the last six months Facebook subscriptions in Cambodia increased by 26% to a total of 469,660, about 15% of the total population.

⁷ Kaing, Tongy. Chinese phones quietly dominate Cambodian market. (<http://www.thecambodiaherald.com/cambodia/detail/1page>)

⁸ Also found at <http://www.itu.int/ITU-D/ict/cs/cambodia/index.html>

⁹ <http://ddp-ext.worldbank.org/ext/ddpreports>

IV. RESEARCH ACTIVITIES

Coordination:

Field research activities, including coordination, were conducted from 17 July to 9 August 2012. On July 17 to 21, a 4-person team from Action IEC traveled to Banteay Meanchey (BMC) to meet with partners and local officials in 3 districts to secure approval of activities. Coordination were held with the BMC Provincial Department of Social Affairs, facilitated further agreement with the District Governor's Office and Social Affairs district departments in Malay, Svay Chek and Thmar Pouk districts. *(See photos below).*

The team also coordinated with the Khmer Youth Association, BMC. The full list of officials and contact details is found on Annex 1.



Meeting with Mdm. Touch Vy, Svay Chek Deputy Governor, (3rd from left), Mdm. Seang Nalin (4th from left), Svay Chek District Social Affairs Officer



Meeting with Mdm. Horm Samang, District Governor, Thmar Pouk



Mr. Chhoun Chhoeuth, Thmar Pouk Dist. Social Affairs Officer

Orientation Workshop

On 01 August, Action IEC conducted Orientation Workshops for the Arts training in the morning and research in the afternoon for YPWDs from Thmar Pouk and Svay Chek districts. Prior to the Orientation Workshop, Action IEC broadcast a radio spot at FM 96.5 Mhz for 10 days to invite young people with disabilities from Svay Chek and Thmar Pouk districts. It resulted in 38 young people joining the Orientation Workshop to select the participants for both the research and arts training projects.

Due to logistical reasons, Action IEC decided to limit to 2 districts the coverage of the arts project and 3 districts for the research project. During the discussions with the Social Affairs Officers of Svay Chek and Thmar Pouk, Action IEC found out there were about 40 participants from the two districts who have confirmed their attendance for the 2 projects. With this knowledge, Action IEC decided to combine the orientation workshop for the two projects: arts training workshop in the morning and research workshop in the afternoon. The intended 2nd day of workshop was added to the arts trainings. A total of 38 young people with disabilities turned up and registered for the Orientation Workshop. During the workshop, Cedric Jancloes, Deputy Director of Action IEC explained the purpose of the research project. During the research part of the workshop, a plenary type survey was conducted on the access and use of new telecommunication technologies such as fixed/mobile phones and internet-connected computers/tablets. The participants were asked prepared questions. *(See Annex 3 for Survey Plan and Questions)*



Group survey on access and use of new technology tool: mobile phones

Action IEC planned that those who will not be selected for the arts training will participate in the research project. However, as the workshop progressed and have seen the enthusiasm of the young people in the arts training, Action IEC decided to also include the research participants in the arts training. The results were that more YPWDs with arts skills would be trained with arts skills and there will be more time to observe and talk to the young people.

During the orientation workshop, two Research Assistants were selected among the YPWDs. They were 21- year old Smut Ravy and 12-year old Ouy Chamroeun.

Focus group discussion:

The research team met with six young people with disabilities in O'sapor Commune in Malay District. The discussion with these six YPWDs centered on their lifestyles such as work, favorite past time, interests and exposure to new technologies. All the six young people work in the farm and do manual labor work. When asked whether their disability cause them problems at work, their initial reaction was to deny that it does pose a problem to them. What came out was that their disability slows them down at work and in the case for one of the participants who is mute, cause frustrations due to difficulty in communicating with others outside of her family. During the discussion, communication with her was with the help of her mother. Instead of asking the participants what their disability is, they were asked instead what they consider to be their biggest problem. Surprisingly, two of the female participants said they don't think about 'problem'. One participant could not articulate what is her problem while one of the young people said difficulty in walking. None of the FGD members 'complained' about their disability. The two male members of the discussion group like to talk to friends over the phone, one likes to play game using her mother's phone while the other three said they like to watch TV. The participant who reached 11th grade said he likes playing internet games.

None of the participants own a computer. During the demonstration on the use of computer and access the internet, two female participants who never went to school said they are not interested while four others were interested to learn how to use and access the internet for information and games.

Interviews and observations:

Sixteen YPWDs were interviewed for this project while all 36 arts training participants were observed and were engaged in casual talks. The interviews covered topics such as family, types and causes of disability, education, lifestyle, work, their dream/wish in life, how they view the training and on new technologies. The interviews were conducted at the Arts training venue during breaks. The two research assistants also conducted interviews with their colleagues and friends. Since the interviews were conducted 2 days after the arts training started, the children were more relaxed and confident in answering the questions. One research participant was mute so his Arts Trainer who has established some form of communication with him was requested to assist. The YPWDs were direct and stated their answers matter-of-factly in their answers about their disabilities, with no hint of resentment or bitterness.

The YPWDs were observed in terms of interactions with others, capabilities to perform tasks and managing on their own without family and physical and other assistance needed. One young girl in the group mentioned that she was 'happy to be with people who have some physical problem like her'. The Action IEC research team observed how everyone tried to accommodate and assist each other and there was an easy, friendly atmosphere during the week-long training.

The results of the interviews as well as those of the focus group discussions comprise the findings of this research project.

Interviews by the Research Assistants



Smut Ravy interviews Saum Chan Ry



12-year old Ouy Chamrouen, interviews 14-year old Muth Raksa

The Story of Chan Vey

When Action IEC team met Chan Vey with disabilities from Svay Chek district. She was seated alone in a far corner, away from the others and looking oblivious of what is going on, barefooted and ragged. she joined the other children to Thmar Pouk, to attend the Orientation Workshop where Action IEC would select the participants for its Arts Training and Research projects.



(inset) for the first time, that was to bring the children to attend the Orientation Workshop in Thmar Pouk corner, away from the others and looking oblivious of The team thought she has mental problems. Nevertheless, Pouk, to attend the Orientation Workshop where Action IEC would select the participants for its Arts Training and Research projects.

21-year old Chan Vey cannot walk despite having complete legs. She crawls instead of walking. She can only go around the house. House means her neighbor's house where she stays. She has been orphaned from the age of 10 and used to live with her only sibling, an older sister. When she was a child and can still walk, she used to take care of her sister's 2 cows and other domestic animals. When her sister got married and has children, she stays with a neighbor because her sister couldn't afford to let her live with them.

She never went to school - they were very poor and she can't read but can write a little. which started when she 'kagnchrel' or measles. check because they



She vaguely remembers losing the ability to walk was around 15 and became sick with She never went for medical didn't have money.

During the selection of participants for the arts training, Chan Vey remained quiet and seemingly not paying attention to what is going on around her. She hardly spoke and did not participate in activities. At first, Action IEC decided not to include her in the arts training but research project visiting her at home. Action was to cope if her disability is mental problem. At the

end of the Orientation Workshop, she was informed about this decision. But the following day, she showed up at the Svay Chek district hall meeting place again to be ferried to Thmar Pouk for the arts training. In consultation with the Painting Trainer, Action IEC decided to include her in the painting class. As the training classes progressed, Action IEC noticed her transformation: from the quiet, hardly talking person to a more sociable, smiling young woman. Her grooming also improved. She observed what was going on around her, talked to her classmates and from other arts classes and listened and did her best to follow her Trainer's instructions. The team realized she is able to converse with anyone normally. Though she needed assistance to move around, she was able to cope with the painting lessons – in fact, she was one of the 4 painting trainees who had 2 canvas paintings!



Chan Vey doesn't understand the concept of a 'hobby'. She simply said that after attending the painting training, she wants to draw, paint and to study. She would be able to continue to draw and paint because of the drawing and painting tools Action IEC provided her after the training. Chan Vey dreams to be financially independent by raising ducks and chicken. She would also continue to be touch with her Paint Teacher thanks to the mobile phone given her by Action IEC.

V. RESEARCH FINDINGS

Lifestyles and aspirations of young people with disability:

- Despite their disabilities, there was remarkable positivity and independence among the YPWDs. In the arts training, they actively participated in various activities, and didn't need much prodding. There were banters and laughter and enjoyment was evident in their attitudes. There were only two recorded absences for the whole training duration. The YPWDs from Thmar Pouk and Svay Chek who attended the arts training have not attended this type of training – in fact, most of them are first time attendees of any formal training so excitement was high. All the YPWDs took on the challenge of the tasks required in video production, photography or painting. In Malay district, four out of six participants showed confidence and actively participated in the discussions.
- Majority of the YPWD interviewed do not think of being particularly discriminated in their community because of their disability. Only one of those 16 interviewed, a 12-year old boy, mentioned of being bullied by his playmates sometimes. However, they acknowledge that their disability causes setbacks such as slower movement, the need for assistance in some of their daily chores - carry things, walk/run faster, and in expressing themselves - people don't understand their sign language and in some situations, feel shy and intimidated by others they think are more superior than them. Most of the young people in this research live with their families – family members provide emotional and psychological security to protect them.
- Majority of the research participants who are working do not find their disability as a problem in finding work though most reported that these are labor-intensive, manual or agriculture-based work. When asked whether their disability is a problem in their work, all the members of the FGD in Malay said it causes some problems, but not major ones. For example, one member who is mute, expressed frustrations when others couldn't understand her. Another member who has one deformed and shorter leg said he sometimes feel frustrated because he wants to finish his work in the farm faster but couldn't. During the arts exhibit, two participants were not able to attend because they went to Thailand to work.
- Those who have reached higher level of education have more ambitions to pursue skilled or technology type of work such as radio/TV repairs, charging car batteries for home use in the absence of electricity. Influenced by the widespread use of mobile phones in the country, at least three participants mentioned doing new technology related work such as phone repairs and music uploads on the phone.
- Several research participants showed more concern about their community's well-being rather than their own disability. They worry about community and/or family problems such as drought, floods, bad roads and crop conditions. Most of the participants come from farming or agriculture-based working families. Regardless of their disabilities, they are expected to work and help their family.
- There is no standard sign language for the mutes. In the training group, 5 young people were mutes and had no training on sign language. Likewise, none of the Action IEC team has any formal sign language knowledge as well. It was a kind of hit and miss type of communication in the beginning although overtime, there was some kind of communication patterns established between the young people and the Action IEC team, including the Arts Trainers. During the interview with a mute young man attending the painting class, his Trainer managed to assist because they have established some form of sign language. In Malay, one mute young woman who was in the FGD managed to communicate through the help of her mother.

- Mobility and travel to farther places is limited among the YPWD. However, this is not due to their disability but rather due to financial reasons.



Seventeen year old Duong Bot has deformed fingers in his left hand and prosthetic left leg from the knee. He was born with these physical impairments. His mother couldn't tell him why he was born as such. Because of his disability, he cannot carry heavy things on his shoulder but is proud that he can work like other young men in his community, including plowing the field. He wants to set up a battery repair and battery charging business because there is no electricity in his village. He also dreams to do a *koyun* and cart repair business. The photography arts training is his first experience to attend a formal, classroom based training. He was happy he joined the photography training because he had a dream that he is like a plant growing between rocks and wanted to do a photo series on this subject. He and a co-trainee collected several photographs on this subject which has been produced as a slide and uploaded on **You Tube**. Six more photo slides comprising of photographs taken by the participants and their Trainer have also been uploaded on You Tube. Duong Bot's 'Dream' photo slides can be viewed through this link: http://www.youtube.com/watch?v=hq3H8xuG_ts&feature=autoshare

Education:

- There are several reasons why YPWDs discontinue their formal education. Financial reasons and distance/difficulty to go access school - bad road conditions and the lack of transport means - have been cited as the main reasons why YPWDs discontinue their studies. Some young people need to stop going to school to find work and earn money to help their family.
- YPWDs attend the same public schools as the non-disabled. While special classes for children with hearing and seeing impairments do exist in Cambodia, they are not part of the public schools system. Special schools run by non-government organizations have limited capacity to provide education services for a small minority of the population of children with disabilities in Cambodia.¹⁰
- All the YPWDs 16 years old and below currently go to school. This is made possible because almost each village has a primary school or at least a nearby village has one. The highest grade attained amongst all research participants is 1st year university. Out of 22 primary research participants, 5 are illiterate/never attended school, all are in their 20's and all of them girls.

¹⁰ Heng, C. et al. (2010). *Report on Current Situation of Education for Children with Disabilities*. Cambodia Disabled People's Organization, Phnom Penh.

A study conducted in 2007 found that the barriers to education for disabled children in Cambodia ¹¹ include the following:

- Parents and communities don't support the education of children with disabilities as they don't see the value of educating disabled children;
- Teachers have limited or no knowledge about disability and are themselves 'handicapped' in handling children with disabilities;
- Children with disabilities lack devices to assist them in their schooling e.g. transport, disabled friendly walkways and facilities;
- Children with disabilities are not treated as equal by teachers and other school children;
- Poverty especially in rural areas

In a study excerpt (MRTC & HI, 2009) published by Handicap International, people with disabilities often do not have the necessary skills and education to compete with non-disabled people who have had greater access to education and vocational training. They also suffer discriminative attitudes from employers; and, the existing number of Vocational Training Centers does not cover the needs of persons with disabilities in the whole country. ¹²

In addition, the CDPO report (Heng C. 2010) noted that there are few supports for children with disabilities being offered in mainstream public schools.

The Table below shows the level of education among 22 primary research participants YPWDs.

Table 2: Level of education among primary research participants

Level of Education Among 22 Primary Research Participants			
<i>Level of Education</i>	<i>Number of YPWDs</i>	<i>Percent</i>	<i>Status of School Attendance</i>
1 st year university	1	5%	Stopped
11 th grade	1	5%	Stopped
9 th grade	2	10%	1 continues studies; 1 stopped
7 th grade	2	10%	Stopped
6 th grade	2	10%	Continue schooling
5 th grade	1	5%	Stopped
4 th grade	4	18%	3 continues; 1 stopped
3 rd grade	3	14%	Stopped
Did not go to school	5	23%	
n = 22			

¹¹ Hak, S.S. (2007). *Accessiblity of Persons with Disabilities to Health Care Services*. Action on Disability and Development. Phnom Penh.

¹² Introduction into Disability: A Disability Guideline for HI Staff in Cambodia, Part 2: Disability in Cambodia (2009). p.13

Two of the non-educated young women said they were very poor and their parents have to work so they have to stay home to take care of younger siblings. Other reasons were safety concerns and general insecurity of situation in the mid 90's, when participants were to start attending school. Other reasons would be the lack of infrastructure such as schools, lack of teachers and the practice that girls are not supposed to go far from their home.

- **Types and Causes of disability.** Among the 42 research participants, most of the disabilities have something to do with deformities or impairments of legs or arm. Table 3 shows the breakdown of the disability types among the young people, while Table 4 shows the causes of disability.

Table 3: Types of Disability of Young People from the 3 Districts of Malay, Thmar Pouk and Svay Chek

Types of Disability of Young People from Malay, Thmar Pouk and Svay Chek Districts August 2012		
Type of disability	Number	Percent
Blindness, partial	4	10%
Disfigured arm/fingers	11	26%
Deformed leg/paralysis/ loss of leg movement	16	38%
Deaf/Mute	1	2%
Mute only	5	12%
Hunchback/stunted growth	4	10%
Others (hare lip)	1	2%
n = 42		

Table 4: Causes of disability among young people from the 3 districts of Malay, Thmar Pouk and Svay Chek.

Causes of Disability of Young People from Malay, Thmar Pouk and Svay Chek Districts August 2012		
Cause of disability	Number of young people	Percentage
Congenital or birth defects	25	60%
Sickness/disease	16	38%
Accident	1	2%
Landmine/UXO	0	
n = 42		

- Twenty five of the YPWDs had them from birth. Birth defects account for disability of 14 young people aged 18 years and below, 9 of them girls. The weak health infrastructure (e.g. health clinics, medical services) and limited mobility due to insecurity and road conditions in the 90's have greatly contributed to the disability situation of young people in their early 20s. In the 1990s, despite the fact that the Government introduced health system reforms to improve and extend primary health care, there was low utilization of public health services.

The constraint is often due to inappropriate health seeking behaviors and practices stemming from cultural and gender norms, geographical and financial inaccessibility, and negative perceptions of care at public health facilities. These factors resulted in serious deficiencies in good nutrition among expectant mothers, their awareness and practice of proper prenatal care, and their ability to access health care services of minimally acceptable standards.¹³

Several young people acquired their disability from illness and disease. Some of these young people acquired their disability due to wrong medication or lack of medical attention as a young child. One of the young men, Chhuon Vanny, was brought to a doctor at Site 2 Refugee camp in Thailand when, as a baby, became ill with high fever. Instead of getting better, his condition became worse, affecting his lower limbs. His is an example of preventable ailments and occurred only because the health system in Cambodia had been destroyed during long years of conflict and neglect and could be considered indirect victims of war.¹⁴ Twenty-one year old Saun ChanRy, became disabled after she received wrong medication for high fever from a doctor in Kampong Cham province when she was 9 years old. The doctor gave her an injection causing her to lose muscle on her left leg and over the years, became smaller and slightly deformed. Another young woman, 25 year old, Loeun Loeub became sick with measles when she was 7 years old. Her parents brought her to a doctor in Svay Chek and was given oral medicine. However, the medication did not help her so the grandmother decided to take her back home. The discontinued medical treatment somehow affected her physical well-being and inhibited physical growth. Due to poverty and family circumstances, she never went to school and took care of her younger siblings. Sun Lor was 5 years old when he became sick with *Kagnchrel*. His parents brought him to Thmar Pouk for treatment that lasted 3 months but he didn't become better. He was then brought to Siem Reap for 2 months and he was given injections and oral medicine and became better but then the effect of the sickness caught on. he developed deformed chest and back which caused him to have difficulty in resting and sleeping as he can only sleep sideways. Despite this, he is independent and doesn't need assistance from others.

- Interestingly, none of the young people who participated in this research are landmine victims. This is a positive indication that several demining groups operating in the province have been successful in both clearing the areas against landmines and other UXOs as well as in their landmine education. The demining groups working in BMC and in the target districts include CMAC and Halo Trust.

¹³ Strengthening Cambodia's Health System in the Fight against HIV/AIDS, TB and Malaria (<http://www.care-cambodia.org/File/Care/pdfs/CARE-GFR9-Project-Summary.pdf>)

¹⁴ The Challenge of Living with Disability in Rural Cambodia: A Study of Mobility Impaired People in the Social Setting of Prey Veng District, Prey Veng Province. Cooperation Committee of Cambodia. 2006. p.20

Reaching out to YPWDs:

- As was observed in Thmar Pouk and Svay Chek districts, there is close coordination between the District Governors' Office and the District Departments of Social Affairs concerning people with disabilities. The Social Affairs Departments maintain record of people with disabilities in their district, making it easy for the department to contact them through their village leaders and/or families. They are housed within the District government compound.
- Cascade flow of information from the provincial to the district level and district level down to the village level to appears to be an effective means of reaching out to the target beneficiaries, though there might be some delays to reach them if the village leader has no telephone. One possible setback is that it relies on what is remembered by the receiving local leader. Such was the case of 3 arts training participants who missed the orientation workshop because their village leader gave them wrong date when the training activity started .

Action IEC approached the Banteay Meanchey Provincial and District Departments of Social Affairs in Thmar Pouk and Svay Chek which provided information on the number of people with disability in their districts and coordinated the participation of the young people for the orientation workshop. The District Governors of Malay and Thmar Pouk and the Deputy Governor of Svay Chek mobilized their offices to coordinate with the commune and village leaders who, in turn, informed the people. There was an open line of communication between Action IEC and the Social Affairs District Officers; they were on hand to ensure that Action IEC would take care of these young people before the Orientation Workshop.

Access and use of new media/new communication technologies:

Telephone (fixed and mobile):

- All the YPWDs in the research, arts training and FGDs have access to fixed/mobile phones. Either they personally own the phone or are using a family member's phone. Mobile telephone services (sell units and accessories, repair, upload programs/music) are aplenty in both the provincial capital and in the 3 target district towns. Near the training venue alone, there were 3 shops selling phones. In Thmar Pouk district town, there are more or less 20 phone shops.
- The participants use their phones to call/receive calls, send/receive text messages, as a source of entertainment such as listening to music, play games, listen to radio, watch TV, take photo and access the internet. Those with new phones from the painting group and cameras from video production and photography classes reported no difficulty in learning how to operate these equipment and learn its various features.
- Mobile phones loaded with many features attract most of the young people as these become some kind of 'companion' and the source of their information (radio, TV) and entertainment (games, camera, music). Most of the participants have phones loaded with the following features: camera to take photo, and in some, video camera, radio, games, alarm clock, calendar, calculator and voice recording and music gallery.
- Some participants use their mobile phones as a tool to find work.
- There are at least 10 mobile phone service providers available in the target districts, and out of these number, three mobile phone providers appear to be favored mainly due to strong transmission and reception signal: Viettel (Metfone), Cambodia GSM (MobiTel) and Axiata

(Hello). Metfone also has a fixed phone service and some of the research participants have them at home..

- One of the booming businesses in the target districts is uploading digital music in mobile phones from a computer music bank. At least four (4) participants viewed this as a good business opportunity.



Eam Da (front) and Chhuon Vanny (back), two of the research participants who joined the arts training. Eam Da and Chhuon Vanny are the only participants who have active Face Book accounts. Both are from Thmar Pouk and are close friends. They plan to set up business of uploading music in mobile phones.

Computer use and access to the internet:

- None of the participants own a computer. At least 7 participants have accessed computers. Two reported to have used family members' computers used for business
- Internet use is low. At least 2 participants access the internet through their phones. Three others reported to have accessed the internet through internet cafes.
- There are few computer learning schools and public internet cafes in Banteay Meanchey in comparison to other major towns such as Phnom Penh and Battambang. Internet cafes are mostly available in Srey Sisophon, the provincial capital.

- Only 3 young people have Facebook social media account, though 1 of them said his account is inactive. None of the participants has got a Twitter account.
- There is a very strong interest among the young people to learn and use computer and access the internet. During the group survey, the participants voiced out the reasons why they don't have computers and/or access the internet:
 - high cost of computers and smart phones that can connect to internet
 - high cost of internet connectivity
 - lack of electricity in the village
 - no telecommunications signal in their area and;
 - don't have the knowledge to use computer or access the internet.

Post Script: Action IEC conducted a small survey among the 32 arts training participants who joined the arts exhibit conducted on 24 November at the Thmar Pouk Primary School, the same venue for the Training for the Disability and Arts project. Out of the 13 painting participants who were given mobile phones, 5 have given their phone units to members of their family. Out of the 19 present who were given camera, everyone reported keeping their cameras and tripods through 3 children reported their units were broken.

VI. CONCLUSION AND RECOMMENDATIONS

The continuing security, stability, improved infrastructure and facilities and opening up of the country to the outside world prove to bode well for many, including people with disabilities. However, there is not enough information on how the country's continuing socio-economic progress truly impact on persons with disabilities, especially the young ones. There are many existing programmes and assistance provided to people with disabilities, and the concerted efforts from the government, civil society organizations and the private sector have all contributed to improve their plight.

It is heartening to see many young people with disabilities bravely face life and the challenges of their conditions. What is noteworthy is to see more people, especially young people with disabilities attend school, go and find work, travel and are connected to many beyond their family and the community where they live. There is also faster and easier connectivity within and outside their community through much improved telecommunication services. Young people with disabilities, even in remote areas, are less isolated compared to the time of their parents and elders. But it shouldn't stop there. There's still plenty of room to improve their conditions so that they become at par with their physically normal countrymen.

Digital and wireless telecommunication technologies provide people with disabilities become connected to the outside world beyond their physical reach. In today's digital world of telecommunications, people with disabilities can and now have access or be connected to an otherwise outside world beyond their physical reach. Just like the use of mobile phones, there are promising signs of wider internet access in the near future. The widespread introduction of wireless broadband services will see more usage in the near future, opening the world into the lives of these young people. Cambodia Daily recently reported an innovative program, the 'Structuring Partnerships for an Innovative Communications Environment'

(SPICE) to create a voice-based Khmer Internet service.¹⁵ Interconnectivity with others and information at the tip of their fingers will soon be the norm rather than exception.

Recommendations:

General Recommendation

- Mainstream disability. Development entails dismantling negative attitudinal and social barriers and bringing excluded people, such as disabled women and children, into the mainstream of society so that they can enroll in school, go to work, bear children, raise a family, access health and rehabilitation services, attend pagoda ceremonies and festivals, participate in development activities, like all other citizens. People with disabilities want their rights to be respected and deserve full recognition as citizens.¹⁶

Recommendation on Socio-economic Inclusion of Young People with Disabilities:

- Assist artistic young people with disabilities hone their skills through further training or schooling. Advocate to their parents to allow their children with disabilities to go to school.
- Conduct more of arts training that incorporates new technology such as computer programming, computer-based illustrations and designs. The 36 young people with disabilities who attended the arts training have shown that their disability pose no barrier to their creativity to create artistic products.
- The government, NGOs and the private sector should continue promoting inclusion of people with disabilities within the wide spectrum of society.
- The Australian government, through the ARC or other development organizations, continues to work in improving the lives of young people with disabilities through formal and non-formal education, skills training and employment opportunities.
- For the CIDI network to identify organizations or even companies that offer digital technology skills studies or training and recommend young people with disabilities to avail of these studies.
- That children who are deaf or mute should be supported to attend sign language classes, such as those run by the Maryknoll Deaf Development Program.

Recommendations on New (Digital) Technology Inclusion

- Continue exposing young people, especially those with disabilities, with the fast-moving new technologies beyond mobile phones. In the exposure to new technologies, young people should be made conscious of its advantages as well as possible negative effects and how these could help them to advance in life.
- Since are many new technology-related jobs do not require a person to be physically strong, provide job opportunities especially for young people with disabilities that are suitable to their talent and skills.

¹⁵ Wilwohl, J. *Program to 'Spice' Up Information Via Mobiles*. Cambodia Daily. Volume 53 Issue 63. p. 13

¹⁶ Lorna Jean Edmonds, *Disabled People and Development*, (Manila: Asian Development Bank, June 2005).

Annex: 1

Research Coordination Contacts, Banteay Meanchey Province

No.	Organization	Name of Person	Designation	Telephone
1	Prov. Dept. of Social Affairs	Khun Vuthy	Director	012 680848
2	Khmer Youth Association BMC	Ms. Keo Pich Kandeang	BMC Officer	077 368 766
3	FM 96.5 MHz	Mr. Kuon Sarathany	Station Manager	017 941184
4	Thmar Pouk Dist. Office	Mrs. Horm Sam Ang	Governor	097 7173747; 012 276191
5	Thmar Pouk Primary School	Mr. Dem Penh	Director	017 275184
6	Thmar Pouk Social Affairs Dept.	Mr. Chhoun Chhoeurt	Officer	017 997752
7	Svay Chek District Office	Mrs. Touch Vy	Deputy Governor	089 988266; 097 9532731; 085 633360
8	Svay Chek Social Affairs Dept	Mrs. Seang Nalin	Asst. Social Affairs Officer	012 912690
9	Malay District Office	Mr. Em Sokha	Governor	
10	Malay District Office	Mr. Khut Yim	Deputy of District Governor	092 871 771
11	Malay Social Affairs Dept.	Mr. Kong Kim Souem	Social Affairs Director	012 572415

Annex 2:

LIST OF RESEARCH PARTICIPANTS

1. Primary Research Participants:

No	Sex	Name	Village	Commune	District	Province
1	F	Sean Vanny	O' Sapor	O' Sapor	Malay	Banteay Meanchey
2	F	Chhouet Da	O' Sapor	O' Sapor	Malay	Banteay Meanchey
3	M	Sen Sor	Kbal Tumnup	O' Sapor	Malay	Banteay Meanchey
4	M	Mom Pisey	O' Ampil	Tuol Pongro	Malay	Banteay Meanchey
5	F	Van Sina	O' Saam	O' Sapor	Malay	Banteay Meanchey
6	F	Thy Chantha	O' Saam	O' Sapor	Malay	Banteay Meanchey
7	M	Eam Da	Thmar Puok	Thmar Puok	Thmar Puok	Banteay Meanchey
8	M	Chhuon Vanny	Thmar Puok	Thmar Puok	Thmar Puok	Banteay Meanchey
9	M	Chork Socheat	Sre La ar	Kok Romeat	Thmar Puok	Banteay Meanchey
10	F	Douen Sok Dy	Kok Svay	Phum Thmey	Thmar Puok	Banteay Meanchey
11	F	Muth Raksa	Prey Veng	Kum Rou	Thmar Puok	Banteay Meanchey
12	M	Torn Tan	Phum Svay	Thmar Puok	Thmar Puok	Banteay Meanchey
13	F	Khim Kuth	Ta Yoeng	Kum Rou	Thmar Puok	Banteay Meanchey
14	F	Loeun Loeub	Bantiot Bos	Ta Pho	Svay Chek	Banteay Meanchey
15	M	Sun Lor	Ampil	Pha Kiom	Svay Chek	Banteay Meanchey
16	F	Nork Sin	O Veng	Ta Ben	Svay Chek	Banteay Meanchey
17	M	Phen Ry	Pheas	Sarong	Svay Chek	Banteay Meanchey
18	F	Saum Chan Ry	Kok Ta ek	Ta Ben	Svay Chek	Banteay Meanchey
19	M	Duong Bot	Bantiot Bos	Ta Pho	Svay Chek	Banteay Meanchey
20	F	Chan Vey	Samrong	Svay Chek	Svay Chek	Banteay Meanchey
21	M	Smut Ravy	Pheas Tbong	Sa Rung	Svay Chek	Banteay Meanchey
22	M	Ouy Chamroeun	Kok Ta Ek	Ta Ben	Svay Chek	Banteay Meanchey

2. Other Research Participants:

1	M	Ath Sam On	Ampil Prang	Treas	Svay Chek	Banteay Meanchey
2	F	Phoeun PhaekKdey	Pha Kuam	Pha Kuam	Svay Chek	Banteay Meanchey
3	F	Chham Kimleng	Pha Kuam	Pha Kuam	Svay Chek	Banteay Meanchey
4	M	Ruon Vibol	Sleng	Svay Chek	Svay Chek	Banteay Meanchey
5	M	Chheang Tot	Punley Thmey	Treas	Svay Chek	Banteay Meanchey
6	F	E Deab	O Veng	Ta Ben	Svay Chek	Banteay Meanchey
7	F	Mov Samoth	O Veng	Ta Ben	Svay Chek	Banteay Meanchey
8	F	Po Sophaek Tra	Ta Ong	Ro Luos	Svay Chek	Banteay Meanchey
9	F	Yeam Koueb	Bantiot Bos	Ta Pho	Svay Chek	Banteay Meanchey
10	F	Bat Kolab	Ta Yoeng	Kum Rou	Thmar Puok	Banteay Meanchey
11	F	An Kimsan	Thnal Bobek	Kok Romeat	Thmar Puok	Banteay Meanchey
12	F	San Rouen	Ta Yoeng	Kum Rou	Thmar Puok	Banteay Meanchey
13	M	Phal Ravy	Kok Svay	Thmar Puok	Thmar Puok	Banteay Meanchey
14	M	Chhorm Seth	Anlong Chrey	Phum Tmey	Thmar Puok	Banteay Meanchey
15	M	Choa Chhith	Thnal Dach	Thmar Puok	Thmar Puok	Banteay Meanchey
16	F	Kem Sayen	Kok Svay	Thmar Puok	Thmar Puok	Banteay Meanchey
17	F	Pich Pisey	Prey Veng	Kum Rou	Thmar Puok	Banteay Meanchey
18	F	Chhit Sameu	Phum Svay	Thmar Puok	Thmar Puok	Banteay Meanchey
19	M	Vuthy Bunthean	Phum Svay	Thmar Puok	Thmar Puok	Banteay Meanchey
20	F	Hov Phut	Phum Svay	Thmar Puok	Thmar Puok	Banteay Meanchey

Primary Research Participants:

1. Research Assistants:



Smuth Ravy



Ouy Cham Reun

II. Thmar Pouk



1. Chhuon Vanny



2. Chhork Soheat



3. Douen Sok Dy



4. Eam Da



5. Khim Kut



6. Muth Raksa



7. Torn Tan

III. Svay Chek



8. Chan Vey



9. Loeun Loeub



10. Nork Sin



11. Saum Chan Ry



12. Sun Lor



13. Duong Bot



III. Malay



15. Sean Vanny



16. Sen Sor



17. Mom Pisey



18. Thy Chantha



19. Van Sina



20. Chhouet Da

Annex 3:

Action IEC Disability and Research Project Project Plan and Research Questions

Locations: Districts of Svay Chek, Thmar Pouk and Malay in Banteay Meanchey province

Dates: 31 July to 10 August 2012

Data Collection Methods:

1. Quantitative survey in a group setting
2. Focus group discussions of 5 - 7 disabled young people
3. Semi-structured interviews with young people with disabilities, some members of their family and friends.
4. Observation and getting comments/feedback during:
 - Exercises of showing how to use computers, access internet sites
 - You tube video showing of Jessica Cox: get comments of young people
 - Unguarded moments while interacting with other young people
5. Video shoot of above activities

During Orientation Workshop (PM)

Part 1: (Quantitative Survey in a group setting)

Method: Wall storming. Participants are given cut papers and will be asked to write their names in these papers. Then they will be asked to put one paper for every question asked from them

Duration: 30 minutes

Example: Who has a mobile phone? All those with mobile phone will put their paper on the phone under the heading “Mobile Phone

Materials: Flip chart, ball pen, cut pieces of paper.

The ‘Wall’ appears like this:

Wall 1:

Access to Mobile Phone: How many?

(Owns a Mobile Phone)	(Use a Mobile phone owned by someone else)	(For those with access to phones) (Use the phone to call someone)	(Use the phone to text someone)	(Use the phone for entertainment (take a photo, video, listen to music/radio/watch TV)
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Wall 2:

(Access to computer) (How many)

(Owns a computer /laptop)	Use a Computer/Laptop owned by someone else (ex: internet café)	Use the computer to go to the internet/	Use the internet for 1. social networking/ (ex: Facebook, Friendster, Twitter) 2. Email 3. Chat/video conference 4. Skype 5. YM (yahoo messaging)	(Use the internet for research, access online news and others)
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Wall 3:

Access to other new technologies as communication tools

How many knows or use

1.1. Bluetooth devices	(No. of answers)
1.2. Walkie-talkie	(No. of answers)
1.3. Iphones/Ipads	(No. of answers)

Part 2: (Focus Group discussion)

Method: The participants will be grouped three times. First grouping is about access to a telephone; second and third grouping is about access to computer and internet.

First Grouping: About Access to telephone.

(The participants will be grouped in 2 categories - those who have access and use telephone (either personally owned or can use other's phones) and those who have no access to use telephone)

Group/s A: (Those who can access/use telephone. The participants will be asked to form small groups of 4-5 people and will be given some time to discuss among themselves and write the answer to the questions.)

Question 1 for Groups A (to be finished in 10 minutes):

(List down who do you call or send text message? No need to mention the name of the person, just the title or relationship to the person. Example: mother, father, sister, friend in another village, friend in the city, cousin, boss at work, etc.)

Question 2 for Groups A - to be finished in 5 minutes):

How important is having a telephone or able to access a phone into your life? Choose an answer from the two answers below - just write the number corresponding to your choice)

No. 1: Very important No. 2: Not so important

Question 3 for Groups A (to be finished in 10 minutes):

Why is it very important/not so important to have a telephone or access a telephone?

Question 4 for Groups A (to be finished in 10 minutes) What problems do you encounter using a phone? Choose answer below – just write the number/s of your answer/s. If you answer no. 5, write the problem.

No. 1: No signal

No. 2: Not clear signal

No.3: Expensive

No. 4: Charging the battery, fast battery discharge

No. 5: Others

B: (Group B: those who have no access/use telephone: The participants will be asked to form small groups of 4-5 people and will be given some time to discuss among themselves and write the answer to the questions for their group/s.)

Question 1 for Group/s B (to be finished in 10 minutes):

(Please write the reason why you cannot access or use telephone. Choose any or all of the answers found below - just write the number corresponding to your choice)

Example: No. 1

No. 1 (No money to buy)

- No. 2** (No telephone signal where I live)
No. 3 (My parents/guardian do not allow me to have a phone)
No. 4 (Not interested to have a phone; not important for me)
No. 5 _____ (Because of my disability)
No. 6 (Do not know how to use)
No. 7 (Other reason/s)

Question 2 for Group B (to be finished in 10 minutes):

If you have a chance to have a phone, what features would you like your phone to have? Choose any or all of the answers found below - just write the number corresponding to your choice.

- No. 1. Khmer music ringtone No.
 No 2. Camera
 No. 3 Radio
 No. 4 TV
 No. 5 With internet access - Iphones/smart phones
 No. 6 Other features

2nd Grouping: Access to computer

The participants will be grouped in 2 categories - those who have earlier answered that they have access and use of computer and those who have no computer or no access at all. Group/s A will be composed of those who have used computer and Group/s B will be composed of those who have not used computer at all.

Question 1 for Group A: For what purpose did you use the computer? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 To prepare and type a document
 No. 2 To play games
 No. 3 To use for email/communication with others email
 No. 4 To connect to the internet
 No. 5 To chat with friends through the internet No. 6 Other reason/

Question 2 for Group A: Please describe your experience using the computer? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 Interested and want to learn to use its many features
 No. 2 Important skill to find office work
 No. 3 Need to practice more
 No. 4 I want to use it longer
 No. 5 Faster to do my school/office work
 No. 6 Others/

Question 1 for Group/s B: What would you like to do if you have a computer? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 Learn and practice how to use
 No. 2 To play games
 No. 3 To use for email/communication with others
 No. 4 To connect to the internet No. 5 To chat with friends through the internet
 No. 6 Other reason/s

Question 2 for Group/s B: What would be the reason/s for you not to be able to use a computer? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 No computer to use
- No. 2 Doesn't know how to use
- No. 3 No one to teach how to use a computer
- No. 4 No money to buy or rent to use
- No. 5 Busy at work
- No. 6 Not interested/not important
- No. 7 Can't read
- No. 8 Due to disability

3rd Grouping: Use of the internet. This is the last grouping which is about those who have accessed the internet and those who have not. The participants will be grouped in 2 categories - those who have earlier answered that they have accessed the internet and those who have not. Group/s A will be composed of those who have accessed the internet and Group/s B will be composed of those who have not accessed the internet at all. *If there are more people who have not accessed the internet or do not know what the internet is, there is a need to explain what it is. The best way to do it is to demonstrate its use such as for social networking (FB); looking at events and lifestyles – You Tube; research- Wikipedia; samples of people with disabilities who have are achievers.*

Question 1 for Group/s A: What did you use the internet for? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 To use for email/communication with others
- No. 2 Play online games
- No. 3 Chat with friends (with/without video)
- No. 4 Social network (e.g. Facebook)
- No. 5 Online news; get information
- No. 6 Research
- No. 7 Others/

Question 2 for Group A: What difficulties did you encounter using the internet? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 Language – most websites or information are not in Khmer /
- No. 2 Difficult to understand instruction how to go to websites /
- No. 3 Expensive to use in the internet café /
- No. 4 Far from my home, spend too much time and money for travel /
- No. 5 No one to teach me how to easily use the internet
- No. 6 Don't know many functions. Ex: downloading information, go from one window to next, etc.
- No. 7 Others/

Question 1 for Group/s B: What are the reason/s why you have not accessed the internet? (Choose any or all of the answers found below - just write the number corresponding to your choice)

- No. 1 No computer to use
- No. 2 Doesn't know how to use computer
- No. 3 No one to teach how to use a computer
- No. 4 No money to buy computer or rent internet use in a shop
- No. 5 Busy at work

No. 6 Not interested/not important

No. 7 Can't read

No. 8 Due to disability

Question 2 for Group/s B:

Would you be interested to learn how to use the internet?

Yes []

No []

Disability and Research
Questionnaire for individual survey

Questionnaire No./ _____

Name of Interviewee _____

Name of Interviewer/ _____

Location/:

Date/

Part 1: Communication by telephone

1. What is your most common form of direct and speedy communication with family, friends and others who are far from you?

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Telephone (Fixed Line)
- ii. ☐ Mobile (Mobile)
- iii. ☐ Email
- iv. ☐ Social Network (ex. Facebook)
- v. ☐ None, I wait until I see and meet the person

If the answer is None, I wait until I see and meet the person, proceed to Question No. 3

2. Do you have a telephone (fixed or mobile) of your own?

- ☐ **Yes/** ☐ **Not have**

3. Even if you don't have a telephone (fixed line or mobile) of your own, do you have access to a telephone (fixed or mobile) from time to time?

- ☐ **Yes/** ☐ **No**

If the answer is NO, please proceed to Question No. 8.

4. Who owns the telephone you can use?

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Family member
- ii. ☐ Friend/
- iii. ☐ Neighbor/
- iv. ☐ Village leader/
- v. ☐ Others/ _____

5. Who usually contacts you or you contact by telephone

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Family member/s
- ii. ☐ Friends
- iii. ☐ Others in the community
- iv. ☐ Other people I know/who knows me

6. How do you usually contact others by phone?

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Call/video call
- ii. ☐ SMS/texting

- iii. ☐ Email by phone
- iv. ☐ Video Call
- v. ☐ Internet-based Mobile Apps (Instant Messaging, chat, video call)
- vi. ☐ Other Internet-based Mobile Applications (e.g. Facebook, Twitter, Friendster, etc.)

7. For you personally, how is communication by telephone most useful?

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Quick communication (example, ask question and immediately get an answer) with others
- ii. ☐ Share information ☐ Connect with someone who is far ☐ Share entertainment (Ex. send/receive music, photos, video, graphics)
- iii. ☐ All of the above
- iv. ☐ Other uses/_____

Part 2: Communication by computer and the internet:

8. Do you have access to computer?

- ☐ Yes/ ☐ No

IF THE ANSWER IS NO, END THE INTERVIEW HERE.

9. Do you have access to the internet?

- ☐ Yes ☐ No

10. How do you communicate with others using the internet

Put a tick mark (✓) in the box ☐ for matching answer/s from the list below:

- i. ☐ Email
- ii. ☐ Social networks (Facebook, Twitter, Friendster)
- iii. ☐ Skype
- iv. ☐ Viber
- v. ☐ Chat rooms
- vi. ☐ Websites/ blog
- vii. ☐ Voip
- viii. ☐ Yahoo messaging

11. If one of the answers for No. 10 is social networks, which social networks do you use?

- | | |
|-------------------------------------|--------------------------------------------|
| 1 <input type="checkbox"/> Facebook | iii. <input type="checkbox"/> Friendster |
| 2 <input type="checkbox"/> Twitter | iv. <input type="checkbox"/> Others: _____ |