

PRIMROSE SCHOOL/ HOME PHYSICALLY IMPAIRED (RESIDENTIAL FACILITY)

Children with disabilities are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realizing their rights to healthcare, education, and even survival. They are less likely to attend school, access medical services, or have their voices heard in society. Their disabilities also place them at a higher risk of physical abuse, and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies.

South Africa introduced the inclusive education policy in 1996 acknowledging the challenges of access to education for children with disabilities. To date more children with disabilities are enrolled in mainstream schools as compared to Special Schools, receiving the same quality education, studying the same curriculum as their able bodied peers. The protection and the rights of children with albinism are also included in this regard.

The S.A.P. of Primrose Const. Cramer of the Crime Prevention Unit asked us to visit the School/Home. We visit the Children on a regular basis and give them as much love and attention as we can as who knows how much time there will be to do so in the future? The Children are our future, and ought to be heard. Children are creative and have capabilities and learn through trying. As adults our task is to take their hands and walk alongside to translate their ideas into action. The Children need people in their lives to show care, someone to relate to, confide in and to encourage them in their time of need. The children in the homes, with overwhelming problems, can get strong social support that could protect them from depression and strengthen them to cope with the realities of life.

Ithembelihle, meaning "Place of Good Hope" and is situated in a tranquil environment on the East Rand. The children suffer from different types of disabilities such as poliomyelitis, muscular dystrophy, spinal bifida, cerebral palsy and amputee's .The 180 Children live on the property under the watchful eyes of a loving principal and educators 24 hours a day. We have managed to get a sponsor to do the special bathrooms for the girls, and boys, so that these children can be washed in a little warm water during the cold winter days. Every child is wheelchair bound and many of the wheelchairs need attention or replacing. **How?** In some, of the classrooms, the Children share a desk, in others, there are: no desks. The dormitories, sparsely furnished, and cold, but on each little bed a teddy bear await a hug. Vegetable, yes, spinach once a week otherwise porridge and water, sugar and milk is not affordable .We thank you for your interest in our project. We are now in the process of establishing a physiotherapy center on the premises. The plans have already been drawn up and passed. We are fortunate now that Group 5 will be doing a new building for the disabled Children.

OLIVER TAMBO HOME SCHOOL FOR THE PHYSICALLY IMPAIRED RESIDENTIAL FACILITY (SOWETO)

The Education Department has approached our Founder/Director at a conference pertaining to the needs of the School and Children, as the Government cannot work in isolation and depends on us because of our skills devotion, loyalty and maturity in the last 16 years. We have now been working with the Education Department on Physical Impaired Disabled Children. We are empowering them with awareness skills on Child Protection.

There is concern in Government and society about learners who graduate into high school or tertiary education institutions without mastery of primary or high school reading levels and numeracy, The

(ORC) office of the rights of child - supported by relevant Departments, must undertake to investigate the scope and gravity of this concern, effect corrective measures if necessary and to monitor improvements. This is an important intervention towards quality education and sustainable development in the country.

Child and teacher safety office of the rights of child on school premises has become a matter of great concern in the country. It is important that the (ORC) and relevant Departments understand the seriousness and extent of this problem.

Children indicated in (NPAC) Nation plan of action for children consultations that many of their schools and communities do not have laboratories, sports facilities and libraries and this leaves them with idleness that translates in many instances into delinquent behavior.

Together fighting poverty for the Physical Impaired. This seems to be a reality that people tend to forget about the disabled children. They are also Human Beings that have rights. We are not there yet, but no one accept ourselves shall ensure that this dream is realized and so let us roll up our sleeves and get down to work, fully understanding that the task to build the South Africa for which we yearn in a common responsibility we all share. These Children also need lots of love and attention. These Children are special and unique and we must always remember these Children are physically challenged with various difficulties in their lives.

To create and sustain a safe, supportive, protective and caring environment for all Children in their homes, communities, schools and within Institutions. To strengthen, support the capacity of families, to protect and care for with Physically Impaired and vulnerable Children. Children's participation should be seen as an ongoing process of children's active involvement in decision-making (at different levels) and in matters that affect and concern them.

Effective and meaningful participation requires: information sharing and dialogue between children and adults, which is based on mutual respect and trust. The quality of Children's participation and their ability to benefit from it will be strongly influenced by the efforts adults make to provide an enabling environment in which Children and Young People feel able to participate fully and actively in all aspects of the proceedings with Children and need to feel that their views are valued. More importantly, the participation of children in issues of governance is essential to the recognition of their rights. For example: for children with disabilities in rural areas, accessing an appropriate learning environment is fraught with difficulties.

These include the fact that most local Schools are not accessible for Children with Physical Disabilities (i.e. they do not have level paths, buildings and/or toilet and playground facilities) and do not cater for children with hearing or intellectual disabilities. There are also transport difficulties getting to school. As a result, many children with disabilities enter school long past the age of most other children. Further, the challenges associated with rural living including long distances (and high costs) in getting to facilities, and the need for collecting of water and firewood create additional burdens for these children with disabilities and their families. We have done a lot in a little time but a long way still to go with the Physical Impaired Children.