

DISABILITY COMPONENT

**CCOSC Closing Conference
Tonle Bassak II Restaurant
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The Cambodian
Consortium
for out of
School Children



STATUS OF THE OOSC

- Significant achievements produced in helping children with disabilities (CwD) **access inclusive education**
- **Types of disabilities:** autism, cerebral palsy, down syndrome, x-syndrome, intellectual disability and learning disability.
- **Challenges faced by CwD:** neglect, social discrimination, living with the poor family, lack of accessibility, abandoned by community and left behind the education system.

BARRIERS TO THEIR EDUCATION

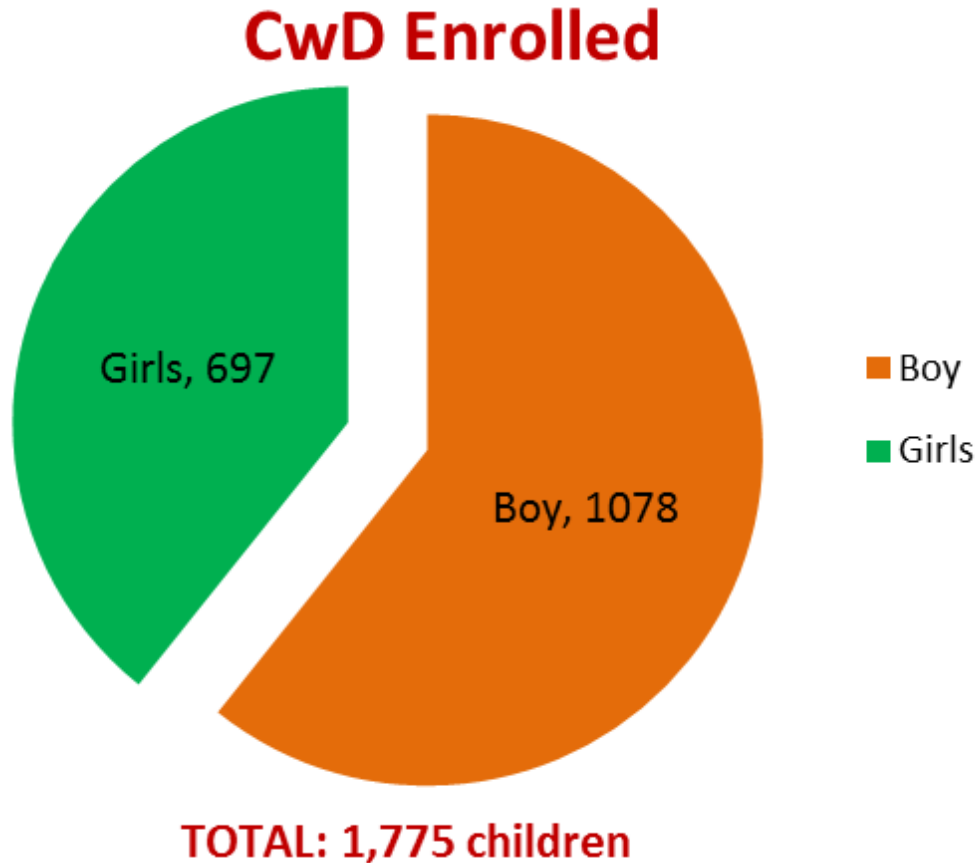
- Lack of adapted accessibility in school such ramp, latrine, special devices.
- Lack of technical teaching of teachers and, educational actors support CwD.
- Limited knowledge of community toward to education for CwD.

IMPLEMENTATED INTERVENTION

The innovative and hard working interventions in ensuring CwD enroll school:

- Built/renovated adapted accessibility in school
- Provide in-kind scholarship provision.
- Building technical support of teachers,
- Provide capacity building to educational actors on school leadership and monitoring.
- Organized advocacy and awareness raising at national, sub-national level and grassroots levels, community participation

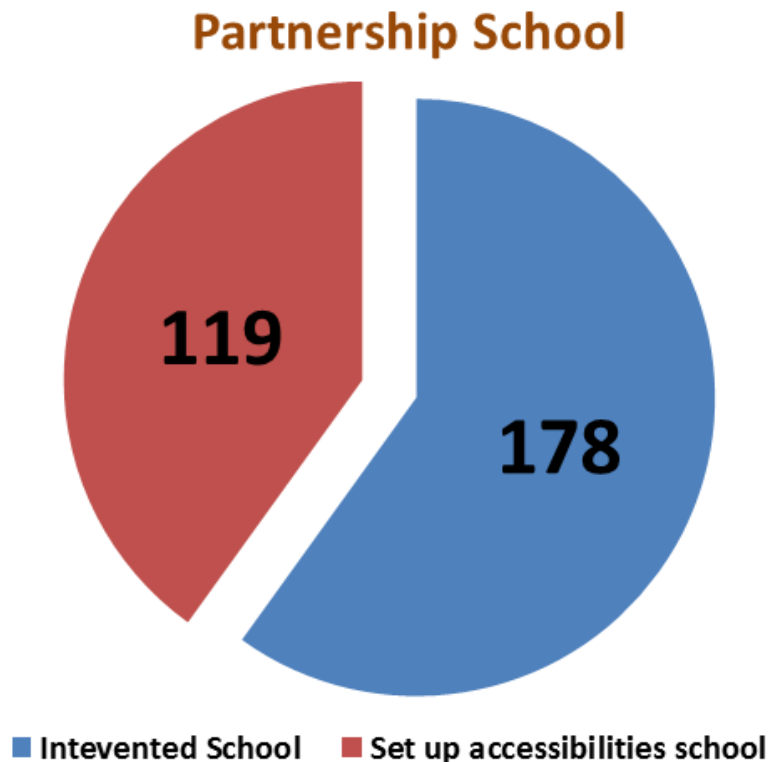
STATUS OF THE OOSC



Around 1,775 CwD (697 girls) retained in school in the target areas

THE IMPACT OF INTERVENTION

Refurbished classrooms and adapted teaching:

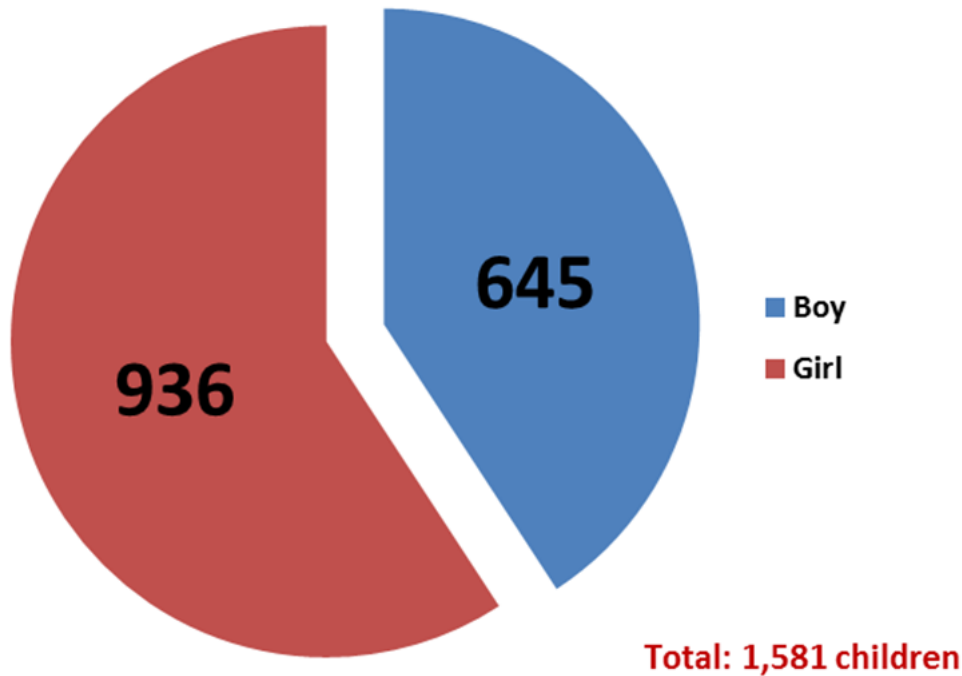


Adapted Accessibilities:

- Special chair and Table
- Ramp
- Latrine/Special toilet
- Special teaching aids

THE IMPACT OF INTERVENTION

Scholarship Children

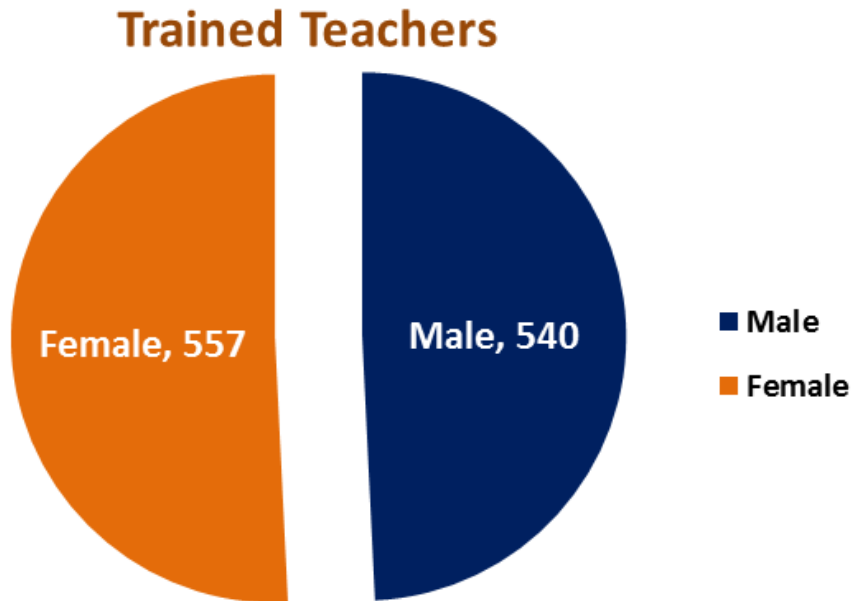


In-kind scholarships:

- Bikes, Transportation
- Food/Nutrition
- Learning material
- referral services and medication

THE IMPACT OF INTERVENTION

Building technical support of teachers:



TOTAL: 1,097 Teachers

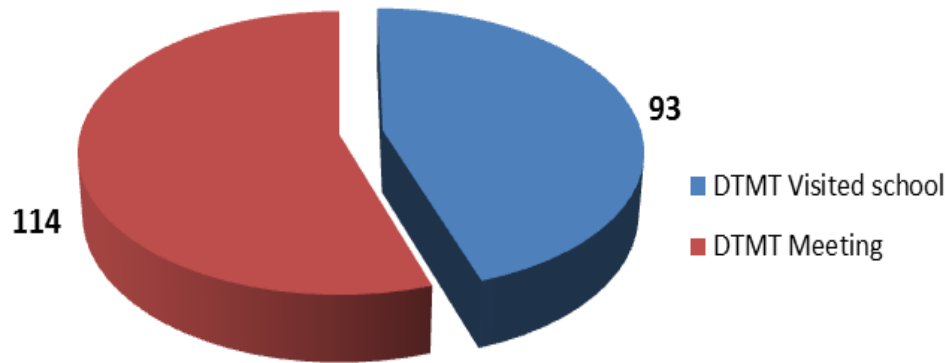
Capacity building on:

- Teaching methodology
- Identifying children with intellectual disability,
- Inclusive education, Material development,
- Behavior management and other relevant topics.

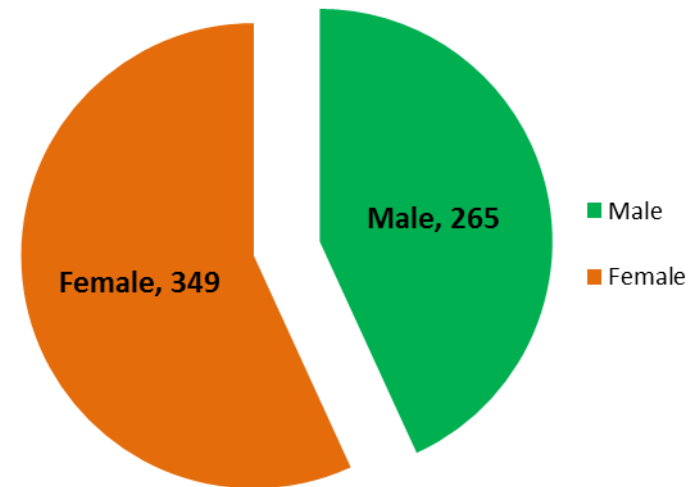
THE IMPACT OF INTERVENTION

Capacity building to educational actors on school leadership and monitoring:

District Training and Monitoring Team (DTMT) Participation



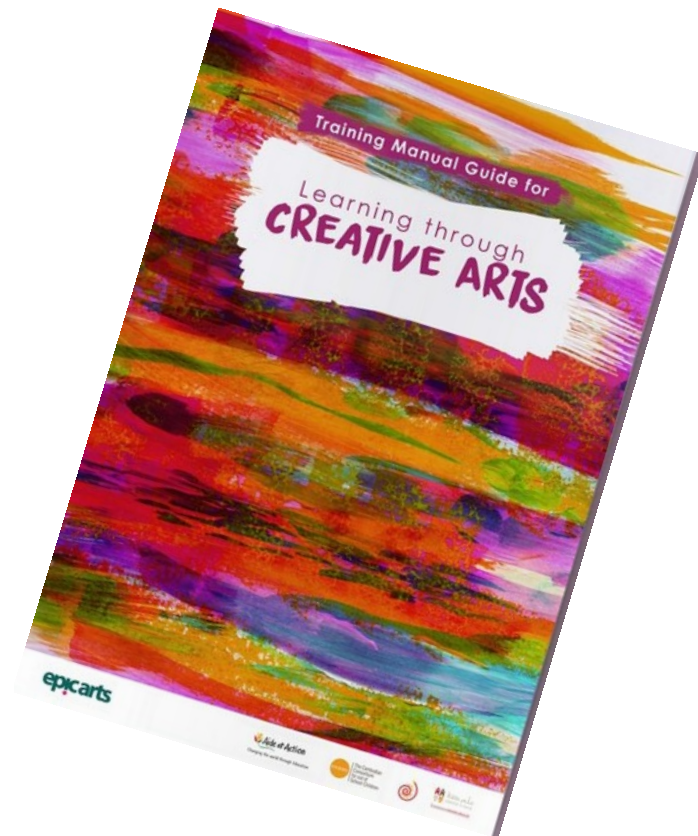
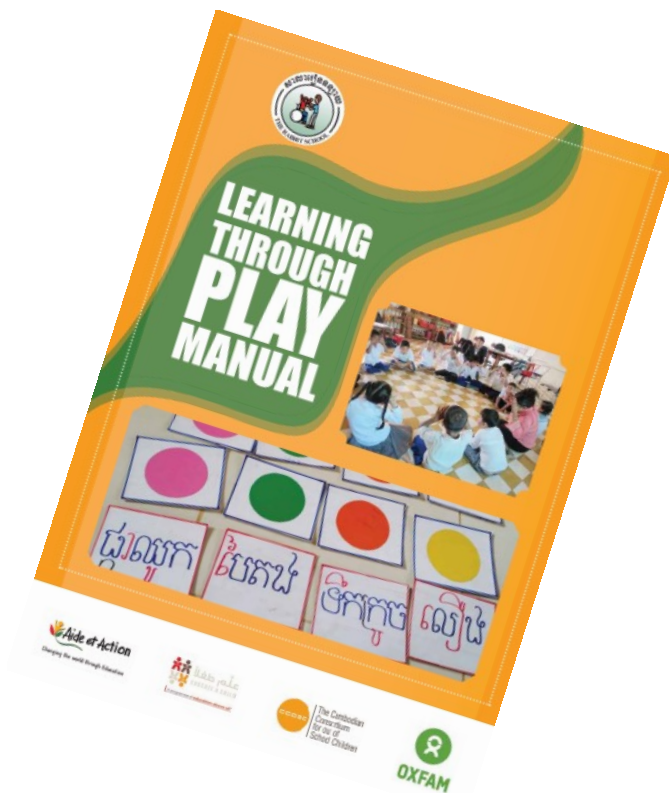
Capacity Building to Educational Leaders



Total: 614 educational leaders

THE IMPACT OF INTERVENTION

Two innovative teaching and learning materials:
Two innovative manuals are **Learning Through Creative Arts** and **Learning Through Play**.



THE IMPACT OF INTERVENTION

Advocacy and awareness raising at national, sub-national and grassroots levels:

**Around 16,882
(9,353 females)
participated in
advocacy and
awareness
activities**

**Most community
people changed
their attitudes
from *impossibility*
to *possibility*
regarding
education for
CwD**

REMAINDING GAPS

- ❖ A lack of teachers with limited teaching skills in special education is another emerging bottleneck.

Some partners challenged few available teachers who had relevant experience and knowledge in teaching children with disabilities.

- ❖ Limited competencies in this field spoiled the interests of teachers.

CHALLENGES

Social Challenges	Discrimination still exist in the Cambodia mind set
Policy	Many policies approved but limitation of dissemination
Institutional/ School	school leaders are unable or unwilling to translate their learning into practice. The school facilities still barriers for welcoming to CwD.
School management	Less attention to CwD in their school plan (inequity education in school)

CHALLENGES

Teacher

- Discrimination from teacher to accept CwD in inclusive classroom
- Limited of teaching methodology /technical to support CwD in Class
- Enabling community teachers /teacher for CwD into the PTTCs and become state teachers also remains a challenge.

Student

- Some existing children may not be attending schools when the program phases out

RECOMMENDATIONS

- Increase dissemination of existing policy for CwD toward education
- Improve school friendly environment for all children including CwD.
- Deploy public teachers for integrated classes and provide capacity building on relevant topics to teachers.
- School management focus on inclusive education for all

RECOMMENDATIONS

- Advocate fund allocation in Commune Investment Plan (CIP).
- Promote advocacy and awareness raising wider community understanding
- Parents groups are to be engaged and actively participate in school activities.
- Motivate community outreach workers keep doing regular home visit.
- Continue providing in-kind scholarship to CwD.

THANK YOU!