

Educational
Support to
Children of
Underserved
Populations
(ESCUP)



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Providing Assistance to Disabled Children



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

Providing Assistance to Disabled Children (translated the Khmer)

I. Introduction

- KAPE is currently coordinating a program providing assistance to disabled children in a number of districts in Kampong Cham.
- KAPE has observed that there are a number of disabled children who have difficulty in coming to school at the present time.
- In order to ease the difficulties of these disabled children, KAPE has cooperated with donors to fund operations for these students, especially those students whose families are particularly poor.

II. Objectives:

- Participants understand clearly the objectives of the disabled children program.
- Participants identify criteria for the selection of disabled children who will receive assistance.
- Participants develop an understanding of problems that may arise in the implementation of the disabled children program.

III. Materials

- A-4 paper
- Last poster paper
- Markers, scissors, cello tape
- Large poster paper showing the committee structure
- Large poster paper showing the duties and responsibilities of the committee

IV Procedure

1. Objectives of the disabled children program

The facilitator explains the objectives of the program .

- Disabled children have the same opportunity to learn as other children.
- Disabled children develop confidence in their learning ability.

2. Criteria for choosing disabled children

- In order to determine the criteria which will be used to select disabled children, the facilitator may follow the following steps:

1. Divide participants into small groups to discuss and identify the characteristics of children who may be entitled to the type of assistance available.
2. Display the answers of each group on the wall, discuss ideas as a large group and compare the ideas with the suggestions that the facilitator has prepared in advance (as shown below).
3. This comparison should lead to consensus among participants as to what points should be added and what points should be omitted.

Determination of criteria for the selection of disabled children

- Disabled children from poor families
- Orphans
- Children of one parent families

3. Identifying the assistance that should be provided to students

1. In order to clarify the types of disabilities in their schools, the facilitator should distribute coloured cards and ask the participants to write down the types of disabilities that they have encountered. These answers may then be displayed on the blackboard.
2. The facilitator should explain to participants the cost of different types of operations.
3. The facilitator may then display a list of disabilities prepared in advance for comparison with the responses of the participants.

List of disabilities

1. cleft palate
2. a disability related to the leg or arm
2. hard of hearing
4. visually impaired (has a difficulty in seeing words on a page)
5. growths on face or neck
6. swelling of the testicles (hernia)

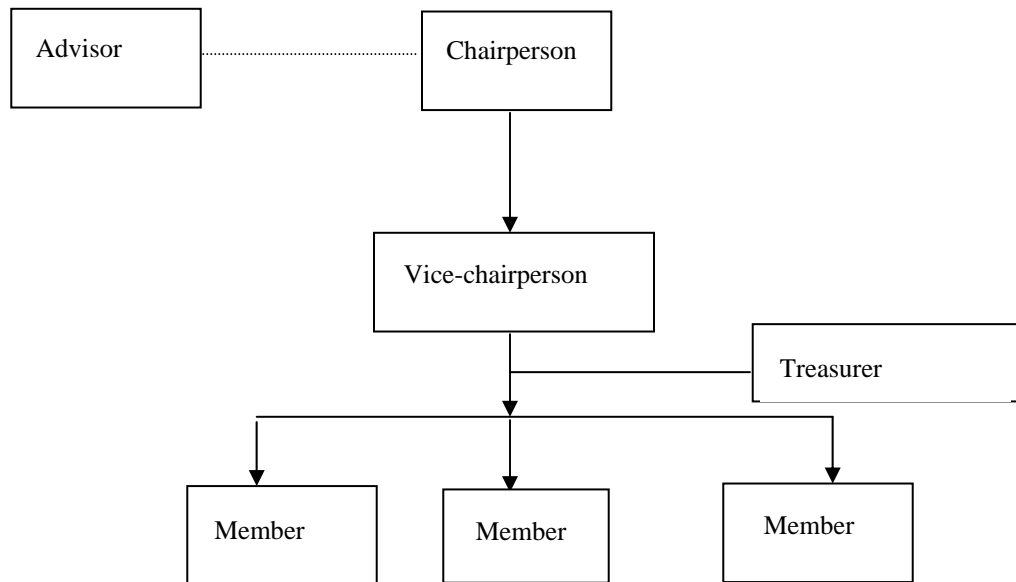
4. Establishing a committee for assistance to disabled children

1. Cluster based committee:

The facilitator explains the process in establishing the committee to manage the program. This committee should be appointed following an election and should have the following membership:

- Advisor DOE representative
- Chairperson a chairperson of a Parents' Association
- Vice-chairperson member of the Parents' Association
- Treasurer a school director selected from one of the schools in the cluster
- Members all the remaining school directors the chairpersons of each school's Parents' Association after the election

Structure of the Assistance to Disabled Children Committee



- The facilitator distributes small pieces of blank card and allows the participants to select the chairperson, the vice-chairperson, and treasurer.

Chairperson: The name of each chairperson of the Parents' Association in each school in the cluster should be written on the blackboard. Participants then choose the name of their preferred candidate through an election process.

Vice chairperson: The person who comes in second in the above election.

Treasurer: The name of the director in each school in the cluster should be written on the blackboard. Participants then choose the name of their preferred candidate through an election process.

Members: The school directors and chairpersons of each Parents' Association not elected in the above process.

- Distribute large poster paper to each group in order to identify the duties and responsibilities of the cluster committee responsible for this program (30 minutes)
- Collect and display the suggestions of participants on the wall and ask a representative of each group to present their ideas. The facilitator may then present a list of draft duties and responsibilities that he has prepared in advance for comparison when the responses of the participants.

Duties and responsibilities of the cluster committee for the disabled children program

- Advisor:
 - provides advise to the committee
 - helps to facilitate the solution of arising problems
 - acts as the honorable chairperson at meetings following the invitation of the Committee for Assistance to Disabled Children Program
- Chairperson:
 - takes responsibility for the project
 - monitors the requests for disabled students that schools have sent to the committee
 - organizes a meeting of Committee for Assistance to Disabled Children and makes a decision about the requests
 - reports and forwards requests to the CFS working group
- Vice- chairperson:
 - takes responsibility in cases where the chairperson is not present or available
 - assists in monitoring requests forwarded to CFS working groups
- Treasurer:
 - looks after cash in hand
 - withdraws money pending the approval of the chairperson
 - maintains books (income and expenditure)
 - collects all receipts and liquidates funds with schools in the cluster after returning from hospital
 - presents a financial report to the chairperson at the end of each month
- Members:
 - participate in all meetings organized by the committee for assistance to disabled children
 - provide suggestions to the committee about experiences encountered in order to help improve the functioning of scholarship activities.

5. Steps in choosing disabled children

- The disabled children program cluster committee should inform class teachers about the program and ask class teachers to forward the names of disabled children to the committee.

- When the committee has finalized its selection of disabled children, a report should be sent to the CFS working group.
- A member of the working group is appointed to supervise and decide with the cluster committee what is the best approach to providing medical assistance.

6. Case Studies

- The facilitator asks participants to consider the following case studies:
 1. *The parents of one student suffering from a disability related to his leg come to request KAPE for funds to pay a traditional Khmer doctor to cure their child.*
 2. *The parents of a disabled child (a polio victim) not yet enrolled in school come to request the committee for assistance.*
 3. *Some disabled children have received wheelchairs, but aren't able to maneuver the chair into the classroom.*
 4. *The committee has the means to provide hearing aids to one child with the most serious hearing impairment, but the committee doesn't have the means to assist the other children identified as also suffering from a hearing impairment.*
 5. *In the past, the committee has assisted in providing glasses to students who have been visually impaired since birth, but is unable to help other children with poor sight who have recently begun to attend school.*
 6. *One particular child was brought to hospital for medical assistance last year to treat an eye problem. However, the doctors said there was no cure. The parents have come to the committee to request assistance again at the beginning of the new school year.*
- The facilitator distributes copies of the case studies for the participants to read in small groups. Participants are asked to identify the exact problem that has been encountered in each case.
- The facilitator distributes a Problem Matrix (without solutions) as shown below and asks participants in groups to identify the person responsible and suggest a solution

Problem Matrix

Problem	Responsibility					Solution
	Advisor	Chairperson	Vice-chairperson	Treasurer	Member	
The parents of one student suffering from a disability related to his leg						The chairperson or the vice-chairperson needs to inform them of the extent of the limited assistance

come to request KAPE for funds to pay a traditional Khmer doctor to cure their child.		X	X			available.
The parents of a disabled child (a polio victim) not yet enrolled in school come to request the committee for assistance.		X	X			The chairperson or vice-chairperson informs them that they will provide assistance (depending on availability of funds) and encourage parents to enroll the child in school.
Some disabled children have received wheelchairs, but aren't able to maneuver the chair into the classroom.		X	X		X	The chairperson, assistance chairperson or members raise funds to build a ramp into the classroom and /or organizes able-bodied students to assist
The committee has the means to provide hearing aids to one child with the most serious hearing impairment, but the committee doesn't have the means to assist the other children identified as also suffering from a hearing impairment.		X	X		X	The committee arranges for the class teacher to sit the child near the teacher and to identify other students to provide assistance
In the past, the committee has assisted in providing glasses to students who have been visually impaired since birth, but is unable to help other children with poor sight who have recently begun to attend school.		X	X		X	The committee advises the class teacher to sit the child near the blackboard and to be conscious of the need to write legibly and in appropriately large letters.
One particular child was brought to hospital for medical assistance last year to treat an eye problem. However, the doctors said there was no cure. The parents have come to the committee to request assistance again at the beginning of the new school year.		X	X			The committee advises the class teacher to provide clean towels/ cotton wool to attend to the child's eye. The committee also does its best to help advise parents about good hygiene practices in the house to reduce the risk of aggravating the infection.

Contractual agreement of the parents or guardians of a disabled child

This contract is between KAPE and:

Name.....Sex.....Age.....Occupation
Village.....Commune.....District.....Province.....

The terms of the contract state that:

I,..... (father), or I,.....(mother) declare that if KAPE assists my child, named....., sex....., age....., enrolled inschool, in grade..... to go to hospital for an operation, that in the event of any problem arising,we will not make a complaint of any type against KAPE.

I hereby provide my thumbprint as testament to this statement and will take full responsibility for any legal issues arising.

Witness
Signature

Thumbprint of parent or guardian

Representative of KAPE
Signature

Disabled Students Monitoring Form

Cluster:.....

School:.....

Ref.	Name of student	Sex	Age	Grade	School	Please explain the type of disability	Intervention	Requested budget	Other

