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Inclusive Education Community Mobilization Strategy

All Children Learning – Cambodia

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List of Acronyms and Abbreviations

EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
MoEYS	Ministry of Education, Youth and Sport
NGO	nongovernmental organization
USAID	US Agency for International Development

1 Background

The Cambodia Ministry of Education, Youth and Sport (MoEYS) has been working with the US Agency for International Development (USAID) and the Global Partnership for Education to develop a strategy for piloting a national early grade learning program. With the launching of the All Children Reading–Cambodia activity in 2017, USAID/Cambodia made tangible its commitment to helping MoEYS develop the curriculum, materials, and teacher training and ongoing support for the literacy component of the national early grade learning program. In addition, All Children Reading–Cambodia has resources to support implementation of the pilot program in all of Kampong Thom Province. In October of 2018, USAID/Cambodia made available additional resources through the All Children Learning award. These resources were provided to support the MoEYS’s national early grade learning program in an additional province and in the MoEYS special schools, among other activities.

In order to avoid confusion among partners, it was agreed that activities under both awards (USAID’s All Children Reading–Asia and USAID/Cambodia’s All Children Learning) would be known externally as All Children Reading–Cambodia. This is how the project and the combined activities from both funding sources are referred to in this document. However, this document is a contractual deliverable of All Children Learning.

The goal of the MoEYS early grade learning program is to improve the learning outcomes of children in primary schools, including children with disabilities, with a focus on grades 1 and 2. All Children Reading–Cambodia is designed to contribute to this goal by achieving the following results:

- Help the MoEYS develop the tools to improve inclusive, evidence-based early grade literacy instruction.
- Strengthen the partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.
- Support the MoEYS in developing and implementing a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based early grade learning program that is feasible, practical, and scalable.

This inclusive education community mobilization strategy is a complement to the work already being done across these three result areas. The purpose of the strategy is to articulate ways in which the project can use its increasing experience supporting more inclusive early primary education to mobilize a growing group of MoEYS staff, other stakeholders, school-level personnel, and partners and community members as advocates for and supporters of inclusion.

2 Goals and Principals

The All Children Reading project’s inclusive education community mobilization strategy has two overarching goals:

- To mobilize active support from parents and communities, from school and MoEYS staff, from civil society, and from the private sector for the project’s activities, which are designed to support children who have disabilities, and
- To use the work of All Children Reading–Cambodia as the basis for promoting improved understanding, awareness, and attitudes regarding the education of children who have disabilities.

All Children Reading–Cambodia supports more inclusive education in a variety of ways—from ensuring inclusivity in teacher and student materials, to incorporating strategies for greater inclusion in teacher training, to piloting activities to screen for and respond to the needs of students with hearing or visual disabilities, and to supporting sign language education for children who are deaf and who were previously not benefiting from pre-primary or primary education. In so doing the project is uncovering a wealth of information regarding the full range of institutional arrangements, infrastructure, and capacity that is needed to work toward realizing a more inclusive education system.

Therefore, an important outcome of the project’s inclusive education community mobilization strategy is promotion of greater understanding among MoEYS leadership and officials, the development partner and nongovernmental organization (NGO) communities, and the broader public regarding what is required to create inclusive education opportunities in Cambodia. The challenges are myriad and complex; will require collaboration and partnerships among numerous actors, agencies, and institutions; are multisectoral in nature; and can only be overcome in the long term. The work of the project will be to contribute to the knowledge base in Cambodia about how to address some of those challenges and, in so doing, inform the MoEYS and the full complement of stakeholders of how best to improve the inclusiveness of pre-primary and primary education in achievable, realistic increments.

In working to achieve the goals and overarching purpose mentioned above, the community mobilization strategy is guided by a set of principles to which the All Children Reading–Cambodia team is committed.

- First, our work is founded on the principle that children with disabilities have the right to a quality and meaningful education. In many instances, teachers can accommodate students’ needs with minor adjustments and supports. However, some students will need significant additional support to access relevant education. For example, students who are deaf will need opportunities to learn sign language before being able to meaningfully participate in Khmer literacy lessons. The project is committed to exploring approaches that promote meaningful inclusion, not just the physical presence of children with disabilities within schools.
- Second, the objective of the inclusive education community mobilization strategy is to engage educators, MoEYS officials, families, and stakeholders in supporting the education of children with disabilities—whether those children are in school already or not yet in school, and whether those children are identified as having a disability or not.
- Third, the project recognizes the challenges in identifying, at scale in low-income contexts, children with disabilities and the fact that in the short term, many children in school with mild to moderate disabilities might not be identified. Therefore, the project draws on principles of universal design for learning to promote instructional approaches and teacher techniques that are useful to support all children who may be struggling in school, including children with disabilities.
- Fourth, All Children Reading–Cambodia has been piloting additional activities targeted to identify and support children who have visual and auditory disabilities. Accordingly, community mobilization will be primarily in support of those targeted activities. Nevertheless, the project where possible will support communication and mobilization activities that promote the broader objectives of inclusion—for children with any disabilities, as well as for children who face other challenges or barriers to being fully included in early educational opportunities.

- Fifth, the project recognizes that all work concerning the promotion of and mobilization of support for inclusive education is best informed by and accomplished through the active involvement of people with disabilities both individually and through organizations that represent and/or advocate for their interests.
- Sixth, as much as possible, All Children Reading–Cambodia will align its community mobilization strategy with the MoEYS Policy on Inclusive Education and the strategies therein articulated.¹
- Lastly, some of elements of this inclusive education community mobilization strategy overlap in useful ways with the project’s existing technical work, its communications and outreach strategy, and its private sector engagement plan. We will make productive and efficient use of these areas of overlap as indicated in this strategy.

3 Inclusive Education Activities to Date

3.1 Activities

To date, All Children Reading–Cambodia has addressed inclusive education in the following ways:

- The development of all curricular materials—teacher activity guides, student books, and supplemental materials—has incorporated the principles of universal design for learning. Thus, all of the materials are inclusive in content, activities, illustrations, and design (e.g., larger font size, use of color, use of multi-sensory methods, additional practice activities).
- The teacher’s guide and teacher training have included specific reminders and strategies for teachers to ensure the inclusion of students with disabilities in the activities of the literacy lessons.
- All teachers receiving the early grade reading training participate in activities aimed at addressing attitudinal barriers to inclusive education, stressing the value and importance for all children of a supportive environment and teacher.
- In two districts in Kampong Thom (Kampong Svay and Stueng Sen), the project piloted vision and hearing screening during the beginning portion of the 2018–2019 school year for all students enrolled in upper pre-school and grade 1. Students who were identified as having hearing or vision concerns were referred for clinical assessments, after which those who required assistive devices (glasses or hearing aids) were provided them.
- Easy-to-read versions of the materials of the grade 1 supplementary student books were developed. These use large print, wider spacing, additional pictures to support understanding, and extra practice activities to support students with low vision and/or students who are struggling for other reasons. These were provided to students who received glasses or hearing aids to provide additional support.
- In the same two districts, the project worked with a local research firm to identify students with auditory disabilities who were not enrolled in school. A volunteer from each child’s community was recruited and trained to work with each identified child on a daily basis to teach them Cambodian sign language in a “bridge” class—so named as, once school teachers have been trained in sign language, these classes will help guide or bridge the children into school enrollment.

¹ Cambodia Ministry of Education, Youth and Sport (MoEYS). (2018). *Policy on Inclusive Education*. MoEYS.

- Some of the student materials have also been adapted into braille and piloted with students at the special school in Siem Reap. Video versions stories used in lower primary school and upper pre-school, which include both sign language and audio, have also been produced and made available to the special schools. These are being used with the bridge class students mentioned above, as well.
- The project has developed and disseminated a video that explains the national early grade reading program and that explicitly promotes inclusive education through the testimonials of people with disabilities.
- The project has developed and made available sensory stories² for use in pre-school and grade 1 classrooms. These are included in the national early grade reading program package and are also being made available for any organization working in early education. All Children Reading also produced and disseminated a video explaining and promoting the use of sensory stories, highlighting the way in which these can be useful to support students with intellectual disabilities as they access literacy activities.

3.2 Lessons Learned

As indicated in the previous section, the above activities, in addition to promoting the objective of making early education more inclusive, have contributed to significant lessons learned on the part of All Children Reading–Cambodia, our MoEYS colleagues, and other partners and stakeholders. Notable among those lessons learned are the following.

Currently large numbers of students are struggling to learn to read. The 2018 baseline results showed that 71% of students in the last months of grade 1 were unable to read a single word in a simple test. Significant gaps have been identified in the curriculum. Most children, almost certainly including those with disabilities, are failing to reach curriculum standards. In order to address the needs of students with disabilities, teachers must be equipped with an understanding of how children learn to read and with skills to support them in the process. Additional attention to and the use of simple activities to address the needs of students with disabilities during the conduct of pre-literacy and literacy lessons is possible. But helping teachers to attain the level of differentiated instruction that would ensure their teaching is more fully inclusive will require longer-term attention in teacher training and ongoing coaching and support. Instructional change must happen in manageable increments—with the more complex pedagogy associated with fully differentiated and inclusive instruction coming after teachers have a solid foundation in the new teaching techniques that the national program requires. Sensory stories and multi-sensory methods, such as use of Cambodian sign language to link with letters and sounds, have not only proven to be useful for engaging students with disabilities, but also are showing themselves to be useful for engaging all students in fun activities that build language and literacy skills.

While through the screening pilot All Children Reading was able to identify some children with visual and auditory disabilities, important questions arose regarding how accurately and consistently teachers themselves were able to complete screening activities. Disparities were noted between the screening results of teachers who were supervised and assisted during screening and those who carried out the screening on their own. Before any attempt is made to implement screening on a larger than pilot scale, additional investment and investigation are needed to fully comprehend how best to assure more accurate, reliable screening.

² Sensory stories include sensory activities (e.g., things for students to taste, touch, smell, see, listen to) for each page. This method is often used with children with intellectual, developmental, or communication disabilities to provide a way to engage students in literacy activities and develop communication skills. These stories can also be used in inclusive settings with students with and without disabilities, providing students with a range of ways to participate according to their ability and needs.

Children identified during screening as possibly having disabilities were referred for and, with the assistance of the project, did receive clinical evaluations and then glasses or hearing aids as appropriate. However, addressing the needs of these children does not stop there. Additional follow-up is needed (1) to ensure they are regularly and appropriately using their glasses or hearing aids, (2) to enlist their families and teachers in ensuring this, and (3) to continue follow-up clinical re-evaluations as appropriate (for adjustments to the assistive devices as children grow and/or their disabilities evolve). Furthermore, teachers of these children, in addition to helping ensure the children wear their glasses or hearing aids, need to more fully understand what it takes to accommodate the children in their classes. This is a particular challenge to teachers and families—knowing how best to support children who were deaf or who had profound hearing loss and who are now, with a hearing aid, processing auditory input (e.g., spoken language) for the first time.

The volunteers recruited to support the bridge classes have been able to learn enough basic sign language and thus are helping the identified set of children who are deaf begin to learn sign language as well. However, the development of the full language capabilities of those children will require more intensive instruction and even greater support from individuals who are fluent in sign—deaf adults would be the ideal candidates. To expand these interventions—with individual children who are deaf and who are living in different communities—to any appreciable scale will require a huge investment of resources and effort that Cambodia seems neither willing nor able to commit to at this time.

Furthermore, the lack of even a small number of skilled sign language instructors in Cambodia will continue to be a constraint on meeting, on any appreciable scale, the language and other learning needs of children and adults who are deaf. Even the number of deaf adults who are fluent in sign language is limited because of lack of access to appropriate education. In the short term, creative solutions to and partnerships in support of overcoming these challenges will be needed.

We recap some of the lessons learned from All Children Reading–Cambodia from current activities so that the focus of the project’s inclusive education work, and in particular of our inclusive education community mobilization strategy, can be appropriately contextualized, as will be seen in Section 4 below.

4 Ongoing Inclusive Education Activities and Accompanying Community Mobilization Strategies

The project’s inclusive education work continues to focus on facilitating and promoting additional learning regarding the arrangements, institutional capacities, and partnerships needed to fully address the challenges associated with realizing MoEYS and USAID objectives for inclusive education. The project remains committed to promoting broadly the principles of inclusion and to helping change the prevailing perceptions, attitudes, and beliefs in Cambodia regarding the education of people with disabilities. Therefore, our inclusive education community mobilization strategy has the following components:

- Mobilizing the stakeholders needed to support the inclusive education work being directly carried out by the project
- Using the positive stories, experiences, and outcomes resulting from those directly supported activities to inform, motivate, and enlist greater support from the MoEYS and its development and implementing partners, as well as parents, communities, and the broader public

- Continuing to provide practical inclusive education guidance and strategies to teachers in their materials and training, and continuing to ensure that all teacher and student materials are based on universal design for learning principles and thus meet standards for inclusion in their content, examples, and illustrations
- Continuing to evaluate project activities and documenting lessons learned and, most importantly, engaging MoEYS colleagues (at central, provincial, and district levels), as well as development and implementing partners, in reviewing and considering the implications of those lessons for the national early grade learning program rollout strategy and plans
- Sharing learning materials with other partners so they can incorporate them into their programming and become additional implementing partners for the national reading program and inclusive approaches.

How these components align with the inclusive education activities of the project during the remainder of the current and into the next school year (and beyond) is indicated in *Exhibit 1*.

In addition to the community mobilization strategies indicated in Exhibit 1, All Children Reading–Cambodia will continue to identify and proactively create opportunities to contribute to changing the perceptions and attitudes regarding the education of children who have disabilities and the social inclusion of children and adults with disabilities. This is consistent with, and in fact the same work as, what will be done under Objective 1 of the project’s communications and outreach strategy. One result (Result 1.3) under that strategy concerns increasing public awareness of and support for the importance of inclusive education.³ The inclusive education team will work closely with the communications office and Public-Private Partnership and Communications Manager to identify activities to support the achievement of that result. Likewise, the private sector engagement plan (alternatively, the public-private partnership plan), which the project is currently developing, will also offer additional opportunities to promote interest in and advocacy and support for inclusive education among the particular audience of business leaders, companies, and associations of private sector stakeholders. Again, the inclusive education team will contribute to and help implement the strategies and plans that emerge for private sector outreach and engagement.⁴

Most importantly, All Children Reading–Cambodia will continue to incorporate attention to inclusive education in all of our teacher training and development of materials. Our whole approach to early grade learning is designed to better support all students who are struggling to access the curriculum. By drawing on the principles of universal design for learning we will continue to support inclusive education in this manner in both Kampong Thom and in Kampong Speu by making the curriculum instruction more accessible for all learners. All teachers will participate in training activities encouraging them consider how they can adjust their teaching for students with disabilities, they will also receive the teacher’s guide which includes tips to support children with a range of needs. Given the challenges encountered in screening students, and the implications of the lessons learned thus far for what a scalable approach to screening of students may entail, we will focus on making improvements in and alterations to our screening approach only in the original two pilot districts. We will also continue to work with community volunteers to teach sign language whilst negotiating with the MoEYS for the training and deployment of a qualified teacher for those students. Further expansion of screening or of the community-based model for sign language instruction being applied in Kampong Thom pilot districts will await the better

³ Communication and Outreach Strategy: All Children Learning–Cambodia, pg. 3.

⁴ Note that the project’s Communication and Outreach Strategy also has an objective aimed at promoting private sector support and contributions to and advocacy for the MoEYS national early grade learning program, including ensuring that that program is inclusive.

understanding and practical solutions that we look forward to developing. However, while the issue of when and how to screen for specific disabilities is further explored, and how best to address the lack of teachers with skills such as sign language or braille, the project believes that using features of the universal design for learning approach, along with supporting teachers to better meet the needs of all children who are struggling, is crucial for ensuring a more inclusive approach to early grade learning in Cambodia.

Exhibit 1. Inclusive Education Activities and Community Mobilization Strategies

	Inclusive Education Activities	Related Mobilization Strategies
Screening for vision and hearing disabilities	<p>Screening at the beginning of 2019–2020 school year</p> <p>To continue learning about how best to support identification of children who have visual or auditory disabilities, the project will undertake the following activities:</p> <ul style="list-style-type: none">• Use the project inclusive education team to conduct screening in a more limited number of schools in the same two districts in Kampong Thom, as a way to have a more controlled implementation of the screening methodology (and to see if the results differ significantly from the screen done by teachers in 2018).• Remind the remaining schools to carry out screening again, this time on their own, with the project sending out reminder notifications and making the video demonstration of the screening techniques available again.• Identify a small set of school directors (5 to 7) and directors of nearby health facilities willing to try to work in partnership to collaborate on implementing screening. If the school director and health center director can reach agreement on how health workers can carry out the screening activities, the project will provide the tools and training.	<ul style="list-style-type: none">• Target: <i>Parents of students enrolling in pre-school and grade 1</i> Inform and motivate parents to provide permission for screening, to see that their child’s school does offer screening and to support the school in carrying it out. Inform and motivate parents and their children’s schools, if needed, to follow through with clinical referral and any additional follow-up.• Target: <i>School and health center directors who are motivated to pilot health workers’ supporting screening of students</i> Support and encourage school directors to strengthen relationships with health professionals from nearby health facilities available to conduct screening.• Target: <i>Commune Councils</i> Encourage Commune Councils to play a coordinating role to bridge the gap between the school and the health facilities to support the screening.• Target: <i>DPOs</i> Where possible, engage DPOs in the conversation between school and local health facilities to advocate for collaboration with school to conduct screening• Share results of screening with DPOs and enlist their support as advocates for early screening and identification.• Target: <i>MoEYS Staff</i>• Engage MoEYS staff in screening and enlist their support in communicating the importance of reliable data on CWDs.• Document lessons regarding education–health collaboration and feed that into inter-ministerial level discussions, as well as discussion at provincial and district levels if appropriate.

Inclusive Education Activities

Related Mobilization Strategies

Follow-up for students who receive glasses or hearing aids

Students who were or will be referred for glasses or hearing aids

- Responsibility for ensuring students use their assistive devices and for carrying out follow-up clinical re-evaluations and adjustments to devices as needed/required should shift to families, teachers, and school directors.

- **Target:** DAC/CDPO
- Share information with DAC/CDPO about screening with a view to contribute to development of the National Disability Strategic Plan and Disability Law.

- **Target:** Parents, schools, and teachers of students who received glasses or hearing aids

Mobilize parents, school directors, and teachers to take responsibility for their child's use of an assistive device and provide tips to those parents as well as to the schools and teachers for reinforcing use of the assistive devices as required.

Inform parents about the kinds of regular follow-ups that may be needed and offer them strategies to address ad hoc needs (e.g., replacing lost or broken glasses). Promote parent-to-parent communication so that they can support and reinforce each other in ensuring follow-up for their children.

- **Target:** Commune Committee for Women and Children

Mobilize Commune Committees for Women and Children to encourage parents to go for referral and follow-up visits when needed.

Action research on inclusive instruction

Instructional supports for children with disabilities

Work with selected, motivated teachers on an action research project to pilot and refine a simple set of tips and techniques for accommodating students with disabilities (including those with unidentified or undiagnosed needs) and for addressing the needs of any students who are struggling in class.

- **Target:** Teachers who are particularly interested in and motivated to learn more about how best to support inclusive education

Maintain ongoing communication and engagement with the selected teachers, including gathering their feedback and input from the classrooms to feed into designing a set of practical tips for more inclusive classrooms.

- **Target:** MoEYS staff
-

Inclusive Education Activities

Related Mobilization Strategies

Disseminate learning from this work and explore possibilities to add additional professional development opportunities to the national early grade learning package and/or other teacher professional development structures.

- **Target: DPOs**

Where possible, enlist DPOs to support teachers interested in action research, in helping disseminate the learnings from that research, and in promoting MoEYS attention to inclusion in the plans for national rollout of the early grade learning program

Bridge classes

Continued support to the existing cohort of 13 students

This cohort will have completed the first round of bridge classes. The objective for the 2019–2020 school year will be to continue supporting their sign language learning, while also supporting their inclusion in a regular pre-school classroom for at least part of the day. Or, if possible, for students in the bridge class to start to attend a new integrated class.⁵

- Have volunteer facilitators support the pre-school teacher and student while the student is in class.
- Continue to support volunteer facilitators to improve their signing ability (i.e., offering intensive sign language training during the school break).
- Periodically bring the students together for opportunities for peer-to-peer communication and socialization.
- Periodically bring together parents of the bridge class students for sign language instruction and peer-to-peer encouragement.
- Work with MoEYS and the POE to advocate for, facilitate and support the identification and deployment of a teacher who can be trained to teach an integrated class

- **Target: Pre-school teachers of bridge class students**

Help the concerned pre-school teachers understand the needs of students who are deaf and what things teachers can do to help accommodate those children in their classes.

Facilitate the development of supportive relationships between bridge class facilitators and the concerned pre-school teachers.

- **Target: Parents/families of bridge class students**

Inform, encourage, motivate, and support parents/family members to learn sign language and facilitate opportunities for those family members to meet, learn together, and coalesce as a support network for each other.

Inform and encourage families to help their child travel to meet and learn with the other children who are deaf and enrolled in the bridge classes.

- **Target: Deaf people in the local community**

Work to explore possibilities for engaging local deaf people in bridge class activities, e.g. in the sign language lessons with parents.

⁵ In the Cambodian context, an integrated class is a special education classroom located in a mainstream school.

Inclusive Education Activities

Related Mobilization Strategies

		<ul style="list-style-type: none">• Target: Families, volunteer facilitators, school staff, and teachers of bridge class students, DPOs <p>Continue to reinforce knowledge of and adherence to sound child protection policies.</p> <ul style="list-style-type: none">• Target: MoEYS, provincial/district and school level education staff <p>Advocate for and facilitate discussions around the identification and training of an integrated class teacher.</p>
Additional support in communities with bridge classes	Sign language instruction for family members of deaf children, deaf children, and bridge facilitators in pilot communities <ul style="list-style-type: none">• As an adjunct to the bridge classes that will continue to be offered to the children identified in Kampong Svay and Stueng Sen, the project aims to put in place a working relationship with the Deaf Development Program so that people who are deaf and have graduated from the program can serve as intern instructors to provide sign language learning to the family members of the deaf children, deaf children, and bridge facilitators.	<ul style="list-style-type: none">• Target: Pilot communities within the districts of Kampong Svay and Stueng Sen <p>Raise awareness within those communities regarding the importance of fluent sign language as a means for expanding capability and job opportunities, as well as social inclusion of people who are deaf, and of engaging those communities in supporting the education and social acceptance of community members who are deaf.</p> <ul style="list-style-type: none">• Target: People who are deaf from the Deaf Development Program <p>Inform and encourage deaf associates of the Deaf Development Program to seek internship opportunities and support those who are willing to participate, with the intention of providing deaf role models who are fluent in sign language.</p>
Inclusive teacher and student materials	Revisions to grade 1 and development of grade 2 materials <ul style="list-style-type: none">• Continue to use the principles of universal design to ensure the appropriate inclusivity of the content, examples, and illustrations used in all materials.	<ul style="list-style-type: none">• Target: MoEYS and NGO staff <p>Continue to reinforce the understanding of and ability to apply the principles of universal design for learning among these colleagues.</p>
Adapted versions of materials for	Easy-to-read, braille, and video versions of grade 1 instructional materials	

Inclusive Education Activities

Related Mobilization Strategies

students and for bridge classes

- Continue to work with the appropriate partners to develop and make available adapted materials in braille.
- Develop easy-to-read versions of instructional materials that can be used with students with low vision or students who are struggling for other or unidentified reasons.
- As additional books are developed, continue to work with the appropriate partners to develop the video versions with sign language for deaf students and audio for students who are blind or with other barriers to learning.

- **Target:** *NGOs and staff of schools serving (and families of) children who have visual and auditory disabilities*

Inform the target audiences about the adapted versions of materials that are available and facilitate their accessing those materials.

Identify NGOs interested in expanding their work to include creating learning opportunities for children with disabilities.

Use of the national early grade reading program in special schools

Teacher guides and training for special schools

- Collaborate with the MoEYS, National Institute for Special Education, and the directors and staff of the special schools to ensure the adoption and use of the national early grade reading program materials in special schools. All Children Reading has agreed with the above that we should prioritize adapting materials for blind education and upper pre-school teacher materials for deaf education.

- **Target:** *Staff of special schools*

Demonstrate the improvements to and benefits of the new reading program approach and materials.

- **Target:** *Parents of students enrolled in special schools*

Demonstrate the improvement and benefits of the new reading program to these parents and families and encourage them to work with the special schools to ensure that the adapted versions of materials are available and being used in these schools.

- **Target:** *DPOs/People with disabilities*

Explore possibilities for people with disabilities to be involved in, or contribute to teacher training

Adapted EGRA

Continue to develop and pilot use of adapted versions of EGRA

- Continue to support and build the capacity of the MoEYS to develop and make use of adapted versions of EGRA for children who are blind or deaf.
- Pilot and evaluate the adapted EGRA instruments and work to ensure that they can continue to be used to evaluate learning outcomes in the early grades in the MoEYS special schools.

- **Target:** *MoEYS staff, National Institute for Special Education staff, special school staff, families of children who are deaf or blind*

Promote the importance of adapted assessments so that the learning progress of children who are deaf or blind can be more reliably monitored; use the results of the assessments to motivate stakeholders to better address literacy acquisition among these students.

Inclusive Education Activities

Related Mobilization Strategies

- **Target: DPOs**

Consult with DPOs and/or people with disabilities on the adaptation of EGRA for use with children who are blind or deaf. And enlist those organizations in promoting the reporting of learning outcomes disaggregated to show performance of children with disabilities.

5 Operationalizing the Inclusive Education Community Mobilization Strategy

Operationally, carrying out the inclusive education community mobilization strategy will be the responsibility of the project’s inclusive education team in close collaboration with the MoEYS Special Education Department and relevant provincial and district education staff. They will be supported by the All Children Reading–Cambodia private sector engagement and communications team. Close coordination among those teams will be required to ensure that the core of the strategy—using the experience of the project’s work directly supporting inclusive education (as described in this report) to leverage greater awareness of the importance of, commitment to, and engagement in supporting inclusive education.

The inclusive education team (both in Phnom Penh and in Kampong Thom) will maintain and be primarily concerned with managing the implementation of the activities under its purview. Therefore, the private sector engagement and communications team will need to ensure that the mobilization strategies outlined in this report are carried out (with information, examples, stories, and other content they glean from the work of the inclusive education team).