

Reflecting Upon All Children Reading (ACR)- Cambodia's Inclusive Education Legacy

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All Children Reading–Cambodia



ALL CHILDREN READING–CAMBODIA

A USAID-FUNDED PROJECT WORKING WITH THE MINISTRY OF EDUCATION YOUTH AND SPORT TO ENSURE CHILDREN IN THE EARLY GRADES DEVELOP STRONG KHMER LANGUAGE SKILLS



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All Children Reading–Cambodia supports
Komar Rien Komar Cheh,
the national early grades learning program of the MoEYS

Context of Cambodia

- Cambodia is struggling with persistent school drop-out rates, weak school attendance, poor learning outcomes in many schools, and in trying to understand how to deal with students who present with a challenging range of behaviours and disabilities. ***From exclusion to inclusion MoEYS Report 2021***
- The net enrolment rate reached 98%, and the completion rate was 83%. To improve the quality of education, MoEYS needs to strengthen early grade reading and mathematics. ***ESP 2019-2023.***
- There are five special schools in Cambodia run by NGO until 2018

Overview of ACR-Cambodia

What is ACR–Cambodia?

- The United States Agency for International Development (USAID) launched the All Children Reading–Cambodia project in 2017 to help improve the early grade reading (EGR) skills of children in Cambodia.
- It supported the development and piloting of the Khmer language component of a national early grade learning (EGL) program.
- ARC-Cambodia was managed by RTI International and implemented in September 2018 to December 2021.

ACR-C overall goal and objective



- Goal: to increase the learning outcomes of EGL of primary students with and without disabilities.
- Objective: to improve EGL instruction.

Key activities supported by ACR-C on Inclusive Education and Education for Children with Disabilities



- Inclusive Education (IE) Support.
- Special Education Support for the special schoolteachers.
- Piloting Bridge Program for children who are deaf or hard of hearing (DHH).

Inclusive Education (IE) Support

Why provided IE support?

- Teachers were not sufficiently trained on disability awareness, IE teaching methods, nor approaches to managing mixed-abilities classroom.
- Teachers were lacking skills and resources to teach IE classes.
- Teachers were lacking knowledge and skills to identify children with disabilities and follow up with referrals.

ACR-C support for mainstream classes and schools?

- Teachers' guides for EGR in Khmer were embedded with “inclusion tips” to guide teachers to support all students.
- Teacher training included a session on introduction to inclusive education
- Developed Students' Supplementary Books (SSB) – “Easy to Read” for low vision and struggling learners for grade 1&2.



***The above-mentioned ACR-C teacher training and TLM became the National EGR package and is now being trained and resources in 21/25 provinces in Cambodia.**

Students' Supplementary Books (SSB)

**Note – in 2021 these SSB were printed and delivered to every G1 & G2 students in Cambodia*



IE Support for teachers teaching in mainstream classes

- Coordinated with MoEYS and NGOs and developed screening tools identifying children having low vision and hard of hearing.
- Trained teachers and supported screening to identify children with disabilities.
- Developed Referral Protocol for referring children with disabilities.



Special Education Support

Why provided the special education support?

- Pre-service teacher training on IE is inadequate and there is no special education teacher training institute (<2018), only 20/year with NISE after then.
- IN-SET training program are not comprehensively developed nor effectively implemented. ***NISE SP 2019-2023***
- Teachers' competency on teaching children, who are deaf or blind, are still limited. ***NISE SP 2019-2023***
- Teachers are lacking teaching and learning materials to teach special classes.

Special Education Support for children who are blind / deaf or hard of hearing.

- Developed teacher's guide for Braille EGR (G1) education,
- Developed Student Support Books in Braille
- Developed stories in Braille
- Developed teacher guide for CSL educational games and storytelling,
- Sign language instructional videos
- Trained teachers in the use of all above TLM.



Developed EGRA assessment tools

ACR–Cambodia has collaborated with the MoEYS to adapt and pilot assessments to measure proficiency in Cambodian Sign Language (CSL) and braille.

Why EGRA assessments for children who blind and deaf or hard hearing?

- To create an instrument that would allow researchers/teachers to assess the literacy skills of deaf or hard of hearing, or blind, students as a measure of impact for new teaching and learning materials and teaching approaches (summative assessment for baseline and endline use).
- To create a useful instrument that teachers can easily use to assess their grades 1-3 students' performance levels and gaps in learning (formative assessment);

Pilot Bridge Program

Why Bridge Program?

- Provide tutoring activities to children who are deaf or hard of hearing (DHH) who have never attended any formal schooling.
- Provide a schooling environment with other children from their communities.
- Help children who are DHH to bridge their learning gaps by teaching them with CSL and pre-school activities, that will enable them to enter formal schooling and begin their journey along a learning pathway.

How Bridge Program was implemented?

Trained volunteers on sign language, teaching methods, and producing teaching materials.

Opened bridge classes and integrated classes in community.

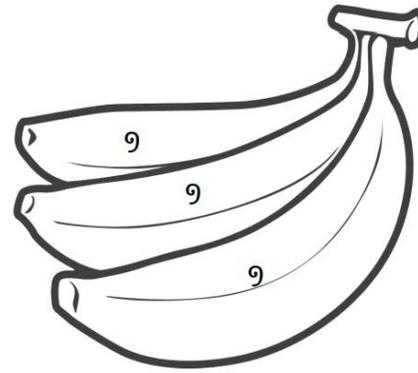
Provided online teaching during COVID-19 during school closures.

Instructed parents on basic sign language.

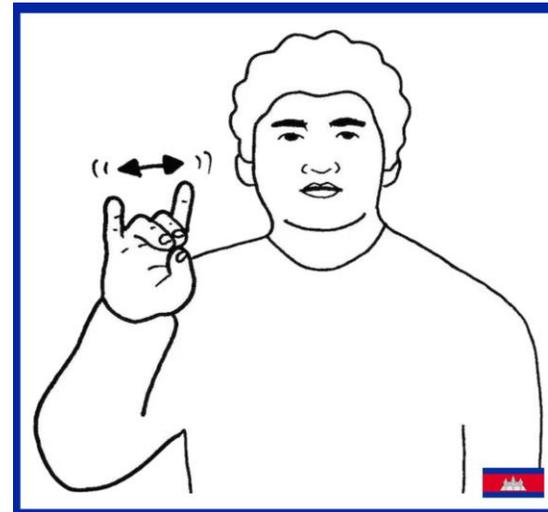


Bridge Program

- Developed and produced CSL flashcards, picture cards and CSL vocabulary videos.
- Produced pattern and sensory stories for children learning at home.



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Online Bridge Classes



Parents supported their children learning in online classes



Children from Bridge Program transferred to learn at special/mainstream schools.

When ACR-C was concluded in December 2021, the DHH were transferred to learn at special school and mainstream schools.

- 80% of the children transferred to learn at special schools
- 20% of the children transferred to learn in mainstream schools.

Reports from the 2022 school year:

Special School teachers and directors report former bridge class students have accelerated learning than their peers.

Parents say they are happy their children are learning in a safe and inclusive environment.



What IPEA is doing to learn and build from MCSIE and ACR-Cambodia

- In collaboration with MoEYS, create an in-service IE training, for early grade teachers that is designed as a face-to-face training with trainer guide, with greater focus on UDL and class management techniques.
- Rollout UDL teacher training via video series- practical tips for teacher in good UDL practice and principles.
- Develop TLMs for special schools, with particular focus on students who are deaf.
- Train teachers at special schools about CSL-supported TLMs, class management and UDL.
- Add UDL and IE principles into further TLM and training for Grade 3 EGR.

Thank you for your attention

Q&A

Form more information, please contact - ksean@rti.org