

# Contents

Acknowledgements		5
Abbreviations list		6
Cambodia case study		7
<b>The teacher training guide</b>		<b>9</b>
Preface – using this training guide		10
Introduction		11
Module 1 Defining special needs	<i>3 hours</i>	13
Unit 1: Case studies of children with special needs		13
<ul style="list-style-type: none"> <li>• Brainstorm “who are children with special needs</li> <li>• Case studies of children with special needs; child with learning disability; child from ethnic minority; girl from poor family; child with physical disability</li> </ul>		
Unit 2: Reflecting on experience of children with special needs		18
<ul style="list-style-type: none"> <li>• The factors that cause children to experience difficulties in learning</li> <li>• Helping children with special needs (1)</li> <li>• Helping children with special needs (2)</li> <li>• Consolidation</li> </ul>		
Module 2 Disability awareness	<i>3 hours</i>	24
Unit 1: What is disability?		24
<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Definitions of disability</li> <li>• Understanding disability: social v. medical models</li> </ul>		
Unit 2: Attitudes towards disability in Cambodia		29
<ul style="list-style-type: none"> <li>• Case study and group discussion</li> <li>• Role plays: seeing difficulties; learning difficulties; mobility/movement difficulties</li> <li>• Causes and types of disability</li> </ul>		

---

<b>Module 3</b>	<b>Education for children with special needs</b>	<b>3 hours</b>	<b>44</b>
Unit 1: Education for children with special needs			44
	<ul style="list-style-type: none"><li>• Brainstorm the rights of children</li><li>• The right to education for disabled children</li><li>• The importance of education for children with special needs</li><li>• Reasons why children with disabilities don't go to school in Cambodia</li></ul>		
Unit 3: Inclusive education			51
	<ul style="list-style-type: none"><li>• The child is not the problem</li><li>• What is inclusive education?</li><li>• Discussion</li></ul>		
<hr/>			
<b>Module 4</b>	<b>Responding to diversity</b>	<b>7 hours</b>	<b>59</b>
Unit 1: Responding to diversity: eight golden rules			59
	<ul style="list-style-type: none"><li>• Introduction</li></ul>		
Unit 2: Good communication			60
	<ul style="list-style-type: none"><li>• What is communication</li><li>• How we communicate</li><li>• Clear, effective communication</li><li>• Review</li></ul>		
Unit 3: Classrooms			65
	<ul style="list-style-type: none"><li>• Effective classrooms</li><li>• Thinking about your classroom</li></ul>		
Unit 4: Individual education plans			67
	<ul style="list-style-type: none"><li>• What is an individual education plan?</li><li>• Looking at an IEP</li><li>• Working on an IEP (1)</li><li>• Consolidation – working on an IEP (2)</li></ul>		
Unit 5: Assistive aids			75
	<ul style="list-style-type: none"><li>• What is an assistive device</li><li>• Looking at assistive aids</li></ul>		
Unit 6: Lesson planning			79
Unit 7: Individual help			81
	<ul style="list-style-type: none"><li>• Monitoring</li><li>• Individual help</li></ul>		

---

<b>Unit 8: Managing behaviour</b>		<b>85</b>
<ul style="list-style-type: none"><li>• Reflecting on experience</li><li>• Reasons for bad behaviour</li><li>• Analysing the causes of bad behaviour</li><li>• Managing bad behaviour</li></ul>		
<b>Unit 9: Including all children</b>		<b>92</b>
<ul style="list-style-type: none"><li>• Reflection</li><li>• Ideas for including all children</li></ul>		

---

<b>Module 5 Teaching basic skills to children with special needs</b>	<b>6 hours</b>	<b>94</b>
<b>Unit 1: The importance of talk</b>		<b>94</b>
<ul style="list-style-type: none"><li>• Warm up</li><li>• The importance of talk in the classroom</li><li>• Ways to promote talk in the classroom</li><li>• Helping children who have difficulty talking</li></ul>		
<b>Unit 2: Teaching reading</b>		<b>101</b>
<ul style="list-style-type: none"><li>• Reflection</li><li>• Learning to read and understand what you read</li><li>• Techniques for successful reading</li><li>• Consolidation</li></ul>		
<b>Unit 3: Teaching writing</b>		<b>107</b>
<ul style="list-style-type: none"><li>• The components of writing</li><li>• Ways to help difficulties with spelling</li><li>• Helping children with their handwriting</li><li>• Helping children with expressive writing</li></ul>		
<b>Unit 4: Teaching maths</b>		<b>118</b>
<ul style="list-style-type: none"><li>• Difficulties in maths</li><li>• Why children have difficulties in maths</li><li>• Helping children with special needs in maths</li><li>• Consolidation</li></ul>		

---

<b>Module 6 Advice for teaching children with disabilities in the classroom</b>	<b>2 hours</b>	<b>124</b>
<ul style="list-style-type: none"><li>• Case studies for analysis and discussion: mobility difficulties; hearing difficulties; seeing difficulties; learning difficulties; behaviour difficulties</li><li>• Feedback</li><li>• Consolidation</li></ul>		

---

---

Conclusion and review	<i>2 hours</i>	134
• Review		
• Individual reflection and conclusion		
• Supporting each other (school action plans)		

---

Ideas for warm up activities	138
------------------------------	-----

---

<b>Additional information</b>	<b>143</b>
-------------------------------	------------

Report of a baseline survey, Cambodia

## Acknowledgements

In creating this resource we drew heavily on training materials produced by the following organisations:

UNESCO (in particular the Teacher Education Resource Pack: Special Needs in the Classroom)

Spastics Society of Tamil Nadu (India)

Voluntary Service Overseas

Kampuchean Action for Primary Education.

We would also like to thank the Enabling Education Network (EENET) for redesigning this pack and making it available to a wider audience.

# Abbreviations and acronyms

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CDPO</b>	Cambodian Disabled People's Organisation
<b>CRC</b>	Convention on the Rights of the Child
<b>DAC</b>	Disability Action Council
<b>DEO</b>	District Education Office
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>IE</b>	inclusive education
<b>MoEYS</b>	Ministry of Education, Youth and Sports
<b>MOSALVY</b>	Ministry of Social Affairs / Veterans International
<b>NGO</b>	non-government organisation
<b>PEO</b>	Provincial Education Office
<b>PIT</b>	Provincial Implementation Team
<b>UN SREOPD</b>	UN Standard Rules on the Equalization of Opportunities for People with Disabilities (1993)
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children Fund
<b>UNICEF CNSP</b>	United Nations Children Fund and Children In Need of Special Protection

## Cambodia case study

### **A holistic approach to meeting the needs of children with disabilities: partnership between ministries and NGOs**

In Cambodia we believe that disabled children may need support to come to school, but they also need help in school to make sure that they are fully included and are receiving an education that is appropriate to their needs.

We have been piloting an inclusive education programme. The first pilot programme was based in a cluster of nine primary schools in a rural area. The Provincial Implementation Team (PIT) implements the programme. The PIT brings together representatives from two government ministries (Education and Social Affairs) and a representative of an NGO working in disability. Each PIT brings together the skills of many people so that the child's educational, social welfare and rehabilitation needs can be addressed.

Each PIT contains three Ministry of Education staff. There is a representative from the Provincial Education Office, a representative of the District Education Office and the head of the School Cluster. These Ministry of Education members are responsible for helping the schools to meet the educational needs of the children with disabilities. They give teachers advice about where is the best place to seat the disabled child in class. They observe lessons and help the teachers to adapt their teaching style in simple ways to help the disabled children in their classes. For example, if a teacher has a child with a visual impairment in his or her class, then the PIT might advise the teacher to sit the child at the front, to read aloud what he writes on the board and to ask other children to help the visually impaired child by reading the textbook aloud or describing diagrams and pictures.

The representatives from the Ministry of Social Affairs and the disability NGO are responsible for a child's social welfare and rehabilitation needs. They identify the disabled children in the schools and assess their needs. The NGO representative will ask his NGO to help a child to get a wheelchair, prosthetic and orthotic devices. Some children with mobility difficulties are given bicycles to help them come to school. If the child has a problem that the NGO representative cannot help directly, then he will refer the child to another NGO which specialises in that area, for example for eye testing and glasses or for corrective surgery.

The PIT visits each school about every six weeks to check on the children's progress and sort out any problems. The PIT also visits the families of the disabled children at school to check if there are any problems.

The PIT also tries to identify children with disabilities who are not going to school. They visit the families to ask the parents why their child is not in school and try to encourage them to send the child to school next year.

The PIT also organises awareness raising events to promote the importance of education. They link with local festivals. In one school last year the community decided to have a festival to raise money to support disabled children to go to school.

The PIT combines the skills of local people with provincial administrators. They know what the local issues are and they try to find local solutions to problems. The representatives from the Provincial Ministries of Education and Social Affairs make sure that the activities of the PIT fit in with mainstream government planning. For example, the Provincial Education Office often receives copies of new teaching materials produced by the Ministry of Education and NGOs and UNICEF. The PIT representative from the Provincial Education Office makes sure that all of the schools in the cluster get copies of these materials if they are relevant.

The members of the PIT receive a small amount of financial support to cover travel, their additional work and communications and materials. Currently it costs about \$120 per month to support inclusive education in the nine schools in the cluster.

From August 2002 the inclusive education programme will be expanded to a further six school clusters in five provinces. The DAC, with the support of UNICEF, will be assisting the Ministry of Education and four NGOs working in the field of disability to implement these new pilot programmes.