



Kingdom of Cambodia  
Nation Religion King  
្រ្រ្រ \* ្រ្រ្រ

Ministry of Education,  
Youth and Sport

# MANUAL FOR IMPLEMENTING IDENTIFICATION AND REFERRAL SYSTEM FOR CHILDREN WITH DISABILITIES



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គាំទ្រដោយអង្គការស៊ីអិលស  
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ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ២២២ អយក. ពណន

សេចក្តីណែនាំ  
ស្តីពី

**ការអនុវត្តប្រព័ន្ធគំណត់អត្តសញ្ញាណ និងសេវាបញ្ជូនកុមារពិការ**

កន្លងមកក្រសួងអប់រំ យុវជន និងកីឡាសង្កេតឃើញថា ការអប់រំកុមារពិការនៅថ្នាក់ក្រោម ជាតិបានអនុវត្តល្អប្រសើរ ប៉ុន្តែនៅមានចំណុចខ្វះខាតមួយចំនួនដោយមិនទាន់អនុវត្តឱ្យបាន ពេញលេញនៅឡើយ។ ដើម្បីជំរុញការអប់រំកុមារពិការឱ្យកាន់តែមានប្រសិទ្ធភាព ឆ្លើយតបទៅ នឹងស្មារតីនៃវេទិកាពិភពលោក ស្តីពីការអប់រំសម្រាប់ទាំងអស់គ្នា គោលនយោបាយស្តីពីសាលា កុមារមេត្រីកម្រិតអប់រំមូលដ្ឋាន ផែនការយុទ្ធសាស្ត្រវិស័យអប់រំនិងច្បាប់ស្តីពីការអប់រំ សំដៅផ្តល់ ឱកាស និងជួយកុមារពិការទាំងក្នុងនិងក្រៅសាលា ឱ្យទទួលបានការអប់រំប្រកបដោយសមធម៌ ក្រសួងអប់រំ យុវជន និងកីឡា សូមធ្វើការណែនាំដូចខាងក្រោម៖

៤. អំពីក្រុមការងារសកម្មភាពកុមារពិការ

មន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្ត ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ និងសាលារៀនត្រូវបង្កើតក្រុមការងារសកម្មភាពកុមារពិការតាមឋានានុក្រមដូចខាងក្រោម៖

- ១. ក្រុមការងារសកម្មភាពកុមារពិការថ្នាក់មន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្ត
  - ក. អំពីសមាសភាព
 

|   |           |
|---|-----------|
| - ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្ត              | ប្រធាន    |
| - អនុប្រធានមន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្តទទួលបន្ទុក | អនុប្រធាន |
| - ប្រធានការិយាល័យបឋមសិក្សា                                  | សមាជិក    |
| - ប្រធានការិយាល័យមធ្យមសិក្សាចំណេះទូទៅ                       | សមាជិក    |
| - មន្ត្រីជំនាញអប់រំកុមារតូច                                 | សមាជិក    |
| - តំណាងសាលាគរុកោសល្យ និងវិក្រិតការ (បើមាន)                  | សមាជិក    |
| - តំណាងដៃគូអភិវឌ្ឍន៍ពាក់ព័ន្ធ                               | សមាជិក    |
| - តំណាងអ្នកពាក់ព័ន្ធ  | សមាជិក    |

ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាភាពជាតិ ខេត្តត្រូវកំណត់សមាសភាពជាក់ស្តែងរបស់ ក្រុមការងារនេះ។

**ខ. អំពីភារកិច្ច**

- កំណត់អត្តសញ្ញាណពិការភាព និងសេវាបញ្ជូនកុមារពិការនៅតាមសាលារៀន
- ជំរុញសកម្មភាពការងារអប់រំកុមារពិការថ្នាក់ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ និងសាលារៀនឱ្យមានដំណើរការល្អ
- ពិនិត្យឡើងវិញ និងធ្វើបច្ចុប្បន្នភាពលើផែនការ និងអនុម័តផែនការអប់រំកុមារពិការ
- ផ្សព្វផ្សាយឯកសារជំនួយសម្រាប់ការអនុវត្តប្រព័ន្ធកំណត់អត្តសញ្ញាណ និងសេវាបញ្ជូន កុមារពិការ និងគោលការណ៍ណែនាំពាក់ព័ន្ធនឹងការអប់រំកុមារពិការ
- សហការលើការងាររដ្ឋបាល បច្ចេកទេសជាមួយថ្នាក់រាជធានី ខេត្ត និងសម្របសម្រួល ជាមួយមន្ទីរ ឬដៃគូអភិវឌ្ឍន៍ពាក់ព័ន្ធ
- ពិនិត្យតាមដាន និងវាយតម្លៃការអនុវត្តការងារអប់រំកុមារពិការ
- រៀបចំរបាយការណ៍លើការងារអប់រំកុមារពិការទៅថ្នាក់ជាតិ។

២. ក្រុមការងារសកម្មភាពកុមារពិការថ្នាក់ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ

**ក. អំពីសមាសភាព**

- ប្រធានការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ ប្រធាន
- អនុប្រធានការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ អនុប្រធាន
- មន្ត្រីជំនាញផ្នែកអប់រំពិសេស/អប់រំកុមារពិការ សមាជិក
- ប្រធានកម្រងសាលារៀន សមាជិក
- តំណាងដៃគូអភិវឌ្ឍន៍ពាក់ព័ន្ធ សមាជិក
- តំណាងអ្នកពាក់ព័ន្ធ សមាជិក

ប្រធានការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌត្រូវកំណត់សមាសភាពជាក់ ស្តែងរបស់ក្រុមការងារនេះ។

**ខ. អំពីភារកិច្ច**

- កំណត់អត្តសញ្ញាណពិការភាព និងសេវាបញ្ជូនកុមារពិការនៅតាមសាលារៀន
- ជំរុញការពិនិត្យសុខភាព និងគាំទ្រសកម្មភាពសិក្សារបស់កុមារពិការនៅតាមសាលារៀន
- ផ្សព្វផ្សាយឯកសារជំនួយសម្រាប់ការអនុវត្តប្រព័ន្ធកំណត់អត្តសញ្ញាណ និងសេវាបញ្ជូន កុមារពិការ និងគោលការណ៍ណែនាំពាក់ព័ន្ធនឹងការអប់រំកុមារពិការ
- សម្របសម្រួលការងាររដ្ឋបាល បច្ចេកទេស និងរៀបចំផែនការ ពិនិត្យតាមដាននិងវាយ តម្លៃការអនុវត្តការងារអប់រំកុមារពិការ
- ធ្វើរបាយការណ៍ និងបូកសរុបលទ្ធផលការងារ។

៣. ក្រុមការងារសកម្មភាពកុមារពិការថ្នាក់សាលារៀន

**ក. អំពីសមាសភាព**



- នាយក ឬនាយិកា ប្រធាន
- នាយករង ឬនាយិការង អនុប្រធាន
- ប្រធានក្រុមបច្ចេកទេស សមាជិក
- តំណាងគណៈកម្មការទទួលបន្ទុកកិច្ចការស្ត្រី និងកុមារឃុំ សង្កាត់ សមាជិក
- តំណាងដៃគូអភិវឌ្ឍន៍ពាក់ព័ន្ធ សមាជិក
- តំណាងគណៈកម្មការទ្រទ្រង់សាលារៀន សមាជិក
- ប្រធានក្រុមប្រឹក្សាកុមារ សមាជិក
- ជនបង្គោលឃុំ សង្កាត់ស្តារលទ្ធភាពពលកម្មតាមសហគមន៍ សមាជិក
- តំណាងអ្នកពាក់ព័ន្ធ សមាជិក

នាយក ឬនាយិកាសាលាត្រូវកំណត់សមាសភាពជាក់ស្តែងរបស់ក្រុមការងារនេះ។

**ខ. អំពីភារកិច្ច**

- កំណត់អត្តសញ្ញាណពិការភាព និងសេវាបញ្ជូនកុមារពិការនៅតាមសាលារៀនមុនពេលចូលរៀន
- ផ្សព្វផ្សាយព័ត៌មាន និងលិខិតបទដ្ឋានគតិយុត្តិផ្សេងៗពាក់ព័ន្ធការងារអប់រំកុមារពិការ
- ប្រមូលព័ត៌មានពីកុមារពិការ និងតម្រូវការការគាំទ្ររបស់កុមារពិការ
- រៀបចំផែនការអភិវឌ្ឍសាលារៀនដោយបញ្ចូលសកម្មភាពអប់រំបញ្ចូលគ្នា
- ជំរុញសកម្មភាពជួយគាំទ្រកុមារពិការ និងកម្មវិធីអប់រំបញ្ចូលគ្នាសម្រាប់កុមារពិការទៅក្នុងផែនការអភិវឌ្ឍន៍ឃុំ សង្កាត់ និងកម្មវិធីវិនិយោគឃុំ សង្កាត់
- គ្រប់គ្រង និងពិនិត្យតាមដានការបង្រៀននិងរៀន ការអប់រំបញ្ចូលគ្នាសម្រាប់កុមារពិការ
- អនុវត្តការងាររដ្ឋបាលបច្ចេកទេសនិងផែនការជាមួយគ្រួសារសហគមន៍ និងផ្នែកពាក់ព័ន្ធនានា
- ទំនាក់ទំនងជាមួយអាជ្ញាធរមូលដ្ឋាន បុគ្គលិកមណ្ឌលសុខភាព គ្រួសារកុមារពិការដល់ផ្ទះ ដៃគូអភិវឌ្ឍន៍ និងសប្បុរសជន ដើម្បីប្រមូលថវិកាអនុវត្តគម្រោង
- ធ្វើរបាយការណ៍ និងបូកសរុបលទ្ធផល។

**II. អំពីវគ្គបំប៉ន**

ក្រុមការងារសកម្មភាពកុមារពិការនៅថ្នាក់មន្ទីរអប់រំ យុវជន និងកីឡាត្រូវសហការជាមួយក្រុមការងារសកម្មភាពកុមារពិការនៅថ្នាក់ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ ដើម្បីរៀបចំវគ្គបំប៉នស្តីពីឯកសារពាក់ព័ន្ធនឹងការអប់រំកុមារពិការ និងឯកសារជំនួយស្មារតីសម្រាប់កំណត់អត្តសញ្ញាណ និងសេវាបញ្ជូនកុមារពិការ ដល់ក្រុមការងារនៅតាមសាលារៀន។

**III. អំពីការរៀបចំសកម្មភាពអប់រំផ្សព្វផ្សាយនៅតាមសហគមន៍**

១. ក្រុមការងារថ្នាក់មន្ទីរអប់រំ យុវជននិងកីឡាភពជនី ខេត្ត ក្រុមការងារថ្នាក់ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ ក្រុមការងារថ្នាក់សាលារៀន អង្គការដៃគូពាក់ព័ន្ធនឹងពិការភាព និងអ្នកពាក់ព័ន្ធត្រូវសហការរៀបចំសកម្មភាពអប់រំផ្សព្វផ្សាយនៅតាមសហគមន៍។

**២. ការជ្រើសរើសទីកន្លែង និងពេលវេលា**

- ទីកន្លែងគួរធ្វើនៅតាមសាលារៀន ឬវគ្គអារាម

- ពេលវេលាគួរជ្រើសរើសយកពេលវេលាដែលប្រជាជនទំនេរពីការងារដូចជាវិស្សមកាលតូចដោយធ្វើការផ្សព្វផ្សាយតែមួយព្រឹក ឬមួយរសៀល ឬក្នុងទិវាកុមារអន្តរជាតិ០១មិថុនា ឬទិវាជនពិការ ០៣ធ្នូ ឬតាមការដាក់ស្តែងនៃការអនុវត្តគម្រោង។

**៣. នាយក ឬនាយិកាសាលាត្រូវរៀបចំគម្រោងសកម្មភាពផ្សព្វផ្សាយដល់សហគមន៍ និងផ្ញើគម្រោងសកម្មភាពនេះទៅតាមឋានានុក្រម។**

ការធ្វើគម្រោង និងការរៀបចំសម្ភារសម្រាប់ផ្សព្វផ្សាយមានដូចខាងក្រោម៖

- រៀបចំគម្រោងផ្សព្វផ្សាយ
- រៀបចំផ្ទាំងរូបភាព បញ្ជាំងទស្សនីយភាពខ្លីៗ ឬបង្ហាញពីសៀវភៅត្រួត
- សម្តែងសិល្បៈដោយសិល្បករ និងសិល្បការិនីពិការ
- រៀបចំសំណួរ ចម្លើយ និងល្បែងផ្សេងៗទៀត
- អាហារសម្រន់ LCD Projector ឧគ្រឿងសនសីព្វ Laptop ម៉ាស៊ីនភ្លើង ផ្ទាំងសំពត់ ក្រដាសផ្ទាំងធំ...
- រង្វាន់លើកទឹកចិត្តដល់អ្នកចូលរួមដូចជាប៊ិក សៀវភៅ ឬវគ្គអនុស្សាវរីយ៍ផ្សេងៗ។

**៤. នាយក នាយិកាសាលាត្រូវជូនដំណឹងអំពីសកម្មភាពអប់រំផ្សព្វផ្សាយដល់សហគមន៍ទៅមេភូមិ ដើម្បីជម្រាបបន្តទៅសហគមន៍ មេឃុំ ឬចៅសង្កាត់។**

**IV. អំពីការរៀបចំសៀវភៅអាសយដ្ឋានអ្នកផ្តល់សេវា**

ក្រុមការងារថ្នាក់រាជធានី ខេត្ត ការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ និងសាលារៀនត្រូវធ្វើការទំនាក់ទំនងជាមួយអង្គការដៃគូនៅតាមមូលដ្ឋាន ដើម្បីរកសៀវភៅអាសយដ្ឋានផ្តល់សេវាដែលមានស្រាប់សម្រាប់ប្រើប្រាស់ក្នុងការជួយកុមារពិការ និងបញ្ជូនកុមារពិការទៅរកសេវា។

**V. អំពីការរៀបចំផែនទីខ្នងផ្ទះ**

១. ក្រុមការងារសកម្មភាពកុមារពិការថ្នាក់សាលារៀនត្រូវពិនិត្យស្ថិតិកុមារពិការដែលបានចូលរៀននៅក្នុងឆ្នាំសិក្សាចាស់ ដើម្បីរៀបចំអភិវឌ្ឍន៍ផែនទីខ្នងផ្ទះនិងពិនិត្យរកកុមារពិការនៅក្នុងនិងក្រៅសាលារៀន និងកុមារពិការដែលមានតម្រូវការគាំទ្រ។

២. នាយក នាយិកាសម្របសម្រួលជាមួយគណៈកម្មការទ្រទ្រង់សាលារៀនក្នុងការចុះធ្វើផែនទីខ្នងផ្ទះនៅតាមសាលារៀនគោលដៅ ដោយប្រើប្រាស់កម្រងសំណួរកំណត់អត្តសញ្ញាណកុមារពិការ។

**VI. អំពីការរៀបចំផែនទីសិក្សា**

នាយក ឬនាយិកាត្រូវរៀបចំផែនទីសិក្សា និងបញ្ជូនទិន្នន័យព័ត៌មានកុមារពិការដែល

បានពិនិត្យរកពិការភាព និងតម្រូវការគាំទ្ររួមមាន៖

១. ចងក្រងទិន្នន័យដែលប្រមូលបានតាមរយៈការកំណត់អត្តសញ្ញាណមូលដ្ឋាន និងតម្រូវការគាំទ្ររបស់កុមារពិការតាមប្រភេទនីមួយៗ។

២. បញ្ជូនកុមារពិការទៅរកសេវាតាមប្រភេទពិការ រួចផ្តល់ទម្រង់ណែនាំដែលចេញដោយអ្នកផ្តល់សេវាទៅឱ្យគ្រូបង្រៀន ដើម្បីជាជំនួយក្នុងការគាំទ្រកុមារពិការក្នុងថ្នាក់រៀន។

៣. រៀបចំបរិស្ថានសាលារៀន និងថ្នាក់រៀនដើម្បីបង្កលក្ខណៈងាយស្រួលដល់កុមារពិការក្នុងការធ្វើបន្ទាត់ទីដូចជា ការសាងសង់ជម្រាល បង្កាន់ដៃបង្គន់អនាម័យ និងសួនកុមារជាដើម។

**VII. អំពីការអប់រំបញ្ចូលគ្នាសម្រាប់កុមារពិការ**

១. ផ្តល់វគ្គបំប៉នស្តីពីការអប់រំបញ្ចូលគ្នាសម្រាប់កុមារពិការដល់នាយក នាយិកាសាលា និងគ្រូបង្រៀននៅតាមសាលារៀនសាកល្បងណាមួយ។

២. បំប៉នគ្រូដែលបានជ្រើសរើសស្តីពីទម្រង់ណែនាំពីសេវាថែទាំសុខភាព ដើម្បីយល់ដឹងពីរបៀបប្រើប្រាស់ឧបករណ៍ និងព័ត៌មានផ្សេងៗនៅក្នុងទម្រង់ណែនាំដែលចេញដោយកន្លែងផ្តល់សេវា។

**VIII. អំពីការតាមដានគ្រួសារលើការបញ្ជូនកុមារពិការទៅកន្លែងផ្តល់សេវា**

១. នាយក នាយិកាសាលាសហការជាមួយគណៈកម្មការទ្រទ្រង់សាលារៀនប្រើប្រាស់បញ្ជីឈ្មោះកុមារពិការដែលបានកំណត់អត្តសញ្ញាណ តារាងកំណត់តម្រូវការ ដើម្បីតាមដានកុមារពិការ និងក្រុមគ្រួសារអំពីការបញ្ជូនកុមារពិការទៅកន្លែងផ្តល់សេវា។

២. នាយក នាយិកាសាលាសហការជាមួយគណៈកម្មការទ្រទ្រង់សាលារៀន ប្រើទម្រង់ណែនាំអំពីសេវាថែទាំសុខភាពដើម្បីផ្តល់ការគាំទ្រ និងពិនិត្យតាមដាន។

**IX. អំពីការពិនិត្យតាមដានការរីកចម្រើនរបស់កុមារពិការ**

១. គ្រូបង្រៀនកុមារពិការត្រូវមានផែនការជួយ និងពិនិត្យតាមដានលើសកម្មភាពសិក្សាឥរិយាបថ និងឧបសគ្គនានា ហើយរាយការណ៍ជូននាយក ឬនាយិកាសាលា។

២. ក្រុមការងារបំប៉ន និងពិនិត្យតាមដានថ្នាក់ក្រុង ស្រុក ខណ្ឌ (DTMT) ត្រូវរៀបចំផែនការចុះពិនិត្យតាមដានការអនុវត្តកម្មវិធីប្រចាំត្រីមាស។

**X. អំពីការអនុវត្តការអប់រំកុមារពិការ**

ការអនុវត្តការអប់រំកុមារពិការត្រូវអនុវត្តទៅតាមឯកសារជំនួយសម្រាប់ការអនុវត្តប្រព័ន្ធកំណត់អត្តសញ្ញាណ និងសេវាបញ្ជូនកុមារពិការ និងឯកសារពាក់ព័ន្ធដែលកំណត់ដោយក្រសួងអប់រំ យុវជន និងកីឡា។

ទទួលបានសេចក្តីណែនាំនេះ ឯកឧត្តម លោកជំទាវ លោក លោកស្រីអភិបាល នៃគណៈអភិបាលរាជធានី ខេត្ត ក្រុង ស្រុក ខណ្ឌ ប្រធានអង្គភាពក្រោមឱវាទទីស្តីការក្រសួងអប់រំ

យុវជន និងកីឡាករ ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡា រាជធានី ខេត្ត ប្រធានការិយាល័យអប់រំ យុវជន និងកីឡាក្រុង ស្រុក ខណ្ឌ គ្រប់ប្រធានអង្គភាពពាក់ព័ន្ធ និងដៃគូអភិវឌ្ឍន៍ទាំងអស់ត្រូវអនុវត្តឱ្យ មានប្រសិទ្ធភាព។ *Signature*

រាជធានីភ្នំពេញ ថ្ងៃទី ១៧ ខែ មីនា ឆ្នាំ ២០១៥  
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា *Signature*



**បណ្ឌិត ហង់ ជួន ណារ៉ុន**

**កន្លែងទទួល៖**

- សាលារាជធានី ខេត្ត
- សាលាក្រុង ស្រុក ខណ្ឌ
- ខុទ្ទកាល័យក្រសួងអប់រំ យុវជន និងកីឡា  
  " ដើម្បីជ្រាបជាព័ត៌មាន "
- អង្គភាពពាក់ព័ន្ធក្រោមឱកាសក្រសួងអប់រំ យុវជន និងកីឡា
- មន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្ត  
  " ដើម្បីអនុវត្ត "
- ដៃគូអភិវឌ្ឍន៍ពាក់ព័ន្ធ  
  " ដើម្បីសហការអនុវត្ត "
- ឯកសារ កាលប្បវត្តិ នា.នីតិកម្ម



## Preface





This document is based on experiences collected from the three working groups, who have been implementing pilot activities on identification and referral of children with disabilities in Samraung district, Takeo province, Thmar Korl district, Battambang province and Kampot municipality, Kampot province from Jan 2010 to Dec 2011. Supporting organizations include Catholic Relief Service (CRS) in Takeo province, Kruosar Thmey (KT) in Kampot province and Handicap International France (HI/F) in Battambang province with cooperation and participation from Primary Education Department supported by ESSSUAP/GEP.

### Target Schools:

- Thmar Korl district, Battambang province: Chrey cluster including Khum Chrey primary school, Hun Sen Kor Korl primary school, Phum Chrey primary school, Prey Torteng primary school, Tuol Preah Khe primary school and Teprun primary school and O'Taki cluster including O'Taki primary school, Porpeal Khe primary school, Veal Trea primary school, Tros primary school, Prey Torteng primary school, Prey Dach primary school, Trang primary school, Kor Koh primary school and Tuol Tamao primary school supported by Handicap International France.
- Samraung district, Takeo province: Prey Ar primary school, Ang Chum primary school, Ang So Khleang primary school and TaYeng primary school supported by CRS.
- Kampot municipality, Kampot province: Kampot Krong primary school supported by Kruosar Thmey.

Ministry of Education, Youth and Sport hopes that upon receiving the manual on the implementation of identification and referral system, all development partners will cooperate with local working groups to strengthen their capacity to locate children with disabilities and identify their needs in order to send to appropriate services and enroll them in inclusive classes in an equitable manner.

This document presents persons responsible for the implementation and describes components of each step. Practical experience is presented as an example, symbol and recommendations in different sections to make it easy for readers to locate them.

| Symbols   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| Steps of the Implementation   | Responsible Persons   | Example of the Implementation  | Recommendation  |



## TABLE OF CONTENT

|     |  |    |
|-----|--|----|
| 1.  | Preface  |    |
| 2.  | Glossary of abbreviations and terminology  |    |
| 3.  | General Recommendations .....  | 1  |
| 4.  | Recommended Sequences of the Steps to Implement Identification and Referral System for Children with Disabilities..... | 3  |
| 5.  | Step 1: Forming a Children with Disabilities Working Groups .....  | 4  |
| 6.  | Step 2: Trainings for Members of the Working Group .....   | 10 |
| 7.  | Step 3: Organizing Community-based Awareness Activities.....   | 13 |
| 8.  | Step 4: Developing Directory of Service Providers .....  | 16 |
| 9.  | Step 5: House Mapping .....  | 18 |
| 10. | Step 6: School Mapping.....  | 21 |
| 11. | Step 7: Inclusive Education for Children with Disabilities.....  | 24 |
| 12. | Step 8: Following Up on Referral of Children with Disabilities to Service Providers .....                              | 27 |
| 13. | Step 9: Monitoring Progress made by Children with Disabilities .....   | 30 |

## ANNEX

1. Annex 1A: Model Memorandum of Understanding
2. Annex 1B: Model ToR for Members of Working Group
3. Annex 1C: Model Action Plan
4. Annex 2A: Agenda of the Workshop on Disability Awareness
5. Annex 2B: Role Play on How to Use Children with Disabilities Identification Matrix
6. Annex 4A: Information Form on Services provided by NGOs
7. Annex 5A: House Mapping Form
8. Annex 5B: Children with Disabilities Identification Matrix
9. Annex 5C: Table on Children to be Referred to Support Services
10. Annex 6A: Teacher's Advice Form
11. Annex 6B: Counselling Form on Eye Care
12. Annex 9A: School Statistics
13. Annex 9B: District Statistics
14. Annex 9C: School Observation
15. Annex 9D: Class Observation



## General Recommendations

1. A working group with representatives from School Health Department, Primary Education Department, General Secondary Education Department, Teacher Training Department, Ministry of Social Affairs, Veterans and Youth Rehabilitation, Ministry of Health, Disability Action Council and Early Childhood Education Department should be formed at national level. The working group has direct responsibilities on monitoring, identification and referral of children with disabilities. Appropriate training tools are developed to collect and analyze data for specific outcome indicators. Training on how to use the monitoring tools should be provided to all members to be able to use, understand the content and ensure quality in the implementation. A training plan should be developed to ensure regular trainings in target districts, where activities have been implemented.
2. School Health Department should cooperate with Primary Education Department, Early Childhood Education Department and General Secondary Education Department. Representatives from Ministry of Social Affairs, Veterans and Youth Rehabilitation and Ministry of Health should also extend cooperation. Disability is a joint issue, which requires synergy among Ministry of Social Affairs, Veterans and Youth Rehabilitation and Ministry of Health. School Health Department of MOEYS should work closely with Ministry of Health.
3. Ensuring consistency of training contents: Training programs and materials developed by MOEYS should be used. All teachers in pilot schools should be given basic trainings on inclusive education adopted by MOEYS. **Teachers with students with visual or hearing impairment or students with learning difficulties** in their classes should be provided with skill trainings.
4. Capital/Provincial Offices of Education, Youth and Sport (POEs) should select between two to four schools per municipality/district/khan to implement the pilot project. A few pilot schools will give opportunities to the working group to develop their capacity gradually and be able to facilitate the implementation and monitoring effectively. The number of services is still limited in the area; therefore, some schools should be selected for the pilot.
5. Ensure that capacity is provided to members of the working group as necessary and working groups at municipal/district/khan level should be given appropriate trainings to increase their responsibilities. Supporting partners and MOEYS as well as representatives of the working group at national level should formulate a financial and technical support plan. Training for and monitoring on the activities of the working group is done through pilot courses.
6. Timing for initial school and community mapping is so important that members of the working group spend time with families to explain the objectives and benefits of the referral system. The objective of the initial household mapping is to assess problems experienced by school-aged children. Therefore, the working group should use conversational approach rather than fill in interview forms. Children's families will use services provided if they

understand the objectives and benefits. They will also recognize the fact that their children are with disabilities or difficulties if they feel good with their interlocutors.

## Recommended Sequences of the Steps to Implement Identification and Referral System for Children with Disabilities

- 1 • Forming a Children with Disabilities Working Groups
- 2 • Trainings for Members of the Working Group
- 3 • Organizing Community-based Awareness Activities
- 4 • Developing Directory of Service Providers
- 5 • House Mapping
- 6 • SchoolMapping
- 7 • Inclusive Education for Children with Disabilities
- 8 • Following Up on Referral of Children with Disabilities to Service Providers
- 9 • Monitoring Progress made by Children with Disabilities



## Step 1: Forming a Children with Disabilities Working Groups



### Responsible Persons

POEs, DOEs and Schools

### Implementing Stakeholders

Communities, local authorities, development partners and relevant organizations (commune health centers, social affairs, women's affairs at commune level)

### Components of Step 1

#### 1. Forming working groups at provincial, district and school levels

##### 1.1. Working group at provincial level

- Director of POE 1 person
- Deputy Directors of POE in charge of the three sub-sectors 2 or 3 persons
- Chiefs or Vice Chiefs of Primary, Secondary and Early Childhood Education Offices As necessary
- Representative from Provincial Teacher Training Centers (as practical for provinces without PTTC) 1 person
- Representative from Provincial Health Department 1 person
- Representative from Provincial Department of Social Affairs, Veterans and Youth Rehabilitation 1 person
- Representative from Provincial Department of Labour and Vocational Training 1 person
- Representative of relevant development partner 1 person

##### 1.2. Working group at district level

- Chief of DOE 1 person
- Vice Chiefs of DOE 2 or 3 persons
- Technical Officers in special education As necessary
- Representative from operational district, referral hospital or health center 1 person
- Representative from district office of social affairs, veterans and youth rehabilitation 1 person
- Cluster director As necessary
- Representative from relevant development partner 1 person
- Representative from district consultative committee on women and children 1 person

##### 1.3. Working group at school level

- School director 1 person
- School deputy director 1 person
- Chief of technical group 1 person
- Representative from Commune Committee for Women and Children 1 person
- Representative from health center or health post 1 person
- Representative from relevant development partner 1 person
- Representative from school support committee 1 person

- Chief of children council 1 person
- Commune focal point on community-based physical rehabilitation 1 person

## 2. Roles

### 2.1. Working group at provincial level

- Director of POE Chair
- Deputy Directors of POE in charge of the three sub-sectors Vice Chair
- Chiefs or Vice Chiefs of Primary, Secondary and Early Childhood Education Offices and Technical Officer on Special Education Member
- Representative from Provincial Teacher Training Centers (as practical for provinces without PTTC) Member
- Representative from Provincial Health Department Member
- Representative from Provincial Department of Social Affairs, Veterans and Youth Rehabilitation Member
- Representative from Provincial Department of Labour and Vocational Training Member
- Representative of relevant development partner Member

### 2.2. Working group at district level

- Chief of DOE Chair
- Vice Chiefs of DOE Vice Chair
- Technical Officers in special education Member
- Representative from operational district, referral hospital or health center Member
- Representative from district office of social affairs, veterans and youth rehabilitation Member
- Cluster director Member
- Representative from relevant development partner Member
- Representative from district consultative committee on women and children Member

### 2.3. Working group at school level

- School director Chair
- School deputy director Vice Chair
- Chief of technical group Member
- Representative from Commune Committee for Women and Children Member
- Representative from health center or health post Member
- Representative from relevant development partner Member
- Representative from school support committee Member
- Chief of children council Member
- Commune focal point on community-based physical rehabilitation Member

## 3. Duties

### 3.1. Working group at provincial level

- Coordinate administrative and technical work with provincial level and coordinate with relevant provincial departments or development partners
- Ensure identification of disabilities and referral of students with disabilities in schools
- Coordinate with lower level including DOEs and schools
- Review or update plans and adopt plans
- Monitor and evaluate the implementation



### **3.2. Working group at district level**

- Coordinate administrative, technical and planning work at school cluster level and with stakeholders
- Support the identification and referral of students with disabilities in schools
- Ensure health screening and support for learning activities of students with disabilities in schools
- Disseminate information and regulations
- Propose plans and monitor and evaluate the implementation
- Prepare report and do stocktaking

### **3.3. Working group at school level**

- Coordinate administrative, technical and planning work with teachers, communities and stakeholders
- Prepare activities related to identification of disabilities and referral of students with disabilities at school before enrolment
- Disseminate information and regulations
- Collect information from children with disabilities and their needs of support
- Include inclusive education activities in school development plans and implement them effectively
- Supervise and monitor teaching and learning on inclusive education for children with disabilities
- Include children with disabilities support plan and inclusive education program into commune development plan and commune investment program
- Communicate with local authorities, health center staff and families of children with disabilities at their home
- Communicate with development partners and private donors to collect budget for project implementation
- Prepare report and do stocktaking

## **4. Target selection**

POE and DOE should work together to select target schools based on actual situation.

## **5. Examples of the Implementation and Recommendation**



## Examples of the Implementation

### Study Tour

CRS's working group in Samraung District, Takeo Province, organized a study tour in other districts and programs to learn about inclusive education in Cambodia and to exchange experiences on inclusive education. The working group visited New Humanity in Kampong Chhnang province and Disabled Development Service Program in Pursat province. Some best practices observed by the working group include:

- Activities are tailored to the needs of children with disabilities
- Trainings are provided to the working group to strengthen their knowledge
- Trainings on best approaches are provided to teachers to provide quality teaching to children with disabilities
- Monitor and reflect progress of the implementation





## Examples of the Implementation

### Sub-Committees with Distinct Responsibilities

In Thmar Korl district, Battambang province, the working group is required to have two sub-committees: sub-committee on education and sub-committee on community work.

#### **Distinct responsibilities of the sub-committee on education:**

1. Continue to provide direct support schools and teachers who provide regular teaching to students with disabilities
2. Implement and monitor counselling forms to see progress made by students with disabilities and quality of their education
3. Raise awareness in the school (eg. during school opening ceremony, international day of disabilities, international children day)
4. Organize study tours for education staff to other target districts
5. Regularly report on children with disabilities who are absent or drop out to the sub-committee on education

#### **Distinct responsibilities of the sub-committee on community work:**

1. Raise awareness in communities
2. Regularly monitor jointly with families, especially families of children who are absent or drop out
3. Provide families with life skill support for youths with disabilities
4. Refer children with disabilities to medical and social services

#### **Benefits of having the two sub-committees:**

1. There is clarity on roles and responsibilities when there are two sub-committees. Each sub-committee increasingly understands their responsibilities. Members of each sub-committee are more willing to undertake activities to be conducted if they understand their responsibilities clearly.
2. The sub-committee on education works in school and is responsible for all activities related to education, while the sub-committee on community work is responsible for all activities related to community work. The two sub-committees work together where education and community work cannot be disconnected.



## Recommendations

1. Clarify responsibilities and commitments of members. Some members of the working group may be unregulated as they have many works to do.
2. School Health Department should take the lead in the implementation in cooperation with Primary Education Department.
3. Ministry of Social Affairs, Veterans and Youth Rehabilitation and Ministry of Health should work together and provide services.
4. School Support Committee participates as a member of the working group.
5. Ensure budget sustainability of the working group in activity implementation.
6. Inclusive education should begin step by step. Each district has different challenges and may take time for the implementation; thus, patience should be exercised.
7. Study tour for the working group is a very important recommendation. Study tour can be organized in the country and if there is sufficient budget, overseas study tour should be considered as the pilot project should learn from the experiences of other organizations and countries.



## Step 2: Trainings for Members of the Working Group



### Responsible Persons

Primary Education Department or Early Childhood Education Department or Secondary Education Department.

### Implementing Stakeholders

Relevant Department and Development Partners.

### Components of Step 2

#### 1. Provide training on disability awareness

Provide training to members of the working group on disabilities, inclusive education for children with disabilities, rights to education and the guidelines on identification of children with disabilities.

#### 2. Provide training on how to organize community-based awareness activities

Provide training on how to organize community-based awareness activities using such materials as posters, short stories or cartoon books (relevant tools available), quiz, games, etc. presentation of experiences by speakers who are people with disabilities or family members of people with disabilities.

#### 3. Examples of the Implementation and Recommendation



## Examples of the Implementation

In Samraung district, Takeo province, with support from Catholic Relief Services (CRS), **Meas Sokhom**, a mother of a youth with intellectual disability was invited to share her experiences on her efforts to care for her child, when treatment service is not available. Her story has helped the working group to understand the importance of help provided by the family through providing support to access referral services or referring their children with disabilities to schools.



This training can be provided after awareness raising activities in communities and development of directory of service providers are done. This training is organized before house mapping and school mapping. Directory of service providers is an important source during the training.

| Trainings Provided to the Working Group |  |   |          |
|---|--|---|----------|
| No.                                     | Training Courses   | Trainers                                  | Duration |
| 1                                       | Awareness raising on disabilities                                  | PED, ECED, GSED and partner organizations | 3 days   |
| 2                                       | Organizing community-based awareness activities                    | PED, ECED, GSED and partner organizations | 1 day    |
| 3                                       | Use of manual to identify children with disabilities               | PED, ECED, GSED and partner organizations | 2 days   |
| 4                                       | Inclusive education and rights to education (to community members) | PED, ECED, GSED and partner organizations | 3 days   |
| 5                                       | Managing inclusive education                                       | PED, ECED, GSED and partner organizations | 5 days   |

Training booklet on how to use cartoon books to raise awareness on disabilities and other materials including the guidelines on how to use posters, cartoon book and TV shows is an awareness tool which can be used and obtained from Handicap International France or Thmar Korl DOE.

More information on training on inclusive education can be obtained from CRS at the following address: #14, St. 278, Boeung Keng Kang 1, Phnom Penh, Phone: 023 211 165 and Takeo POE.





## Recommendations

1. Use curriculum and materials developed by MOEYS to ensure consistency of the training content.
2. Organize the training on how to use matrix for identifying children with disabilities before house mapping and school mapping.
3. It is essential to ensure that capacity of members of the working group is ensure through the training outcomes since the working group will organize trainings themselves and they are able to do it well.





## Step 3: Organizing Community-based Awareness Activities



### Responsible Persons

Working groups at POE, DOE, school levels and school support committees

### Implementing Stakeholders

Community, local authorities, relevant organizations and development partners.

### Component of Step 3

#### 1. Selecting places and time

- Places should be at schools or pagodas
- Time should be when people are free from work for example: during small school vacation or International Children Day on June 1 or Disability Day on Dec 3. It should be just one afternoon or one morning as practical during the project implementation.

#### 2. Planning awareness activities and preparing materials:

##### \* Planning

- Prepare posters, short TV shows or cartoon books
- Drama performance by male and female artists
- Quiz and games

##### \* Necessary Materials

- Refreshment, laptop, LCD projector, speakers, screen, flipchart paper, generator
- Prizes for participants: pens, books or souvenirs

#### 3. Informing communities about the awareness activities

School director informs village chiefs to pass the information further to communities and commune chief.

#### 4. Examples of the Implementation and Recommendations



## Examples of the Implementation

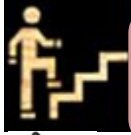
In Samraung district, Takeo province, the working group, with support from Catholic Relief Service, organized community-based awareness activities in a pagoda on Saturday afternoon. School director and village chiefs orally invited community members, while written invites were sent to village chiefs and commune chief. This awareness activity was participated by parents of children with disabilities, who also brought along their children with disabilities. The working group set up a generator and LCD project to screen short TV shows. Refreshment was also provided. Representatives from Takeo POE explained the objectives of the pilot project. This awareness activity included also drama performance by Kruor Sar Thmey. Students with hearing impairment performed athletics activity while students with visual impairment sang along the song.





## Recommendations

1. Ensure there is sufficient fund to organize community-based awareness activities. MOEYS provides awareness materials (posters, short videos and short radio shows) to POE for further dissemination. The working group should allocate budget for LCD project, VCD and microphones and speakers.
2. Awareness activities should be organized in pagoda and refreshment should be provided to attract more community members to join. Saturday afternoon is a good time as there are more people willing to join.
3. Ensure that people who will provide awareness are highly capable and knowledgeable as they will be asked questions by participants.



## Step 4: Developing Directory of Service Providers



**Responsible Persons**  
MOEYS

### Implementing Stakeholders

Relevant departments and development partners

### Components of Step 4

#### 1. Use existing directories to capture available resources

Sharing Experience for Adapted Development (SEAD) has a directory, which provides contact information and relevant information on social and medical services cooperating in the country. This directory can be used as SEAD has copy in pdf format in both Khmer and English, available through this link: [http://sead-cambodia.org/index.php?option=com\\_content&view=article&id=102:directory-online&catid=37:projects&Itemid=180](http://sead-cambodia.org/index.php?option=com_content&view=article&id=102:directory-online&catid=37:projects&Itemid=180)

Handicap International has compiled a resource list for Battambang, Kampong Cham and Phnom Penh. This directory is available at the office of Handicap International France in Battambang province (Phone: 053 952 550), email: [pm-iep@hicambodia.org](mailto:pm-iep@hicambodia.org). MEDICAM also has a directory of services, available through this link: [http://www.medicam-cambodia.org/hsi/health\\_mapping/GisSrch\\_org.asp](http://www.medicam-cambodia.org/hsi/health_mapping/GisSrch_org.asp)

Catholic Relief Services developed a directory of contact and information on social services, physical rehabilitation services and medical services in Takeo, Kampong Speu and Kandal provinces and Phnom Penh. MOEYS is compiling a directory of organizations.

#### 2. Development of directory of service providers, where there is no such directory

Use the attached forms developed by HIF to ensure consistent information for all organizations. (See Annex 4A)

Information can be collected by:

- Sending email to the organization and the organization replies
- Making appointment with the organization to complete the forms together
- Compiling a booklet of directory and distributing to members of the working group and relevant organizations
- Relevant organizations should cooperate by providing budget support and collecting information and printing the directory of service providers.



## Recommendations

1. If there is no information on services available in the province, this step should be the very first step to ensure there is such information available during house mapping and school mapping.
2. Some service providers need more time to follow up in order to be able to provide necessary information.
3. Periodically update the information (every three years) to capture changed addresses of service providers



## Step 5: House Mapping



### Responsible Persons

DOE and School

### Implementing Stakeholders

Communities, local authorities and development partners

### Components of Step 5

#### 1. Coordinate with School Support Committee (SSC) in house mapping

Explore SSC's plan in doing house mapping in selected school for the purpose of enrolment campaign. Coordinate at the same time when SSC does house mapping for children with disabilities. Good time for house mapping is weekend as majority of families are free from work. (See Annex 5A: House Mapping Form).

#### 2. Ensure that all members are given trainings on how to use the manual on identification of children with disabilities

Members of local working groups should be given trainings on how to use the identification matrix and necessary support (See Annex 5B: Matrix on Identification of Children with Disabilities and Annex 5C: Matrix of Necessary Supports). Role plays can be used for this training (See Annex 2B).

#### 3. Plan a meeting before house mapping

- Divide members of the working group into smaller groups to interview families in the selected house map
- Explore the manual on identification of children with disabilities, list of necessary supports and resource booklets, which everyone can use
- Draft the house map

#### 4. Organize an urgent meeting to discuss the outcome of the house mapping exercise

Analyse information collected from the basic identification and needs for support by creating tables of types of disabilities and supports by the needs of children with disabilities. In this analysis, more understanding about types of disabilities is not very important. What is important is to understand support needs of children with disabilities.

#### 5. School Environment

With support from development partners or using the school's PB budget, ramps should be constructed for students in wheelchair and to provide accommodation in classrooms, toilets and playground. Installing rail in the toilets is also useful for students with movement difficulties.

#### 6. Examples of the Implementation and Recommendations



## Examples of the Implementation

Working group in Kampot province cooperates with Association of the Blind in Cambodia to do house mapping in order to identify children with visual impairment in schools as follow:

- Meet with authorities to have ideas on number of houses and number of families by requesting for commune map to locate villages.
- Involve local authorities: village chiefs, group chiefs, school director, teachers and students in house mapping exercise.
- Schedule a time for house mapping and develop a plan for the working group to visit villages at a scheduled date.
- Decide on which members to visit which villages.
- After the house mapping exercise, all members meet to draft a common real map to show location of houses including houses of children with visual impairment, using number and color codes.
- Update house map and develop a plan to follow up with identified children







## Examples of the Implementation

### Outcomes of House Mapping

During the house mapping exercise in Samraung district, Takeo province, members of the working group realizes that most children with disabilities have serious disabilities and a number of them have varieties of disabilities including Celebral Palsy (CP), speaking impairment and intellectual impairment.

No child is identified at school. In some cases, parents brought their child to private treatment facilities or physical rehabilitation center for physiotherapy but have stopped doing so after 1 year of service or after no improvement is observed. All parents would like their children to be treated so that they can go to school but they have no ideas where to go to.



### Recommendations

**Members of the working group should spend time with families of children with disabilities to:**

- Explain the importance of early education for children with disabilities.
- Know the needs of family and discuss solutions (For example, families cannot afford to pay transport costs to clinic)
- Discuss education and medical supports to enable the families to refer their children.
- Families learn that members of the working group will follow up regularly with them and their children to ensure there is no discrimination.



## Step 6: School Mapping



### Responsible Persons

DOE and School

### Implementing Stakeholders

Communities, local authorities and development partners

### Components of Step 6

1. Check statistics of children with disabilities in EMIS or through enrolment to establish the number of children with disabilities in the school last year. This is helpful for planning for human resources and necessary support for house mapping exercise in the pilot year.
2. Select an appropriate date with school director and teachers to do school mapping exercise using the number of students in the school and house mapping. Identify students by using the manual (questionnaire takes between 15 and 20 minutes). It is best to work in group with at least two members who are able to take part in identifying children with disabilities. They will determine the number of days to complete the school mapping exercise.
3. Ensure that all members of the working group are given trainings on how to use manual for identification of children with disabilities.
4. Organize a meeting after the school mapping exercise by analyzing data collected by using the manual on identification and lists of support. This is a process to develop a list of students with disabilities needing support services. (Allowing teachers of students with disabilities to take part in the discussion is useful for the working group to capture the needs of students with disabilities and teachers who can provide recommended supports).

**Table: List of Supports**

| Students with Disabilities | Necessary Support | Responsible Persons |
|----------------------------|-------------------|---------------------|
|                            |                   |                     |

5. Divide the responsibilities among members of the local working group to identify students with disabilities

Complete column 3 in the table provided in point 4 after writing down the names of students and support they need. Members of the working group who have received names of children with disabilities will continue to follow up and complete advice form. (See Annex 6A: Advice Form for Teachers).

If a student need referral to eye care service, a blank copy of the advice form for eye care service should be provided to the teacher or parents of the students before referring them to the eye care service (See Annex 6B: Advice Form for Eye Care). Eye care service will complete the advice form and give the form back to the students or parents. The teachers should ask for

a copy of the advice form, which is completed by the eye care service including information visual assistive device and information on how to organize classes to adapt to students' needs.

## 6. Examples of the Implementation and Recommendations



### Examples of the Implementation

#### Outcomes of House Mapping Exercise

After completing school mapping exercise in Samraung district, Takeo province, members of the working group identify three support services, which can address most of the needs of students with learning difficulties after they are identified. These important supports include:

- **Teacher training:** All teachers benefit from the basic training on inclusive education through training program adopted by MOEYS. Some teachers can receive additional trainings in order to teach students with learning difficulties.
- **Preparation for supplementary teaching:** When school director provides PB support, teachers can provide supplementary teaching for free of charge to allow students with learning difficulties to benefits from this supplementary teaching.
- **Additional support for students:** Begin to include school feeding program to allow students to have breakfast at school. Then they will start to pay attention for the whole day. Provide bicycles to students with disabilities living far away so that they can come to class regularly and on time. Provide supports to two or three students needing medical services at health center or hospital service for eye care service.





## Examples of the Implementation

Prey Ar Primary School in Samraung district with Mr. **Im Sithon** as the school director has used PB fund to construct ramp in the school and toilet during enrolment campaign and house mapping exercise. "I want to see a school with clean, green and safe environment for children, especially children with disabilities. I want to show that the school is taking care of children with disabilities through the implementation of inclusive education program, which is being supported by the Royal Government, especially MOEYS, development partners and private donors".



## Recommendations

1. It is very important to follow up after house mapping exercise to ensure that all students in the school receive the necessary supports.
2. To ensure effective house mapping exercise, school director and relevant teachers should prepare a plan and follow up.



## Step 7: Inclusive Education for Children with Disabilities



### Responsible Persons

Primary Education Department or Early Childhood Education Department or Secondary Education Department

### Implementing Stakeholders

Relevant departments and development partners

### Components of Step 7

#### 1. Train school directors and class-based teachers on inclusive education

MOEYS provides a five-day training on inclusive education to DTMTs and chiefs of technical groups from pilot schools so that they can further train teachers. All class-based teachers will receive training some time after their schools are selected for the pilot.

#### 2. Train class-based teachers on teaching methodologies to use with children with special needs at different grades

MOEYS provides two or three-day trainings on the following subjects:

- Teaching methodologies for students with visual impairment
- Teaching methodologies for students with intellectual impairment
- Teaching methodologies for students with hearing impairment

This training is provided after children with disabilities are identified. The working group will know the number of students with disabilities who need support services. Based on the number of students with learning difficulties, the working group may select teachers to be trained on methodologies for teaching students with learning difficulties in inclusive classes. The working group can select teachers who should receive training on methodologies for teaching students with visual impairment in inclusive classes.

In the training on methodologies for teaching students with visual impairment, additional explanation on advice forms for eye care service can be provided to teachers so that they understand optical and non-optical tools or changes in the class according to students' needs. After the advice forms are completed by eye care service providers and returned to students, teachers will understand how to use the information explained on the advice form. Teachers will know clearly that students can use optical or non-optical tools following prescription and can provide students with disabilities with appropriate support in the class.

### 3. Examples of the Implementation and Recommendations



## Examples of the Implementation

In Kampot Krong Primary School, Kampot province, which was selected as a pilot school with support from Kruosar Thmey, all teachers were trained for five days on inclusive education. After community-based awareness activities and house mapping exercise, seven students with visual impairment were identified. Seven teachers from the pilot school who taught those students were given two-day training on how to teach students with visual impairment in inclusive class. Kong Mara (F), who taught fifth graders, said that “Learning information in the counseling form, especially on how to use optical and non-optical devices and how to change classroom condition, is very useful. When I receive the counseling form from eye care service, I am able to understand what support to be given to students and how to help my new students. Kruor Sar Thmey provided a supporting stand and a magnifying glass with and handle as per prescription. **Chheng Kanha Vatey** (F), a fifth grader with visual impairment, managed to use the supporting stand and the magnifying glass every time. I put her on the second row from the front so that she can easily read letters on the board and put two of her classmates next to her to help her when she does not understand.”





## Recommendations

1. School director and all teachers should understand the concept of disabilities, needs of children with disabilities and how to effectively assist children with disabilities enrolled in inclusive classes and schools.
2. After house mapping exercise, training on special teaching methodologies should be provided to selected teachers to equip them with knowledge on how to assist students with visual impairment or learning difficulties in inclusive classes.





## Step 8: Following Up on Referral of Children with Disabilities to Service Providers



### Responsible Persons

Primary Education Department or Early Childhood Education Department or Secondary Education Department

### Implementing Stakeholders

Relevant departments and development partners

### Components of Step 8

#### 1. Provide appropriate support

Use name list of children with disabilities identified and the list of needs presented in Point 4 (Step 6) to follow up with students with disabilities and their families. Directory of services is very useful to enable us to know where to refer students and their families. Budget support from the organization to cover transport cost for families to access treatment services is both important and useful for the families if there is a member of the working group going with them. In some cases, the working group can contact other organizations in the area to provide necessary support services. For example, Kruosar Thmey cooperates with the Association of the Blind in Cambodia (ABC) to assess visual ability and with Fred Hollows Foundation to assess hearing level. Eye care service should complete advice form and give a copy to students and their families, school directors and teachers.

In other cases, the organization can provide necessary supports to students. For example, in Thmar Korl district, Handicap International France spent money to purchase bicycles for students with disabilities so that they can go to school as the school is far away from their houses. Similarly, in Samraung district, CRS arranged to do additional assessment for students referred by teachers and facilitated many students to enrolled in classes, where teachers were trained on inclusive education.

In the class, teachers can help provide certain supports including moving the seating position of students. If students need additional help, they should be placed near outstanding students so that they can help them. Teachers participating in training courses on inclusive education and training courses on skills to help students with visual impairment or students with learning difficulties have the knowledge on how to apply these in classes.

#### 2. The use of advice form and monitoring of students' progress

Example: Advice form provided by eye care service is used to document support and monitor progress made by students with visual impairment. Advice form provided by eye care service is a simple way for all stakeholders including teachers, school directors, families, the working group and monitoring group to monitor and ensure that every student with disabilities is given appropriate support and makes progress. (See Annex 6A: Advice Form from Eye Care Service).

#### 3. Examples of the Implementation and Recommendations





## Examples of the Implementation

### Itinerary Teachers

The working group in Thmar Korl district, Battambang province, through Handicap International provides support to 4 teachers in pilot schools to become itinerary teachers. These itinerary teachers are provided with additional trainings to monitor children with disabilities in two cases:

1. Home-based service: Teaching and advising parents on how to take care of their children.
2. School-based service: Assisting class-based teachers to produce teaching materials and providing them technical support on teaching methodologies when necessary.

### School Leadership

Sokharoth is the director of Kampot Krong Primary School in Kampot province. His school is supported by Kruosar Thmey on inclusive education for students with visual impairment. In 2011, 7 students with visual impairment were identified. He is committed to ensuring learning progress of those students. He knows their name and follow up with them regularly in classes and meet with all teachers regularly. He knows where their houses are and can indicate their houses on the house map.





## Recommendations

1. Each school should establish a fund raising box to help support children with disabilities and families of children with disabilities referred to services.
2. Each school should cooperate well and work together with commune council to inclusive support for children with disabilities in commune development plan and commune investment program in order to get funding support from the commune council.
3. Partner organizations should provide funding support to cover transport cost of the families seeking referral services and provide additional support to students with disabilities who have more needs including bicycle. Families can access health care service for free or at a discount rate using IDPoor card where services are available.
4. It is helpful for families if there is a working group member going with them to the service.
5. Good cooperation with local partner organizations, which provide specific supports should be in place to ensure that students can get all necessary supports.
6. Advice form for teachers should be kept for future use by relevant stakeholders as it describes the needs of students with disabilities.



## Step 9: Monitoring Progress made by Children with Disabilities



### Responsible Persons

DOE (DTMT)

### Implementing Stakeholders

Schools and development partners

### Components of Step 9

#### 1. Developing a monitoring plan

- Members of the working group including DTMTs will monitor on quarterly basis
- Teachers will monitor students' progress regularly and report to the school director
- Working group at the national level will monitor the outcomes in target schools on semester basis

#### 2. Using appropriate forms at each level

Teachers will monitor by using an assessment form on learning activities and behaviour of students with disabilities. Information on progress made by disadvantaged students and simple solutions done should be reported to the school director.

The working group members will use the monitoring form and student statistics at school attached (Annex 9A) by taking data and information from the school registration and students with disabilities' learning activities and behaviour assessment forms.

Working group of Primary Education Department will check school statistics form attached:

- School statistics form at district level (Annex 9B)
- School observation form (Annex 9C)
- Class observation form (Annex 9D)

These forms adopt international standards on quality of inclusive education and steps for implementing the process of identification and referral system for children with disabilities described in the manual so that assessment can be done with success and quality.

#### 3. Examples of the Implementation and Recommendations



## Examples of the Implementation

Every two months, monitoring group from supporting organizations including Kruosar Thmey monitored Kampot Krong School, which was a pilot school. They met with teachers and school director to observe progress made by all students with visual impairment and challenges faced by students, teachers and school director. In the monitoring in Dec 2011, the monitoring group learned that students with visual impairment had lots of friends.

The teacher used advice form provided by eye care service to understand the needs of students with disabilities and follow up on the recommendation in the form by placing those students in the front row near the window or with students who did not have visual impairment. Students used the supporting stand or colorful slates designed for students with visual impairment. Teachers produced teaching materials with big letters for students with disabilities.





## Recommendations

1. Working groups at the three levels (provincial, district, school) should implement the monitoring plan developed to ensure that inclusive education is effectively implemented.
2. The monitoring group should continue to provide recommendations to teachers so that they can use advice form for each student to monitor their progress.
3. Teachers should use advice form for teachers to monitor progress made by students and identify other support and needs of students if they do not make progress as determined.
4. The monitoring group should use monitoring tools and learn how to provide good recommendations and feedback.

## SCHOOL OBSERVATION (SCHOOL DIRECTOR)

### I. General Information

1. School Name : ..... Phone Number : .....
2. Village ..... Commune/Sangkat ..... District/Khan .....Province/Capital.....
3. Name of School Director : ..... Sex : .....
4. Management Experience .....
5. Total No. of Teachers ..... Female : .....
6. Total No. of Students ..... Female : .....
7. Total No. of Students with Disabilities ..... Female : .....
8. Types of Disabilities :
  - Physical impairment : ..... persons
  - Hearing impairment : ..... persons
  - Intellectual impairment : ..... persons
  - Visual impairment : ..... persons
  - Speaking impairment : ..... persons
  - Other impairments : ..... persons

### II. Observation

| No. | Actions  | Yes | No | Observer's<br>Remarks |
|-----|--|-----|----|-----------------------|
| 1   | Annual school development plan is in place   |     |    |                       |
| 2   | A school map is developed for students with disabilities in the school, who have been already identified   |     |    |                       |
| 3   | A working group has been formed with representatives from the four levels as per guidelines  |     |    |                       |
| 4   | The working group has received trainings on disability awareness, qualitative indicators of inclusive education, community-based awareness activity, the use of matrix to identify children with disabilities, management of inclusive education for school director, inclusive education and rights to education for children |     |    |                       |
| 5   | Relevant teachers are given specialized trainings on how to teach students with visual impairment, learning difficulties and hearing impairment  |     |    |                       |
| 6   | Community-based awareness activities are organized   |     |    |                       |
| 7   | The school organized enrolment campaign to enrol all children including children with disabilities   |     |    |                       |
| 8   | School map is developed for children with disabilities out of school   |     |    |                       |
| 9   | There is proper statistics on students with disabilities   |     |    |                       |
| 10  | The school includes inclusive education in the agenda of its monthly meeting   |     |    |                       |

|    |  |  |  |  |
|----|--|--|--|--|
| 11 | Appropriate supports for children with disabilities are identified by using the table on necessary supports  |  |  |  |
| 12 | Information on appropriate referral services is provided to families of children with disabilities in school and out of school   |  |  |  |
| 13 | The working group follows up with families on referral to medical services   |  |  |  |
| 14 | Needs of children with disabilities are identified (For example : from the «Table on Necessary Supports and Referral Services)   |  |  |  |
| 15 | School yard is organized to provide appropriate and sanitary environment and attractive for children with disabilities   |  |  |  |
| 16 | The school has special programs and activities to encourage children with disabilities to enrol (Example : Motivation box, International Children Day, International Disability Day)   |  |  |  |
| 17 | The school has special programs and activities to encourage children with disabilities to enrol (Example : Supplementary lesson, breakfast or lunch, child for child activities, regular monitoring on teacher's advice form)                                |  |  |  |
| 18 | Provide accomodation for wheelchair users in school (Example : exit and entrance, ramps, the school should at least construct ramps for children with disabilities using wheelchairs to go to toilets, handrails, accessible playground and source of water) |  |  |  |
| 19 | The school implement disability prevention activities (Example : Children are educated to wash their hands with soap after toilet to prevent ear and eye infections, which may cause hearing or visual impairment)   |  |  |  |
| 20 | The school urges and encourages teachers to implement inclusive education sub-program  |  |  |  |
| 21 | The school encourages teachers to organize classes to be attractive for children and make children to want to study  |  |  |  |
| 22 | Students with disabilities are placed in classes appropriate with their ages ; for example, a eight-year-old student is supposed to study in grade 2 or 3  |  |  |  |
| 23 | The working group monitors the program implementation at least three times a year  |  |  |  |

### III. School Director's Comments

1. What are the challenges facing the management and implementation of inclusive education?

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2. What further technical supports are needed to improve inclusive education?

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3. What plans does the school put in place to improve inclusive education program in the coming months?

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Observer :  
Signature.....  
Name.....  
Role .....

Observer :  
Signature.....  
Name.....  
Role .....

School Director's Comments

Name : .....



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.....  
.....  
.....  
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.....Date .....201...

Signature

## ANNEX 9A

### SCHOOL STATISTICS FORM

#### FOR IDENTIFICATION AND REFERALL SYSTEM FOR CHILDREN WITH DISABILITIES

#### COMPLETED BY THE WORKING GROUP AND TEACHERS

Province ..... Cluster ..... Commune..... District .....

School ..... Date .....

|   |  | Source                                 | Total | F |
|---|--|--|-------|---|
| 1 | No. of current students in the school  | School's Namelist                      |       |   |
| 2 | No. of current students with disabilities in the school  | Namelist of Students with Disabilities |       |   |
| 3 | Percentage of children with disabilities out of the total number of students in the current academic year<br>[Current : Percentage 1]<br>Calculation : $\frac{\text{No. of New CWD in School [Indicator 2]} \times 100}{\text{No. of New Students in School [Indicator 1]}} =$ |  |       |   |
| 4 | No. of children with disabilities in the academic year before the implementation (Baseline)  | School's Namelist                      |       |   |
| 5 | No. of students in the academic year before the implementation (Baseline)  | Namelist of Students with Disabilities |       |   |
| 6 | Percentage of CWD in the school before the implementation<br>[Baseline : Percentage 0]<br>Calculation : $\frac{\text{No. of CWD in school before implementation} \times 100}{\text{No. of students with disabilities in school before implementation}} =$                      |  |       |   |
| 7 | Increased or decreased percentage of CWD in school<br>Calculation : $\frac{\text{Percentage 1 (new)} - \text{Percentage 0 (Baseline)} \times 100}{\text{Percentage 0 (Baseline)}} =$   |  |       |   |
| 8 | No. of children with disabilities needing necessary support  | Form for detailed identification       |       |   |
| 9 | No. of children with disabilities receiving necessary support  | Teacher's Advice Form                  |       |   |

|    |   |  |  |  |
|----|---|--|--|--|
| 10 | <p>Percentage of children with disabilities receiving necessary support</p> <p>Calculation : <math>\frac{\text{No. of CWD receiving necessary support [Indicator 9]} \times 100}{\text{No. of children with disabilities needing necessary support [Indicator 8]}} =</math></p> |  |  |  |
| 11 | <p>No. of children with disabilities promoted to the next grade</p> <p>(Calculation : Rank 1- Last Rank or Duration of the Observation)</p>   | <p>Student Reporting Card</p> <p>Teacher Journal</p> |  |  |
| 12 | <p>Percentage of CWDs promoted to the next grade</p> <p>Calculation : <math>\frac{\text{No. of CWD promoted [Indicator 11]} \times 100}{\text{No. of Current CWD in School [Indicator 2]}} =</math></p>   |  |  |  |
| 13 | <p>No. of children with disabilities completing the academic year and promoted to the next grade</p>  | <p>Teacher Journal</p>                               |  |  |
| 14 | <p>Percentage of children with disabilities completing the academic year and promoted to the next grade</p> <p>Calculation : <math>\frac{\text{No. of CWD completing the year [Indicator 13]} \times 100}{\text{No. of Current CWD in School [Indicator 2]}} =</math></p>       |  |  |  |

Seen and Approved

..... Date : .....  
 Table Maker

## Annex D : Class Observation

### I. General Information

Province ..... District/Khan ..... Commune/Sangkat .....

Cluster ..... School .....

Teacher ..... Sex ..... Education Level ..... Category .....

Seniority ..... Subject of Teaching ..... Lesson .....

Session Duration ..... Grade ..... from Time..... To .....

Total No. of Students ..... Female ..... No. of Absent Students ..... Female.....

No. of Students with Disabilities ..... Female ..... Types of Disabilities .....

Date of Observation .....

### II. Observation

| No. | Actions   | Yes | No | Observer's<br>Remarks |
|-----|---|-----|----|-----------------------|
| 1   | Is there lesson plan in place ?   |     |    |                       |
| 2   | Helping students with disabilities is include in the lesson plan  |     |    |                       |
| 3   | Appropriate teaching materials are used   |     |    |                       |
| 4   | Children with disabilities are assisted when they face or have difficulties with tasks  |     |    |                       |
| 5   | Children with disabilities are motivated to take part in every activity   |     |    |                       |
| 6   | Classroom or environment is organized to attract children and make them want to learn   |     |    |                       |
| 7   | Provide model to students without disabilities (For example, advising them not to tease, stigmatize or bully classmates) to reduce discrimination in the class                          |     |    |                       |
| 8   | Provide general support to students with disabilities in the class (Example: Pair student without disabilities and student with disabilities together so that they can help each other) |     |    |                       |
| 9   | Provide specific support to individual student with disability in the class (Example : Students with visual impairment sit in the front row and use tangible materials)                 |     |    |                       |
| 10  | The clasroom is well lit to help students with visual impairment  |     |    |                       |

|    |   |  |  |  |
|----|---|--|--|--|
| 11 | All students can easily move in the classroom and can read letters on the board   |  |  |  |
| 12 | Support students with learning difficulties (Example : Provide supplementary lesson to students to attract their attention...)                              |  |  |  |
| 13 | Keep teachers' advice form or progress monitoring table for individual student with disability regularly  |  |  |  |
| 14 | Receive basic training on inclusive education for children with visual, hearing and intellectual impairment   |  |  |  |
| 15 | Receive specialized training  |  |  |  |
| 16 | Monitor satisfactory progress of students with disabilities and put in place a plan to provide additional support to students without satisfactory progress |  |  |  |

**III. School Director's Comments**

1. Teacher's Strengths

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2. Teacher's Areas for Improvement

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3. Pedagogical Advice

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4. Teacher's Comments and Implementation of Pedagogical Advice

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Observer :  
Signature.....  
Name.....  
Role.....  
Date.....

Observer :  
Signature.....  
Name.....  
Role.....  
Date.....

Class-based Teacher  
Signature.....  
Name.....  
Date.....

School Management  
Signature.....  
Name.....  
Role.....  
Date.....



**ANNEX 9 B-D**

**MONITORING FORM**

**IDENTIFICATION AND REFERRAL SYSTEM FOR CHILDREN WITH DISABILITIES**

Province ..... Date ..... Total No. of Implementing Schools.....

**DISTRICT STATISTICS**

(Data Source: School Statistics Form, School Observation Form and Class Observation Form)

|     | District  | School       |   |              |   |              |   |              |   |
|-----|---|--------------|---|--------------|---|--------------|---|--------------|---|
|     | Total No. of Schools in Each District   | School ..... |   | School ..... |   | School ..... |   | School ..... |   |
| No. | Indicators  | Total        | F | Total        | F | Total        | F | Total        | F |
| 1   | No. of current students with disabilities in all pilot schools in each district   |              |   |              |   |              |   |              |   |
| 2   | No. of current students with disabilities in schools  |              |   |              |   |              |   |              |   |
| 3   | Percentage of children with disabilities [Current : Percentage 1<br>Calculation : $\frac{\text{No. of New CWD in School [Indicator 2]} \times 100}{\text{No. of New Students in School [Indicator 1]}}$ = |              |   |              |   |              |   |              |   |
| 4   | Total no. of children with disabilities in the academic year before the implementation in target schools (Baseline)   |              |   |              |   |              |   |              |   |



|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 5  | No. of students with disabilities in the academic year before the implementation in target schools (Baseline)  |  |  |  |  |  |  |  |  |
| 6  | Percentage of CWD in the school before the implementation in target schools<br>[Percentage 0 : (baseline)]<br>Calculation : $\frac{\text{No. of students with disabilities in the first academic year [Indicator 5]} \times 100}{\text{No. of students in the first academic year [Indicator 4]}} =$ |  |  |  |  |  |  |  |  |
| 7  | Increased or decreased percentage of students with disabilities in target schools<br>(Calculation : $\frac{\text{Percentage 1 (new)} - \text{Percentage 0 (Baseline)} \times 100}{\text{Percentage 0 (Baseline)}} =$ )   |  |  |  |  |  |  |  |  |
| 8  | No. of students with disabilities needing necessary support in all pilot schools in each district  |  |  |  |  |  |  |  |  |
| 9  | No. of children with disabilities receiving necessary support in all pilot schools in each district  |  |  |  |  |  |  |  |  |
| 10 | Percentage of children with disabilities receiving necessary support in all pilot schools in each district<br>(Calculation : $\frac{\text{No. of CWD receiving necessary support [Indicator 9]} \times 100}{\text{No. of children with disabilities needing necessary support [Indicator 8]}} =$ )   |  |  |  |  |  |  |  |  |
| 11 | No. of students with disabilities promoted to the next grade in all pilot schools in each district   |  |  |  |  |  |  |  |  |
| 12 | Percentage of students with disabilities promoted to the next grade in all pilot schools in each district<br>(Calculation : $\frac{\text{No. of CWD promoted [Indicator 11]} \times 100}{\text{No. of Current CWD in School [Indicator 2]}} =$ )   |  |  |  |  |  |  |  |  |

|    |   |  |  |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|--|--|
| 13 | No. of children with disabilities completing the academic year and promoted to the next grade in all pilot schools in each district   |  |  |  |  |  |  |  |  |
| 14 | Percentage of children with disabilities completing the academic year and promoted to the next grade in all pilot schools in each district<br>(Calculation : $\frac{\text{No. of students with disabilities completing the year [Indicator 13]} \times 100}{\text{No. of Current CWD in School [Indicator 2]}} = \quad )$ ) |  |  |  |  |  |  |  |  |
| 15 | No. of schools with a minimum score of 15/20 (75%)  |  |  |  |  |  |  |  |  |
| 16 | Percentage of schools with a minimum score of 15 (75%) in each district<br>(Calculation : $\frac{\text{No. of schools with a minimum score of 15 on school observation form [Indicator 15]}}{\text{Total no. of schools in each district}} = \quad )$ )   |  |  |  |  |  |  |  |  |
| 17 | No. of classes observed   |  |  |  |  |  |  |  |  |
| 18 | Total no. of classes observed with a minimum score of 7 (qualitative indicator is found at 70%)   |  |  |  |  |  |  |  |  |
| 19 | Percentage of classes with qualitative indicator of 70%<br>(Calculation : $\frac{\text{No. of classes with a minimum score of 7 [Indicator 18]} \times 100}{\text{Total no. of classes observed [Indicator 17]}} = \quad )$ )   |  |  |  |  |  |  |  |  |

..... Date : .....

Seen and Approved

Table Maker