



**CAMEROON BAPTIST CONVENTION
HEALTH SERVICES
Project Division
P.O. BOX 1 Bamenda, North West Region
Republic of Cameroon
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PUBLIC NOTICE

CALL FOR APPLICATIONS FOR TRAINING OF TRAINERS (TOT) PROGRAM, INCLUSIVE EDUCATION FOR DEAF AND HARD OF HEARING CHILDREN AND YOUTH: READING METHOD FOR EARLY LITERACY (RMEL)

In collaboration with the Kentalis International Foundation and Liliane Foundation, the Cameroon Baptist Convention (CBC) Health Services is implementing a train the trainer capacity-building program in Inclusive Education, for Deaf and Hard of Hearing Children and Youths. This initiative aims to enhance the skills of educators and professionals in Cameroon to support the Literacy Development of Children with Hearing Loss or Deafness using the Kentalis Reading Method for Early Literacy (RMEL). By training a cohort of trainers from teacher training colleges, schools for deaf children and several universities in Cameroon, the project intends to create a ripple effect, enabling the dissemination of knowledge and skills to other educators and professionals across the Country. Ultimately, this project seeks to improve the quality of education and access to literacy for children with hearing loss or deafness in Cameroon.

This course will be made suitable through customization to adapt to the American Sign Language and French Sign Languages used in Cameroon. By tailoring the RMEL Course to the specific linguistic and cultural context of Cameroon, we ensure its relevance and effectiveness in promoting early literacy.

The training will be delivered in a Blended Learning modality; A self – paced online study through the e-learning platform (low mb usage) combined with on-location training sessions at the CBC Health Services Resource Centre at Mvan,-Yaounde.

What will you learn?

- You will understand the way children who are deaf learn how to read.
- You will learn suitable teaching methods
- You will be able to train teachers, as a certified reading coach, to work with the reading method.

Training Content

DAY	SUBJECT	ITEMS
Day 1	Language background DHH and teaching methods	<ul style="list-style-type: none"> • Variety of Children • Language to literacy • Language backgrounds DHH • Language development hearing children • Language acquisition • The learning pyramid • Direct instruction • learning pit
Day 2	Step 1 - Teaching new sign vocabulary, using PERC	<ul style="list-style-type: none"> • Understanding the importance of teaching vocabulary • Understanding PERC • Understanding that prior to teaching reading (and other subjects) we have to teach vocabulary
Day 3	Step 2: Teaching new signs in meaningful contexts, using sign language stories and wh-questions	<ul style="list-style-type: none"> • How to create a story in sign language • How to adapt your sign language complexity to the learners' language development • How to tell and introduce stories and texts to the learners • Asking open questions, using wh-question
Day 4	Step 3: Teaching new words that represent the meaning of the signs, using the Multimodal Approach	<ul style="list-style-type: none"> • Understanding the importance of teaching meaning of written words explicitly

		<ul style="list-style-type: none"> • Learning about the Multimodal approach in teaching DHH learners to read • Learning how to teach DHH learners to read words through sandwiching and chaining • Understanding the role of speech reading and pronunciation in learning to read • Learning how to apply the Direct Instruction Model when teaching new words to DHH learners
Day 5	Step 4: Use of written stories and texts: Reading new words in meaningful contexts and increasing motivation	<ul style="list-style-type: none"> • How to write a story based on your sign language story • Using multiple types of texts • Writing stories or texts with the right linguistic level, appropriate for learners who are DHH • How to introduce stories and texts to the learners • The order of teaching to read stories or texts to learners who are DHH • Asking wh-questions, aimed at reading the written story or text with comprehension

Eligibility Criteria:

- Trainers / lecturers/ Instructors at teacher training facilities or teachers of deaf children who have affinity with inclusive deaf education, reading methods and literacy skills.
- Participants must have a good comprehension of English, as the course is in English.
- Participants need to be available during the on-location trainings.
- Participants who are deaf will be provided with an interpreter.
- Participants must have a phone with data at their disposal or a laptop/computer.
- Knowledge of sign language is an added advantage.

Required Documents :

- CV - 2 pages maximum,
- A statement of no more than 200 words explaining:
 - o Why you wish to attend this ToT;
 - o Your willingness to cascade the training for teachers at primary and secondary schools
 - o Readiness and prior experiences in attending trainings via digital platforms

Training Schedule

An approximately 96 hours is needed

1. 16 hours of self-paced online study, feedback, and assignments.

Dates:

1. 14th - 18th of October 2024: 40 hours of on-location training at CBC Health Services Resource Centre, Mvan-Yaounde.
2. 4th – 8th of November 2024: 40 hours of on-location training at CBC Health Services Resource Centre, Mvan-Yaounde.

** We specially encourage applicants who are deaf to apply and we will provide an interpreter.

NB: Those who do not complete the online session cannot participate in the face -to-face training

How to apply: - Interested applicants must send their applications by email to: bridgetlonglaa@gmail.com

Application deadline: August 15, 2024.



Prof. Tih Pius Muffih, MPH, PhD
Project Director

