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September 20, 2024

PUBLIC NOTICE

Call for applications for Training of Teachers 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 Health Services is implementing a capacity-building program for classroom teachers in inclusive education for deaf and hard-of-hearing children and youths. This initiative aims to enhance the skills of teachers of deaf and hard-of-hearing children and youths 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 teachers of deaf and hard-of-hearing children and youth in Cameroon, the project aims to capacitate teachers to acquire skills that will enable them to teach literacy skills to these learners, thereby enhancing their ability to access the school curriculum, participate, and achieve on an equitable basis as their hearing peers.

Ultimately, this project seeks to significantly improve the quality of education and literacy access for children with hearing loss or deafness in Cameroon, paving the way for a more inclusive and equitable educational system.

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, taking into account the unique needs and circumstances of our local community.

The training will be delivered in a Blended Learning modality: self-paced online study through the e-learning platform (low MB usage) combined with on-location training sessions at the CBCHS 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 why-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 why-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 the meaning of written words explicitly



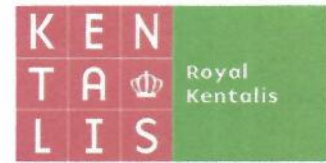
		<ul style="list-style-type: none"> • Learning about the Multimodal approach in teaching DHH learners to read • Learning how to teach DHH learners to read words through sandwiching and chaining • Understanding the role of speechreading and pronunciation in learning to read • Learning how to apply the 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 why-questions aimed at reading the written story or text with comprehension

To be eligible, applicants shall be:

- Teachers working at a school for the deaf (in grades where literacy is introduced) or teachers working in an inclusive (deaf) education setting
- Participants must have a good comprehension of English and/or French
- Participants need to be available during the on-location training.
- Participants who are deaf will be provided with an interpreter.
- Participants must have a phone with data at their disposal, or a tablet, computer, and access to the internet

Required Documents:

- CV - 2 pages maximum,



• A statement of no more than 200 words explaining:

- Why you wish to attend this training;
- Your willingness to share the knowledge you will gain with your colleagues
- Your willingness to practically implement what you will learn in your class.
- Your willingness to monitor the progress of your learners and provide feedback
- Readiness and prior experiences in attending trainings via digital platforms

Training Schedule

Approximately 96 hours are needed.

- 16 hours of self-paced online study, feedback, and assignments prior to the on-location training.

Dates:

- November 4 - 8, 2024: 40 hours of on-location training at CBCHS Resource Centre Mvan, Yaoundé.

** We especially encourage applicants who are deaf, 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 should send their applications by email to bridgetlonglaa@gmail.com

Application deadline: 30th of September.

Sincerely,

Samuel Ngum, PGDip, MSc., (International Health)
Director of Health Services