



Kingdom of Cambodia  
Nation Religion King



Ministry of Education Youth and Sport

# Inclusive Education Action Plan 2024-2028





## PREFACE

The Royal Government of Cambodia has a strong commitment to upholding the rights of persons with disabilities, as evidenced by the ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the Constitution of the Kingdom of Cambodia, the Law on Education, and the Law on the Protection and Promotion of the Rights of Persons with Disabilities. In this context, the Ministry of Education, Youth and Sport (MoEYS) adopted the Policy on Inclusive Education in 2018 and the Inclusive Education Action Plan 2019–2023.

Noticeable results were obtained from the implementation of the Inclusive Education Action Plan 2019–2023. MoEYS has embedded inclusive education into all levels of pre-service teacher training programs and trained approximately 4,000 teachers in specialized skills and inclusive education for special education high schools, integrated classes, and mainstream schools across the country. The ministry has partnered with development partners, non-governmental organizations (NGOs), and local communities, implemented inclusive education in some target schools, and set up home-based education that supports approximately 16,000 children with disabilities to access quality inclusive education.

To ensure equitable access to inclusive quality education for children with disabilities, MoEYS has developed an Inclusive Education Action Plan, 2024–2028 (IEAP 2024–28), based on the Policy on Inclusive Education 2018, recommendations from the 2023 inclusive education research, and key lessons learned from the implementation of the IEAP 2019–2023. The plan was developed through a wide range of consultations organized with relevant stakeholders at national and subnational levels, including development partners, schoolteachers, parents, and children with and without disabilities.

This IEAP Plan 2024–2028 provides a road map with strategies and key priority actions that ensure persons with disabilities, particularly children with disabilities, can access equitable, inclusive quality education, promote lifelong learning, and contribute to national development and society. Successful implementation of the plan requires concerted efforts from national and sub-national institutions, education institutions, development partners, and all relevant stakeholders.

On behalf of Ministry of Education, Youth and Sport, I sincerely offer my appreciation to leaders and officials, development partners, and all stakeholders, especially the Capacity Development Partnership Fund (CDPF), United Nations Children’s Fund (UNICEF) Cambodia, and UNICEF East Asia and Pacific Regional Office, who successfully supported and contributed to the development of this plan. B. /



Phnom Penh, 20 May 2024

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## List of Abbreviations

- **AAR Japan** : Association for Aid and Relief, Japan
- **CCAMH** : Cambodia Child and Adolescent Mental Health Caritas Cambodia
- **CCC** : Child Care Centres
- **CYWD** : Children and Youth with Disabilities
- **CP-SSIP** : Child Protection Sector Strategic Implementation Plan
- **CRPD** : Convention on the Rights of Persons with Disabilities
- **CRS** : Catholic Relief Services
- **CSES** : Cambodia Socio-Economic Survey
- **CWD** : Children with disabilities
- **DAC** : Disability Action Council
- **DDSP** : Disability Development Services Program
- **DIPAS** : Disability Inclusion Policy and Strategy
- **DOE** : District Office of Education Youth and Sport
- **DP** : Development Partner
- **IE** : Inclusive Education
- **EMIS** : Education Management Information System
- **EF** : Equity Foundation
- **ESP** : Education Strategic Plan
- **NGOs** : Non-governmental organizations
- **LiFE** : Learning is For Everyone
- **MoEYS** : Ministry of Education, Youth and Sport
- **MoH** : Ministry of Health
- **MoLVT** : Ministry of Labor and Vocational Training
- **MoP** : Ministry of Planning
- **MoSAVY** : Ministry of Social Affairs, Veterans and Youth Rehabilitation
- **NIE** : National Institute of Education
- **NISE** : National Institute of Special Education
- **NCDP** : National Center for Disabled People
- **POE** : Provincial Department of Education Youth and Sport
- **PB** : Public Budget
- **PTTC** : Provincial Teacher Training College
- **PWD** : Person with disabilities
- **RGC** : Royal Government of Cambodia
- **SDGs** : Sustainable Development Goals
- **SED** : Special Education Department
- **STEM** : Science, Technology, Engineering, and Mathematics
- **UNESCO** : United Nations Educational Scientific and Cultural Organization
- **UNICEF** : United Nations Children's Fund

## 1. Background

Globally, an estimated 240 million children experience some form of disability, approximately equating to one in every ten children worldwide. Regional disparities are evident, with differing proportions across regions. For example, 8 out of 100 children in East Asia and the Pacific have a disability, while the figure rises to 13 out of 100 children in the Middle East and North Africa. *Psychosocial difficulties are common among these children with disabilities.*<sup>1</sup> The Cambodia Population Census (2019) stated 690,000 (or 4.9 per cent) of 14.1 million persons aged 5 years and above have some forms of disabilities, of which approximately 38,000 are children aged 5 to 14 years old. The Census also reveals that 49 per cent of children aged 5–9 with moderate to severe disabilities never attended school. A study by UNICEF based on the 2019/2020 Cambodian Socio-Economic Survey also indicates that primary school completion rate is as low as 23 per cent among children with disabilities, compared to 81 per cent among children without disabilities. This results in low literacy rates among people with disabilities in the country.

### 1.1. Global and regional context of children with disabilities

*Disability is one of the most serious barriers to education across the globe.*

Robbed of their right to learn, children with disabilities are often denied the chance to participate in their communities, the workforce and the decisions that most affect them. Despite worldwide progress to ensure all learners have access to quality education, many of the most vulnerable and marginalized are still left behind. Children with disabilities are among the most marginalized and excluded groups facing multiple physical, social, political and institutional barriers. Exclusion from education further perpetuates the vicious cycle of disability and poverty. While the international human rights framework has changed lives everywhere, persons with disabilities have not reaped the same benefits. Regardless of a country's human rights or economic situation, they are generally the last to have their human rights respected.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) is the international community's response to the long history of discrimination, exclusion and dehumanization of persons with disabilities. The CRPD outlines state obligations for providing inclusive education. Article 24 of the Convention calls for the development of inclusive education at all levels: countries must ensure their laws promote the right of persons with disabilities to education at all levels and allow them to learn alongside other students in inclusive schools.

Social exclusion is a major obstacle to poverty reduction and eradication and welfare of the nation and a source of suffering, discrimination and crime. and human resource development. People living in poverty, families, orphanages, and persons with disabilities are the most vulnerable to social exclusion. Persons with disabilities are the responsibility of society. Thus, they must not be socially discriminated against in education, community, labour, the workplace, and in public. Education is a fundamental source of elimination of social discrimination. The Cambodian Constitution and the National Policy on Inclusive Education (2018), which comply with the Universal Declaration of Human Rights (1948), state that all human beings are born free and equal in dignity and rights. The CRPD ensures that persons with disabilities enjoy or exercise all human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field on an equal basis.

A review on existing policies related to inclusive education in Cambodia found that only 3 out of 13 policies explicitly define disability. The earliest reference to disability was found in the 2007 Education Law, and the latest was in the 2018 Inclusive Education Policy. The Education Law (2007) predominantly adopts a medical model of disability and uses the term '**disabled**'. The Law on the Protection and Promotion of the Rights of Persons with Disabilities (2009) maintains aspects of the

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<sup>1</sup> United Nations Children's Fund, *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*, UNICEF, 2021.

medical model but transitions to the more inclusive terminology. Inclusive Education Policy (2018) aligns more closely with the social model, acknowledging physical conditions hindering participation. Most policies highlight the right to education for children with disabilities, but there is less frequent mention of the right to non-discrimination and protection against violence. Thus, addressing the right to non-discrimination in existing policies should be considered to prepare, plan and implement strategies and key activities effectively.

Some policies use stigmatizing language like *‘disabled learners’* and propose separate classes, contrary to CRPD principles. However, there are no specific mechanisms for enforcing non-discrimination and preventing violence, which can result in ineffective implementation of policies and principles. Despite these issues, Cambodia has demonstrated commitment to address inclusive education by establishing laws, policies and relevant legislation for persons with disabilities and children with disabilities to be recognized, get support, and have access to education. Cambodia's efforts to foster disability-inclusive education through various policies demonstrate evolving attitudes toward disability. However, further alignment with the CRPD and the social model of disability is required. Existing policies in Cambodia outline various educational provisions for children with disabilities, but not all align with integration principles. In this regard, reviewing and revising the existing policies to align with integration and to avoid segregation are very much needed. It is suggested that more robust mechanisms are required for accountability and enforcement of policies.

### ***The right to inclusive education***

Inclusive education is rooted within the concepts of human rights as expressed by the United Nations Convention on the Rights of the Child (1989) and the CRPD. Although many countries have ratified these Conventions, few have incorporated them into national legislation to ensure the rights of citizens are protected, especially those most vulnerable in society, such as children and people with disabilities. As a result, children with disabilities are underrepresented in education systems. Many of those who attend school are exposed to education systems that do not adequately support their learning requirements or are provided with lower-quality education, including segregated or special education.

***The right to education does not automatically imply inclusion.*** The right to education within mainstream systems and the prohibition of discriminatory practices was first highlighted in more detailed instruments such as the Jomtien Declaration (1990) and is clearly stated in the Salamanca Statement (1994) prepared by the United Nations Educational Scientific and Cultural Organization (UNESCO) and the associated framework for action. It proposed policy shifts required to include children with special educational needs. A commitment was made to promote the approach of inclusive education.

*“Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide effective education to the majority of children and improve the efficiency and, ultimately the cost-effectiveness of the entire education system.”*  
(UNESCO, 1994, Article 2).

More recently, Sustainable Development Goal 4 (SDG4) calls explicitly for inclusive, quality education and lifelong learning in supported and accessible learning environments. Goal 4 categorically notes the need *“to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, Indigenous people and children in vulnerable situations”* by 2030 (Target 4.5). It goes on to mandate the need *“to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective environments for all”* (Target 4. A).

*Concurrently, UNICEF envisions a more inclusive world by 2030*<sup>2</sup>, where all children, including those with disabilities, live in barrier-free and inclusive communities. The Disability Inclusion Policy and Strategies (DIPAS) sets out six strategic priorities: prevention of stigma and discrimination; improvement of disability-inclusive services, programs, and workplaces; access to comprehensive community care and support services; access to assistive technology; disability-inclusive action in humanitarian, emergency, and fragile contexts; and full and meaningful participation of persons with disabilities. DIPAS is the road map for greater cross-sectoral coordination for disability inclusion to be mainstreamed across the organization at every level to meet the needs of the world’s 240 million children with disabilities.

Jointly, they serve as a reminder of the urgency to call on countries *“to ensure inclusive and equitable education and promote lifelong learning opportunities for all”*<sup>3</sup>. This is in line with a human rights-based approach to education and shifting from special and segregated schools for children with disabilities to the provision of education for all children in mainstream settings.

## **1.2 Country context**

The Royal Government of Cambodia (RGC), the Kingdom of Cambodia, is a signatory to all key, legally binding United Nations human rights treaties. It supported the 1994 Salamanca Statement on special needs education, the 2003 Biwako Millennium Framework for Action, and the 2006 Bangkok Convention on the Promotion of the Rights of People with Disabilities. The RGC recognized and respected the fundamental human rights and dignity of persons with disabilities; Article 74 of the Cambodia Constitution affirms, *“The State shall assist the disabled and the families of combatants who sacrificed their lives for the nations.”* In addition, the Educational Law, Chapter 7, Articles 38 and 39 addresses special education specifically regarding the rights of learners with disabilities to learn alongside children without disabilities and provide a special education service to learners with disabilities.

The RGC has been paying attention to implementing international laws, especially conventions on child rights and the concerning protocols, to respond to the needs of children and their special protection, as well as issuing many measures to ensure children's well-being and social protection. At the same time, Cambodia has issued laws, policies, and national action plans such as the National Policy Framework for Social Protection 2016–2025, National Policy on Child Protection 2019–2029, Policy on Alternative Child Care, Law on Juvenile Justice, Law on International Child Adoption, and many relevant regulations for the benefits and basic rights of children in centres and communities.

The Policy on Inclusive Education (2018) has the vision of ensuring respect for the rights of persons with special needs entitled to an inclusive and equitable quality education and lifelong learning. After that, the first Five-Year IEAP 2019–2023 was produced and adopted by the MoEYS to operationalize the policy for long- and medium-term activities: aiming to provide a clear direction for relevant stakeholders to conduct systematic reforms. The IEAP was an essential road map for inclusive education implementation in Cambodia. It includes key activities, indicators, targets, time frames, responsible institutions, supporting institutions, funding sources, and monitoring and evaluation. It was expected to have outcomes in terms of an increase in enrolment of persons with special needs in schools: through raising awareness within the community, identifying persons with special needs (both in and out-of-school), providing necessary support, and strengthening institutional capacity in responding to the needs of persons with special needs through teacher training, establishment of appropriate educational services, and development of appropriate teaching methodology and curriculum. Eight strategies are ranked from developing legal frameworks and mechanisms; developing inter-ministerial collaboration for early identification; developing a robust data collection and information system; providing inclusive and equitable quality education; ensuring quality, inclusive, and equitable education for female students with

<sup>2</sup> United Nations Children’s Fund, *Disability Inclusion Policy and Strategies (DIPAS) 2022-2030*, UNICEF, February 2023, <[www.unicef.org/unicef-disability-inclusion-policy-and-strategy-dipas-2022-2030](http://www.unicef.org/unicef-disability-inclusion-policy-and-strategy-dipas-2022-2030)>.

<sup>3</sup> United Nations Sustainable Development Goals, *Goal 4: Quality Education*, <<https://unstats.un.org/sdgs/report/2017/goal-04/>>.

special needs; developing country-based universal design standards for the construction of all school buildings and water sanitation facilities; building capacity for teachers and school management committee; and promoting the Policy on Inclusive Education.

The results from IEAP (2019–23) implementation, lessons learned, and challenges encountered are discussed in the following section. The Action Plan 2024–2028 has been established to further enhance and accomplish any outstanding priorities and address key challenges observed during the implementation of the first IEAP.

### *1.3. Key achievements of IEAP 2019–2023*

After the Policy on Inclusive Education 2018 was approved, MoEYS endorsed an operational plan for 2019–2023 that included strategies and key priorities to expand access to inclusive quality education for children with disabilities. Efforts have been made through establishing policies, strengthening institutional capacity, and providing interventions for children with disabilities. The MoEYS Special Education Department (SED) and the National Institute for Special Education (NISE) were established and have played an active role in coordinating inclusive education services, developing teacher training curricula and delivering training for teachers, and operating special education high schools, integrated schools and mainstream schools to accommodate learning for children with disabilities.

MoEYS has reported notable progress in teacher training on inclusive education. This was achieved by incorporating inclusive education into the pre-service teacher training curriculum, which has been implemented in teacher training colleges nationwide, including the preschool teacher training centre and the National Institute of Education (NIE). Moreover, a specialized diploma course has been developed in three specializations, and training has been provided for 120 specialized teachers during the last five years. These teachers were deployed to support the learning of children with disabilities, primarily in the six special education schools. Additionally, in-service teacher training was delivered for approximately 4,000 teachers and education officers from MoEYS and schools.

For the school year 2022/23, approximately 16,132 students with disabilities, including 5,254 girls with disabilities, enrolled in various schools nationwide. These schools include mainstream schools, integrated schools, and special education schools. MoEYS facilitates the effective operation of the six special education high schools. These schools have enrolled 1,075 students, including 156 girls, with moderate and severe disabilities. Additionally, MoEYS has gradually taken over the operation of 31 integrated schools that were previously run by NGOs and transferred to MoEYS.

In partnership with NGOs and development partners, including UNICEF, some inclusive learning materials/kits, assistive devices, technologies, support for children with disabilities to access referral services, and a home-based education programme have been provided during the last five years. Details on these have been achieved by SED.

Over the five-year implementation period of the IEAP, many capacity-building programs were conducted, some teaching texts were developed, and meetings were organized to improve teaching quality, service provision, identification of children with disabilities, coordination and facilitation among involved stakeholders, and other activities. While some good results were achieved, more is needed to address gaps in key strategies and priorities due to limited financial and material support, cooperation and collaboration from the national and subnational levels.

Despite these results, disseminating policy and legal frameworks, including instructions, guidelines and awareness of these documents, needed improvement and development. Difficulties and challenges were also uncovered, for example, that children with severe disabilities out of school do not yet receive education services, health treatment and rehabilitation; and information dissemination and awareness on disabilities at the community level were not comprehensive yet. The provision of rehabilitation services did not respond to the needs of children with disabilities. Thus, there are many important efforts that remain, such as publishing more braille and sign language documents, photo-visual dictionaries, identifying children with disabilities in target provinces, disseminating identification tools, providing more and regular capacity-building programs and trainings, as well as short courses to teachers and

school management committees. Also needed are in-service trainings for specialized teachers and personnel, conducting IAEP monitoring and assessments properly, promoting close cooperation and collaboration between governmental institutions (inter ministries) with development partners, national and international organizations (disabilities), location authorities, schools, parents, communities and the general public.

### **Challenges encountered in the implementation of IEAP 2019–2023**

One of the main barriers to the implementation of inclusive education was the need for more financial support to conduct the planned activities of the Action Plan. Monitoring and assessment reports had yet to be fully completed. MoEYS also had yet to have a comprehensive evaluation report of the results of implementing the plan. This is a lesson learned for the next five-year IEAP.

Compared to other children, children with disabilities are less likely to have ever attended school and more likely to be out of school. Inclusive education is an approach that transforms the education system – including its structure, policies, practices and human resources – to accommodate all learners. To ensure that rights are respected within education, mechanisms are needed for schools, teachers, families and students to report discrimination, as well as sensitization efforts in the community to the needs and rights of community members with disabilities. The mission of inclusive education is about the identification and removal of barriers at all levels. During implementation of the IEAP 2019–2023, what emerged is a lack of material support for children with special needs in some remote areas, a lack of awareness of the benefits of inclusive education, and parents of children with disabilities lacking information about special education schools and integrated classes in their living provinces. There were still concerns about parents sending their children to schools and living separately from their families.

## **2. Situation analysis of children with disabilities**

### ***2.1. Situation analysis of inclusive education in Cambodia***

Despite success stories in inclusive education efforts in Cambodia, the country still faces a lack of technical expertise, teachers, facilities, learning materials, support services, funding and other issues, which constitute major obstacles to strengthening the guidelines, regulations and national action plan for inclusive and special education. In addition, support from families (with concerns related to difficulties and discrimination at schools) to send their children with disabilities to school is also a challenging issue to focus on. Meanwhile, community support still needs to improve and the lack of teachers in both public and private schools with children with disabilities is another key challenge to address.

Law and policy impact analysis related to inclusive and special education is very important for key stakeholders – from schools, districts and provincial levels, to the Ministry in charge of education in Cambodia – to develop practical national action plans.

Infrastructure for implementing, developing and promoting inclusive education, special education, and integrated education is still limited, not responding to all needs and demands, especially in rural and remote areas. The lack of financial support to carry out the plan and expansion and other types of encouragement to families of children with disabilities are still matters of concern.

### ***2.2. Challenges and barriers to inclusive education***

In Cambodia, the CRPD has been endorsed, and disability-inclusive policies and Action plan on Education have been implemented to ensure that all individuals have equal access to education. However, several challenges persist, such as barriers to accessing education due to poverty, biased attitudes and limited awareness of disabilities. This has resulted in a gap between existing policies and legislation and their implementation at the classroom and school levels.

To address this issue and to better understand the implementation challenges of inclusive education in Cambodia, the Learning is For Everyone (LiFE) initiative was launched through a partnership between UNICEF Innocenti, UNICEF Cambodia, UNICEF East Asia and the Pacific Regional Office, and the

MoEYS. *The research methodology was derived from the third volume of the Education Sector Analysis Methodological Guidelines*<sup>4</sup> and employed a mixed-methods approach, including policy and landscape analysis, secondary data analysis, and in-depth primary research to explore the factors affecting the implementation of inclusive education from a demand and supply side perspective, as well as the system's enabling environment.

The framework for disability-inclusive education (system lens) was used to structure the analysis and inform the recommendations. This framework is a system tool used to examine the entire education system through a disability-inclusive lens. It provided a structured way of identifying what needs to be implemented to make the entire education system disability-inclusive. While the framework focuses on children with disabilities, it is expected that any improvements identified will benefit the participation and learning outcomes of all children, with or without disabilities. (*See Annex 2: Framework for disability-inclusive education*).

The analysis followed two broad sections of the framework: service delivery (implementation level) and the enabling environment (policy level), *which provided an overview of what and how the current policy environment supports the implementation of disability-inclusive education*.

*The key findings and recommendations from this analytical research informed the strategy selection process for IEAP 2024–2028 to transform the Cambodian education system and provide quality inclusive education for all children.*

The analysis began with taking a close look at the enabling environment, also known as the foundational blocks of the system, to enable the implementation of disability-inclusive education.

***The findings suggested that:***

- Cambodia's efforts to foster disability-inclusive education through various policies demonstrate evolving attitudes toward disability. However, further alignment with the CRPD and the social model of disability is required.
- Existing policies in Cambodia outline various educational provisions for children with disabilities, but not all align with integration principles, with some mentions of schooling in segregated schools.
- The right to non-discrimination was less frequently addressed in policies, and vulnerable groups who may face additional marginalization are not specified.
- Data from district officers suggest more robust mechanisms and require accountability and enforcement of policies.
- The importance of collaboration with various institutions and stakeholders to enhance holistic support provided to children with disabilities is addressed in policies, and district officer reports suggest positive collaborations exist.

The second part of the research shifted its focus to whether and how disability-inclusive education is implemented at the school level. While analyzing available data that inform the supply side of system blocks, research discovered that:

Children with disabilities in Cambodia were three times less likely to have attended school compared to those without disabilities. Disability status substantially impacted school attendance, outweighing factors like wealth, gender and location.

- Even in cases where children with disabilities are enrolled in schools, their attendance may not be full-time due to overcrowded classrooms, issues in transportation to distant schools with a capacity to enrol children, and other barriers.

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<sup>4</sup> *United Nations Educational, Scientific and Cultural Organization: International Institute for Educational Planning, United Nations Children's Fund, Global Partnership for Education and the United Kingdom Foreign, Commonwealth and Development Office, Education Sector Analysis Methodological Guidelines Volume 3, IIEP-UNESCO and UNICEF, 2021.*

- There are no standardized screening mechanisms, with the responsibility of screening lying with teachers and schools. This may exacerbate errors in reporting and lead to a lack of trust among parents.
- Only 1 in 10 teachers reported receiving either pre-service or in-service training in inclusive education, with many feeling unprepared to address the needs of children with disabilities.
- While most teachers and headteachers reported being in favour of inclusive education, teachers reported that children with disabilities should learn in separate classrooms, which may reflect a lack of understanding of the definition of inclusion.
- Despite established accessibility guidelines, Cambodia has made limited progress in achieving fully accessible schools and classrooms. Teachers and headteachers reported encountering challenges in implementing inclusive education due to the need for more diverse teaching materials.

*Even when children with disabilities can access education, the quality of education they are receiving could be improved. In particular:*

- Qualitative findings suggest limited differentiation in assessments for children with and without disabilities, with minimal adaptations made for those with disabilities.
- While data on the learning of students with disabilities are limited, the findings indicate that entering the school system is a more significant barrier than learning achievement once in school.
- Disability was associated with a higher likelihood of prolonged school absenteeism, affecting the continuity of learning for children with disabilities.
- Disability was associated with higher illiteracy rates in Cambodia. However, school attendance reduced rates of illiteracy amongst children with disabilities and reduced the gap in literacy rates between children with and without disabilities.
- The data suggest that the benefits of inclusive education and inclusive schools can extend to all children in Cambodia, not only children with disabilities.

When looking at the demand side system blocks, focusing on attitudes toward educating children with disabilities in mainstream settings, the research concluded that:

- Raising awareness of the benefits of inclusive education in the community is essential, as some negative beliefs persist among both parents of children with and without disabilities.
- Children with disabilities reported cases of discrimination and ostracism, which may lead to a lack of willingness to attend mainstream schools.
- Indirect financial burdens may affect parents' abilities to enroll their children in schools.
- While education is free in Cambodia, parents of children with disabilities reported needing additional financial and material support, including learning aids and transportation, to attend school.

*The findings above informed the suggested policy recommendations:*

### *2.3. Suggested policy recommendations*

To enable the implementation of disability-inclusive education, the system will benefit from the following changes:

#### **Enabling environment:**

- Enhance the availability and quality of data on children with disabilities and their learning.
- Develop a framework to monitor policy implementation to ensure alignment between policy and practice and identify gaps in policy implementation.
- Further align policies and legislation with the social or human rights model of disability and the principles of inclusion.
- Establish standardized screening protocols and tools for identifying children with various types of disabilities and their learning needs.

*To support the implementation at the service delivery level, the following supply-side recommendations are suggested:*

- Transform mainstream schools to become more disability-inclusive for children with various types and severities of disability.
- Strengthen financial and material support for families of children with disabilities.
- Offer comprehensive and ongoing professional development opportunities for teachers, focusing on effective strategies for teaching children with diverse learning needs and ways to achieve true inclusion in classrooms.

*On the quality side, and based on research findings, it is recommended to:*

- Develop accessible and adapted learning curricula and assessments to track the learning of children with disabilities.
- Support the learning continuity of children with disabilities, following long periods of absenteeism, and minimize the risk of school dropout.

*Finally, to ensure successful implementation from the demand side it is recommended to:*

- Promote public awareness of inclusive education as a practice beneficial to children with and without disabilities. Tailor interventions to the social and cultural context, targeting individuals, families, communities and educational institutions at all levels of Cambodian society to address negative attitudes and beliefs toward disability and promote inclusive education.
- Strengthen parental engagement in nurturing, caring and supporting children with disabilities to access services, including inclusive education and referral services.

### **3. Vision**

The new IEAP 2024–2028 builds on the achievements of the previous IEAP and has the vision to provide inclusive quality education for persons with disabilities and special learning needs to acquire the knowledge, skills and attitudes so they develop their full potential and meaningfully participate in the development of society.

### **4. Purpose**

Cambodia acknowledges that inclusive education means including students with disabilities in a mainstream school environment. In many countries today, children with disabilities attend regular schools but follow an adapted curriculum. Moving toward a more inclusive model (students with disabilities following an inclusive curriculum alongside students without disabilities) is a long-term process. It is an approach that transforms the education system, including its structure, policies, practices and human resources, to accommodate all learners in mainstream education by addressing and responding to learners' diverse needs.

The IEAP 2024–2028 aims to provide a road map, strategies and key priority actions for increasing enrolment and promoting equitable access to inclusive, quality education for persons with disabilities, including children, adolescents and youth with disabilities. This includes defining and maintaining standards for inclusiveness, adaptation and modification of curriculum content, teaching and learning materials, pedagogy, and environment to ensure access to and participation in quality inclusive education.

## 5. Scope

The IEAP 2024–2028 aims to provide education services for individuals with all disabilities, including children, adolescents and youth with disabilities. This plan aims to ensure that all children have access to high-quality, inclusive education services that span from early childhood education to higher general education and technical vocational education training through formal and informal education systems.

## 6. Strategies

The IEAP 2024–2028 has been formulated based on policy recommendations suggested from recent policy analysis and research on inclusive education in Cambodia, and a wide range of consultations with relevant stakeholders, from national and subnational government institutions, to development partners and parents of, and children with and without disabilities. The IEAP adopts the following strategies:

- ❖ **Strategy 1** : Develop regulatory frameworks and enabling environments conducive to promoting inclusive education.
- ❖ **Strategy 2** : Develop a robust data and information collection system to identify children with disabilities by cooperation with relevant national institutions and stakeholders.
- ❖ **Strategy 3** : Ensure access to inclusive quality education for persons with disabilities, including children and adolescents with disabilities.
- ❖ **Strategy 4** : Ensure quality inclusive education for children with disabilities and special learning needs.
- ❖ **Strategy 5** : Develop country-based universal design standards for school buildings, accessible school infrastructure and sanitation facilities.
- ❖ **Strategy 6** : Leverage resources and diversified budget to support vulnerable families with children with disabilities and special learning needs.
- ❖ **Strategy 7** : Develop capacity building for teachers and the school management committee.
- ❖ **Strategy 8** : Promote awareness of the Policy on Inclusive Education.
- ❖ **Strategy 9** : Enhance knowledge, roles, responsibilities, and participation of all stakeholders.

The following summary of key strategic priorities aims to draw the attention of key decision-makers at the national and subnational levels, including service providers, concerned development partners, parents of and children with disabilities, to fully participate in the implementation, monitor progress and assess the impact of IEAP implementation.

Key strategies of IEAP	Key strategic priorities by 2026 (mid-term)	Key strategic priorities by 2028
<b>Strategy 1:</b> Develop regulatory frameworks and enabling environments conducive to promoting inclusive education.	Review and revise existing regulatory frameworks on inclusive education to ensure alignment with other national guidelines and tools.	Review and development of Policy on inclusive education.
<b>Strategy 2:</b> Develop a robust data and information collection system to identify children with disabilities by cooperation with relevant national institutions and stakeholders.	Monitor and track progress on enrolment of children with disabilities through data analysis, including MoEYS administered data, survey/research and other national censuses.	Evidence-based inclusive education policy development.
	MoEYS approves inclusive education school guideline and operationalizes in selected areas.	Inclusive education school guideline and resource schools in

Key strategies of IEAP	Key strategic priorities by 2026 (mid-term)	Key strategic priorities by 2028
<b>Strategy 3:</b> Ensure access to inclusive quality education for persons with disabilities, including children and adolescents with disabilities.	MoEYS continues to provide integrated schools and special education schools as a bridging platform towards inclusive education.	inclusive education operationalized on larger scale.
<b>Strategy 4:</b> Ensure quality inclusive education for children with disabilities and special learning needs.	Develop and implement flexible curriculum applying universal design for learning principles (UDL), adapted learning assessment tools, provide inclusive learning materials as well as assistive technologies that support learning needs of children with disabilities.	Conduct learning assessment of children with disabilities as per the national learning assessment schedule and standards.
<b>Strategy 5:</b> Develop country-based universal design standards for school buildings, accessible school infrastructure, and sanitation facilities.	Develop and standardize guidelines on accessible school infrastructure, facilities and play areas.	School building, physical infrastructure and facilities (new and renovated) comply with accessible standards.
<b>Strategy 6:</b> Leverage resources and diversified budget to support vulnerable families with children with disabilities and special learning needs.	Embed UDL principles in the teaching and learning activities.	MoEYS capacitate schools to fundraise to support children with disabilities' access to education and referral services.
<b>Strategy 7:</b> Develop capacity building for teachers and the school management committee.	Develop annual operational plan (AOP) with costed affordable budget.	Ensure budget allocation to support the studies of children with special needs.
	Allocate state budget to support the studies of children with special needs.	Conduct expenditure on five-year IEAP implementation.
	Conduct costing of inclusive education of children with disabilities	Implement continuous professional development programme for educational personnel and teachers.
	Review, revise the existing curriculum implemented by pre-service and in-service training programmes.	Provide specialized training curriculum and gradual upgrade to higher level of education (i.e., from diploma course to associate and bachelor's degree).
	Provide specialized training curriculum and gradual upgrade to higher level of education (i.e., from diploma course to associate and bachelor's degree).	Provide specialized training curriculum and gradual upgrade to higher level of education (i.e., from diploma course to associate and bachelor's degree).

Key strategies of IEAP	Key strategic priorities by 2026 (mid-term)	Key strategic priorities by 2028
<b>Strategy 8:</b> Promote awareness of the Policy on Inclusive Education.	Mid-term review of IEAP.	Final evaluation of IEAP, and next five-year IEAP.
<b>Strategy 9:</b> Enhance knowledge, roles, responsibilities and participation of all stakeholders.	Engage parents of children with disabilities and organizations of persons with disabilities in key events, including policy discussions, world disability day and others.	Track progress and social behaviour change toward inclusive education for children with disabilities.
	Undertake national forums on inclusive education to reflect progress and explore resolutions that support education services for children with disabilities.	

## 7. Action plan

IEAP 2024–2028 includes nine main strategies with specific objectives and expected results, sub-strategies, and key priority actions as indicated in the attached Result Matrix (see Annex 1). The plan includes a set of core indicators for monitoring progress and measuring results, designed for each of the key priorities as outlined in the nine key strategies. They include practical targets for each year of implementation.

The following core indicators and targets set in the IEAP serve as the basis for monitoring and evaluation during the five years of IEAP implementation, proposed to embed into the Education Strategic Plan 2024–2028. Progress and results against these targets will be observed and documented in the annual education congress report.

IEAP Strategies	Core Indicators	Base line (2023)	Target 2024	Target year 2025	Target year 2026	Target year 2027	Target year 2028
Strategy 1:	IEAP 2024-2028 developed, implemented and evaluated.	IEAP 2019–23	IEAP 2024–28 approved, and implemented.	IEAP 2024–28 implemented.	IEAP 2024–28, implemented, reviewed.	IEAP implemented.	IEAP 2024–28 evaluated.
Strategy 2:	Situation analysis and research conducted to understand barriers hindering access to education of children with disabilities.	IE research 2023	Research report to understand the barriers to access to education of children with disabilities is conducted every two years	N/A	Mid-Term Research Study	N/A	Situation analysis conducted at the end of IEAP.
Strategy 3:	% Of children with disabilities enrolled in improved education (MoV: CSES, CDHS)	63% of children with disabilities enrolled (CSES 2019-20)					At least 5% increase from the first year to 2028 (results from CSES, CDHS)
Strategy 4:	% Of students with disabilities graduating from primary school continued their education at the lower secondary school of	87.5%	90%	95%	95%	95%	95%

IEAP Strategies	Core Indicators	Base line (2023)	Target 2024	Target year 2025	Target year 2026	Target year 2027	Target year 2028
Strategy 5:	the special education high school No. of schools scaled up as an inclusive education school (cumulative).	75 (NGO, Govt)	80	85	90	95	100
Strategy 6:	% of schools allocated school budget for IE (MoV: survey data).	Not available	Small survey to be conducted to establish baseline data.		At least 30% of schools surveyed use funds for IE.		At least 50% of schools surveyed used funds for IE.
Strategy 7:	No. of teachers trained in inclusive education through in-service training programmes.	6500 teachers trained between 2019–2023.	500 (Annual)	500 (Annual)	500 (Annual)	500 (Annual)	1,000 (Annual)
	No. of teachers trained in specialized course in deaf, blind & intellectual disabilities (PRESET and INSET).	105 teachers graduated special diploma course between 2018–2023	24 (Annual)	30 (Annual)	30 (Annual)	30 (Annual)	30 (Annual)
Strategy 8:	% of provincial AOP allocated and used fund for IE activities	Not available (check AoP 2023 of POE).	50%	60%	70%	80%	100%
Strategy 9:	No. of parents with children with disabilities engaged in IE policy development and IEAP implementation (cumulative)	150	200	250 (cumulative)	300 (cumulative)	350 (cumulative)	400 (cumulative)

## 8. Implementation and management mechanism

The Result Matrix annexed to the five-year action plan details key activity priorities, expected results, indicators, targets, key involved stakeholders, timeframe and budgets. Some activities need to be undertaken for five consecutive years; some activities will be implemented between one and two years. Management mechanisms ensure the process of IEAP implementation and that all stakeholders conduct their roles and responsibilities properly and produce good results.

## 9. Stakeholder involvement

*This action plan requires multiple stakeholders to achieve it:*

Key stakeholders contributing to implementation, monitoring, financing, and reporting results of the IEAP 2024–2028 include the relevant government agencies from national and subnational levels, NGOs and development partners, local communities, parents and caretakers of children with disabilities.

Stakeholders play important roles in supporting implementation of the IEAP 2024–2028, based on their respective roles and tasks, especially promoting awareness on inclusive education, the Policy on Inclusive Education, providing information for children with disabilities and their families. They can also provide material and financial support for children with special learning needs. Development partners play important roles in providing technical, material and financial support, capacity building and other cooperation.

*Below are some of the proposed roles that the stakeholders should play:*

**MoEYS:** Ministry’s technical departments, especially the Department of Non-Formal Education and Inclusive, play the key leading role in overseeing, monitoring and evaluation, providing technical support, coordination, facilitation and collaboration with all involved stakeholders. They also prepare the annual reports on IEAP results.

MoEYS will play a coordination role with other government ministries and institutions, in particular the National Disability Action Councils, in the development of regulatory frameworks related to disability inclusion and inclusive education. They will seek technical support and advice on the national policies and operational standards related to disability identification and contribute IEAP results into the national report on the situation of persons with disabilities for the Royal Government of Cambodia.

The Department of Finance of MoEYS ensures resources to support IEAP implementation, evaluates all expenses, and prepares the financial report on accountability and effectiveness of utilizing the resources for all activities with costs.

**Provincial Department of Education, District Office of Education:** As per MoEYS guidance, the established Working Group plays important roles in: effective IEAP implementation; requesting and providing technical and material support; cooperating with the national level; assisting children with disabilities with special learning needs; and undertaking other tasks based on actual needs.

**Parents/ caretakers of children with disabilities:** play important roles in encouraging and supporting their children with disabilities to go to schools; to access referral services; engage in school and social activities for inclusive education; disseminate information on inclusive education services; participate in discussion forums, workshops and related activities; and requests for support.

## 10. Budget and resource allocation

The IEAP includes the estimated budget for each key priority and is totalled by each strategy. This estimation was formulated to provide indicative budget information based on budget calculations prepared by Department of Non-Formal Education and Inclusive on the respective activities in their own annual operation plan. Department of Non-Formal Education and Inclusive ensures the budget, as agreed by MoEYS, with financial support from the national budget, development partners, private sector, civil society and other donors.

The attached result matrix reflects overall estimates and supporting institutions and shows the possibility for enhanced coordination between departments and coordination with development partners of the MoEYS to implement the plan. The five-year cost estimate (2024–2028) also helps identify resource gaps and analyse and prioritize available resources.

Resources to support the implementation of the plan will be leveraged from different institutions, including government, development partners, NGOs, subnational government, and parents as per the below estimation by strategy:

IEAP Strategies	Estimated Costs (in Million Riels)
<b>Strategy 1</b> : Develop regulatory frameworks and enabling environments conducive to promoting inclusive education.	910
<b>Strategy 2</b> : Develop a robust data and information collection system to identify children with disabilities by cooperation with relevant national institutions and stakeholders.	1,270
<b>Strategy 3</b> : Ensure access to inclusive quality education for person with disabilities, including children and adolescents with disabilities.	25,351
<b>Strategy 4</b> : Ensure quality inclusive education for children with disabilities and special learning needs.	1,410
<b>Strategy 5</b> : Develop country-based universal design standards for school buildings, accessible school infrastructure and sanitation facilities.	2,494
<b>Strategy 6</b> : Leverage resources and diversified budget to support vulnerable families with children with disabilities and special learning needs.	450
<b>Strategy 7</b> : Develop capacity building for teachers and the school management committee.	5,758
<b>Strategy 8</b> : Promote awareness of the Policy on Inclusive Education and IEAP 2024–2028.	1,600
<b>Strategy 9</b> : Enhance knowledge, roles, responsibilities and participation of all stakeholders.	860
<b>Total</b>	<b>40,103</b>

## 11. Monitoring and evaluation

The monitoring and evaluation mechanism enables MoEYS to assess progress and challenges encountered during IEAP implementation and to take corrective action. IEAP Monitoring and evaluation is scheduled for the annual review report, mid-term review and final evaluation.

The annual review will observe and analyse IEAP achievements. The report will be presented to MoEYS and shared with key stakeholders through various platforms, including the annual forum on inclusive education and MoEYS annual congress.

MoEYS will work closely with subnational education authorities and schools to monitor progress on the situation of children with disabilities enrolled in education and the quality of inclusive education services. This will include accessible infrastructure, assistive devices and access to referral services.

## 12. Conclusion

The IEAP 2024\_2028 demonstrates the strong commitment of the MoEYS to ensure that children with disabilities in Cambodia fully acquire the knowledge, skills and attitudes to become skilled citizens responsible for their livelihoods and contributing to the development of the nation. Successfully implementing this plan requires human, financial and other indispensable resources. MoEYS hopes and believes that relevant organizations, parents, communities, public and private institutions, and all stakeholders will contribute to the promotion, support and implementation of this plan effectively and successfully.

## Annexes:

### Annex 1: IEAP result matrix

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)	
				2024	2025	2026	2027	2028						
<b>Strategy 1 : Develop regulatory frameworks and enabling environments conducive to promoting inclusive education.</b>													910	
<b>Objective 1 : Align between the existing policies and legal frameworks to promote the provision of education services with quality, equity and inclusion to children and persons with special needs for learning.</b>														
<b>Expected result : Relevant policies and regulatory frameworks that promote the provision of educational services with quality, equity and inclusion to children and persons with special needs for learning launched and implemented.</b>														
1.1 Review regulatory frameworks to support the learning of children and youth with disabilities to ensure equity and inclusion.	1.1.1 Review and edit existing legal frameworks and policy on inclusive education that ensure alignment with the inclusive education implementation.	Number of legal framework documents on inclusive education adopted and promulgated.	4 legal documents: (IE policy, IE action plan, Prakas, guidelines)	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Related department Development partners (DPs)	-Government Development Partners	40	-Department of Non-Formal Education and Inclusive report	
	1.1.2. Support capacity of District, Krong, Khan to implement the delegated role and function by issuing technical and operational guidelines, training that promote inclusive education.	Number of guidelines to urban, district /Khan administrations in providing inclusive education services.	1 guideline to urban, district /Khan administrations in providing inclusive education services.	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Related departments -DPs - Provincial Department of Education Youth and Sport (POE) -District Office of Education Youth and Sport (DOE) - Local Authority	-Government Development Partners	100	- Technical and operation guidelines, report of training	

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	1.1.3. Develop and update technical and operational documents to support inclusive education.	Number and type of technical documents adopted for use.	Operational Guideline for Inclusive School (1-2)	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Related departments - DPs - POE - DOE - Local Authority	- Government Development Partners	200	- Guideline on IE school by Department of Non-Formal Education and Inclusive
1.2. Promote the participation of children, adolescents and youth with disabilities or families in discussions on policy on inclusive education.	1.2.1. Establish and implement the participation mechanism of the policy on inclusive education discussion for children with disabilities' families and communities. 1.2.2. Identify children and youth with disabilities, families, and communities to participate in developing and implementing policy, and following up on progress.	Number of participants in discussions of the policy on inclusive education. Number of children and youth with disabilities, families, and communities that participate in developing and implementing policy, legal documents, and monitor inclusive education activities to be implemented.	600 persons 200	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Related departments, DPs - POE - DOE - Communities	- Government Development Partners	50	- Department of Non-Formal Education and Inclusive report
				✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Related govt departments - DPs - POE - DOE - Communities	- Government Development Partners	160	- Department of Non-Formal Education and Inclusive report, - NGO report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
1.3. Strengthen control and monitoring mechanisms on development and progress of inclusive education at national, subnational, and school levels.	1.3.1. Prepare control and monitoring mechanisms and framework for inclusive education.	Number of control and monitoring mechanisms and frameworks for inclusive education put into implementation.	1 document	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -DPs.	- Government -Development Partners	20	- Department of Non-Formal Education and Inclusive report
	1.3.2. Implement control and monitoring works on inclusive education.	Number of activities of control and monitoring work on inclusive education at all levels.	10 activities of control and monitoring work on inclusive education.	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -PoE -DPs	- Government -Development Partners	100	- Department of Non-Formal Education and Inclusive report
	1.3.3. Review and evaluate IEAP 2024-2028	Number of meetings on conclusion/evaluation of action plan on inclusive education 2024-2028 implementation.	2 times (mid-term and final term)	✓					- Department of Non-Formal Education and Inclusive	- Relevant Department -POE -DPs.	- Government -Development Partners	240	- Department of Non-Formal Education and Inclusive report
<b>Strategy 2 : Develop a robust data and information collection system to identify children with disabilities by cooperation with national institutions and relevant stakeholders.</b>													
<b>Objective 2 : Have an effective and relevant data collection system and tools to identify children with disabilities, that is well-managed.</b>													
<b>Expected result : Responsible institutions and relevant stakeholders have good cooperation in providing information and identification on children with disabilities correctly, fairly, and indiscriminately.</b>													
2.1. Develop an identification tool for children with disabilities (CWDs)	2.1.1. Review and edit identification tools of CWDs.	Number of identification tools of CWDs.	1 identification tool for CWDs.				✓		- Department of Non-Formal Education and Inclusive	- Relevant departments -DPs.	- Government -Development Partners	200	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	2.1.2. Prepare guidelines for the identification tool of CWDs.	Number of guidelines for identification tools for CWDs.	1 main guideline document.				✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE -DPs.	-Government -Development Partners	20	-Department of Non-Formal Education and Inclusive report
	2.1.3. Provide short courses and disseminate guideline principles and identification tools on CWDs for subnational education authorities and schools.	Number of municipalities, provinces, urban, districts, and schools to receive short courses and dissemination.	25 municipalities and provinces				✓	✓	- Department of Non-Formal Education and Inclusive	- POE, DoE, school -Local Authority	- Government -Development Partners	400	- Reports of Municipalities -Provinces -PoEs
	2.1.4. Implement the identification tool for CWDs.	Number of municipalities and provinces that implement the identification tool for CWDs	5 municipalities and provinces		✓		✓	✓	- Department of Non-Formal Education and Inclusive	- POE, DOE, school, -Local Authority -Community	- Government -Development Partners	100	- Reports of Municipalities -Provinces -PoEs
	2.1.5. Reflect and improve the identification tool of CWDs	Number of identification tools for CWDs documents	1 document				✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments and partners	- Government -Development Partners	50	- Department of Non-Formal Education and Inclusive report
2.2. Improve data and information collection and modernize management tool.	2.2.1. Work with the Education Management Information System (EMIS) department to review and reflect indicators on CWDs in school data collection checklist and training	Number of schools trained on revised school checklist that reflected questions on disabilities.	All schools	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE -DPs	- Government -Development Partners	100	- Report of EMIS Dept.	

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	2.2.2. Develop data collection application on a Smartphone (Smartphone app) or Tablet.	Number of data collection applications on a smartphone (Smartphone app) or Tablet	1 data collection application on a smartphone (Smartphone app) or Tablet				✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE	- Government -Development Partners	200	- Department of Non-Formal Education and Inclusive report
	2.2.3. Develop the data collection and entry guidelines.	Number of data collection and entry guidelines.	1 data collection and entry guideline.				✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE	- Government -Development Partners	40	- Department of Non-Formal Education and Inclusive report
	2.2.4. Test the data collection and entry tool.	Number of municipalities and provinces that test the data collection and entry tool	2 municipalities and provinces that tested the data collection and entry tool.				✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE -DPs	- Government -Development Partners	40	- Department of Non-Formal Education and Inclusive report
	2.2.5. Provide short courses and disseminate the data collection and entry principles.	Number of municipalities and provinces that received short courses and dissemination of data collection and entry principles.	Piloted in 8 municipalities and provinces				✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs	- Government -Development Partners	100	- Department of Non-Formal Education and Inclusive report
	2.2.6. Reflect and improve the data collection and entry management system.	Number of reflection reports on the data collection and entry management system.	1 report				✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs	- Government -Development Partners	20	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
<b>Strategy 3 : Ensure access to inclusive quality education for persons with disabilities, including children and adolescents with disabilities.</b>													
<b>Objective 3 : Transform schools to be more inclusive and establish education services for children with disabilities and persons with special needs.</b>													
<b>Expected result : Children with disabilities and persons with special needs acquire knowledge, skills and attitudes with quality, equity and inclusion.</b>													
3.1. Transform public schools, private schools, and community kindergartens into Inclusive Schools	3.1.1. Develop school physical infrastructure, play areas, and sanitation facilities to be accessible and inclusive for children with disabilities.	Number of schools modified physical infrastructures to be accessible	500 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs, - Local Authority	- Government - Development Partners	4,000	- Report of POE - Department of Non-Formal Education and Inclusive
	3.1.2. Communities, stakeholders, and development partners support schools to be inclusive schools.	Number of schools receive support for participation from communities, stakeholders, and development partners	8 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs - Local Authority	- Government - Development Partners	160	- Report of POE - Department of Non-Formal Education and Inclusive
	3.1.3. Disseminate and raise awareness on inclusive education broadly to the community or local authority, teacher, student, and stakeholder.	Number of municipalities and provinces disseminate and raise awareness on inclusive education broadly to the community or local authority, teacher, student, and stakeholder.	8 municipalities and provinces	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- PoE - DoE - School - Local Authority, DPs	- Government - Development Partners	800	- Report of POE and Department of Non-Formal Education and Inclusive
	3.1.4. Send children with disabilities to receive services such as health checkups, rehabilitation, and assertive device provision.	Number of children with disabilities get services	500 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant Department - Health Department - Rehabilitation Center - DPs	- Government - Development Partners	100	- Report of POE

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
3.2. Encourage children and families with disabilities to go to schools inclusively and equitably.	3.1.5. Adapt flexible curriculum focusing on supporting materials and digital technology to respond to the learning needs of students with disabilities and students with special needs.	Improved curriculum with flexibility, provide materials and digital technology support	Disseminate curriculum to educational institutions	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant Department - NIE - NISE - POE - DPs	- Government - Development Partners	480	- Report of POE
	3.1.6. Prepare guideline implementation for developing and transforming schools more inclusive.	Number of guideline implementations for developing and transforming schools more inclusive.	1 document of guideline implementation for developing and transforming schools more inclusive.	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant Department - DPs.	- Government - Development Partners	400	- Department of Non-Formal Education and Inclusive report
	3.2.1. SED Coordinate scholarships to students with disabilities.	Number of students with disabilities that receive scholarships.	150 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments, NISE - HEIs - Relevant partners - DPs.	- Government - Development Partners	1,200	- Department of Non-Formal Education and Inclusive report - Finance Dept
	3.2.2. Provide assistive devices for students, means of transportation, clothes, and study materials.	Number of students that receive assistive devices, means of transportation, clothes and study materials.	90 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - NISE - HEIs - Relevant partners - DPs.	- Government - Development Partners	500	- Department of Non-Formal Education and Inclusive report - Finance Dept
	3.2.3. Support students with disabilities to access health care services, specialised services (referral services), including physio and psycho therapies.	Number of students that are supported to access these services.	112 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - NISE - Health department - Relevant partners	- Government - Development Partners	500	- Department of Non-Formal Education and Inclusive report - Health Dept

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	3.2.4. Prepare a back-house map for children with disabilities and children with special needs.	Number of back-house maps for children with disabilities and children with special needs.	1 map	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs	- Government - Development Partners	160	- POE report
	3.2.5. Appoint parents of children with disabilities and Organization for Persons with Disabilities as members of the school management committee to strengthen and develop the school.	Number of schools that appoint parents of children with disabilities and Organization for Persons with Disabilities as members of the school management committee	20 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs	- Government - Development Partners	400	- POE report
	3.2.6. Prepare the bridging class or oriented class (for early intervention or on-time intervention).	Number of bridging classes or oriented classes (for early intervention or on-time intervention)	4 classes				✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs	- Government - Development Partners	1,488	- POE report
	3.2.7. Continue to support special education high schools and integrated classes to enable the enrolment of children with disabilities and transfer to mainstream schools.	Number of special education high schools and integrated classes that receive support	6 special education high schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - NISE - POE - DPs	Govt. and DPs	14,300	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	3.2.8. Disseminate and raise awareness on inclusive education broadly to the community or local authority, teachers, students and stakeholder.	Number of municipalities and provinces that disseminate and raise awareness on inclusive education broadly to the community or local authority, teachers, students and stakeholder.	8 municipalities and provinces	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - Local Authority - DPs	- Government - Development Partners	800	- Reports of POE and Department of Non-Formal Education and Inclusive
	3.2.9. Identify and gather students with disabilities especially at risk of dropout and dropout students to return to school.	Number of targets and students with disabilities especially at risk of dropout to return to school.	125 students with disabilities	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs - Local Authority	- Government - Development Partners	63	- POE report
<b>Strategy 4 : Ensure quality inclusive education for children with disabilities and special learning needs.</b>													
<b>Objective 4 : Provide education opportunities to children with disabilities and persons with special needs (especially females) to learn in schools and participate in all kinds of activities in schools and society.</b>													
<b>Expected result : Children with disabilities and children with special needs (especially females) receive quality education and participate in social development.</b>													
4.1. Provide support and share good experiences on inclusive education in all forms to children	4.1.1. Prepare guideline on Individual Education Plan (IEP) development, implementation and monitoring to support individual student learning.	Number of IEP documents to help students.	1 IEP guideline document	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - DPs - POE - DOE - School	- Government - Development Partners	100	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
with special needs in all schooling.	4.1.2. Provide capacity-building training to teachers on specific skills in giving quality, inclusive and equitable education services to children with special needs, such as regular pedagogical counselling to teachers.	Number of teachers that receive capacity-building training on specific skills in giving quality, inclusive and equitable education services.	150 teachers	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive NISE	- Relevant departments -NISE -POE -DOE -DPs -School	- Government Development Partners	150	- Department of Non-Formal Education and Inclusive report
	4.1.3. Continue dissemination on giving quality, inclusive and equitable education services to children with special needs, relevant communities, relevant stakeholders, and development partners.	Report on dissemination of giving quality, inclusive and equitable education services.	25 Municipalities and provinces provide annual reports.	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -DPs -POE -DOE -School	- Government Development Partners	100	- Department of Non-Formal Education and Inclusive report
	4.1.4. Coordinate studies of students with disabilities at higher education institutions.	Number of youth with disabilities who pursue their studies in higher education.	85 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive NISE	- Relevant departments -NISE -Higher Education Institutes -Relevant partners	- Government Development Partners	680	- Department of Non-Formal Education and Inclusive report - Finance Dept
4.2. Monitor and evaluate the learning outcome and use the results to strengthen the student's learning quality.	4.2.1. Parents, involved stakeholders and relevant development partners participate in the process of monitoring and evaluation of learning outcomes and use it to strengthen the quality of student learning performance.	Number of discussion meetings with parents, communities, involved stakeholders, and relevant development partners on student learning outcomes.	25 meetings	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- PoE -DoE -School -DPs	- Government Development Partners	200	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	4.2.2. Implement students with disabilities' learning assessment tools.	Number of schools that implemented adapted learning assessment tool.	10 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs -Local Authority	- Government -Development Partners	100	- Department of Non-Formal Education and Inclusive report
	4.2.3. Analyze the result of test and provide capacity building to students with disabilities.	Number of students with disabilities receive the capacity building and test.	625 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE. -DOE -Community -Guardians	- Government -Development Partners	80	- Department of Non-Formal Education and Inclusive report
<b>Strategy 5 : Develop country-based Universal Design Standards for school buildings, accessible school infrastructure, and sanitation facilities.</b>													
<b>Objective 5 : Modify the existing physical infrastructures and new physical infrastructures to comply with country-based Universal Design Standards that accommodate the accessibility of children with disabilities and persons with special needs for learning.</b>													
<b>Expected result : Children and youth with disabilities as well as persons with special needs enabled to use the physical infrastructures that have sample plan design with national context.</b>													
5.1. Push all educational institutions to renovate or modify facilities to be accessible in compliance with persons with disabilities needs.	5.1.1. Renovate physical infrastructure in response to persons with disabilities.	Number of schools that renovate physical infrastructure in response to persons with disabilities.	135 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE -DOE -School -DPs	- Government -Development Partners	540	- Department of Non-Formal Education and Inclusive report
	5.1.2. Renovate bathrooms based on universal design with braille letters and signs in public and private institutions	Number of schools have bathrooms based universal design	135 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs	- Government -Development Partners	540	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
5.2. Promote repair and maintenance of physical infrastructure for all.	5.2.1. Repair and maintain the physical infrastructure for longer term use.	Number of schools that have repaired and maintained the physical infrastructure.	208 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs	- Government - Development Partners	832	- Reports of POE and Department of Non-Formal Education and Inclusive
	5.2.2. Disseminate awareness and usage of physical infrastructure with accessibility.	Number of schools that have disseminated information.	250 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs	- Government - Development Partners	50	- Department of Non-Formal Education and Inclusive report
	5.2.3. Collaborate with parents, guardians and communities to gain financial, technical and material support for renovating and preparing physical infrastructure.	Number of schools that have collaborated with parents, guardians and communities to gain financial, technical and material support for renovating and preparing physical infrastructure.	416 schools have collaborated with parents, guardians and communities.	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DP - Community	- Government - Development Partners	84	- Department of Non-Formal Education and Inclusive report
	5.2.4. Disseminate standardized technical document on physical infrastructure to accommodate persons with disabilities, widely reaching all relevant stakeholders.	Number of municipalities and provinces that have disseminated standardized technical document.	25 municipalities and provinces	✓	✓			✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DP - Community	- Government - Development Partners	200	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
5.3 Promote and apply Universal Design for Learning (UDL) in learning and teaching activities.	5.3.1. Develop guidelines and integrate into the training curriculum for IE.	Number of guidelines and integrations into the training curriculum for IE.	1 document	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - NISE	- Government - Development Partners	48	- Department of Non-Formal Education and Inclusive report
	5.3.2. Undertake training on UDL in connection with IE training and specialized training at NISE.	Number of persons receiving training on UDL in connection with IE training and specialized training at NISE.	100 persons	✓	✓	✓	✓	✓	- NISE and Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE	- Government - Development Partners	200	- Report of NISE and Department of Non-Formal Education and Inclusive
<b>Strategy 6 : Leverage resources and diversified budget to support vulnerable families with children with disabilities and special learning needs.</b>													
<b>Objective 6 : Provide financial and material support to vulnerable families with children with disabilities and children with special needs for learning.</b>													
<b>Expected result : Vulnerable families with children with disabilities and children with disabilities with special needs have received financial and material support.</b>													
6.1. Undertake fundraising to support the studies of students with disabilities.	6.1.1. Increase the government budget to support the studies of students with disabilities.	Total number of increased budget for inclusive education.	4200 Riels per person per month	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs	- Government - Development Partners	20	- POE report
	6.1.2. Request budget plan of schools to support CWDs to put into the commune/Sangkat development program.	Number of schools requested commune/Sangkat budget	500 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs - Local Authority	- Government - Development Partners	20	- POE report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
6.2. Promote families with children with disabilities and children with disabilities to have social protection, financial support, and other social services.	6.1.3. Undertake fundraising from development partners, private sector, community and donors to support inclusive education.	Number of development partners, private sector, community and donors to support inclusive education.	15 development partners	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs - Local Authority - Donors	- Government - Development Partners	20	- Department of Non-Formal Education and Inclusive report
	6.1.4. Incorporate the financial plan of Inclusive Education for Children with Disabilities (IEP) into the school development plan and annual operational plan.	Number of schools that have incorporated the financial plan of Inclusive Education for Children with Disabilities (IEP) into the school development plan and annual operational plan.	250 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs - Local Authority	- Government - Development Partners	20	- Department of Non-Formal Education and Inclusive report
	6.2.1. Disseminate information to families with Persons with Disabilities Card with equity and inclusion.	Number of municipalities and provinces that received information for families with CWDs to get the Persons with Disabilities Card.	25 municipalities and provinces	✓	✓			✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs - Local Authority - Donors	- Government - Development Partners	20	- Department of Non-Formal Education and Inclusive report
	6.2.2. Establish Equity Foundation at schools and communities.	Number of schools and communities that established Equity Foundation at schools and communities.	250 schools and 150 communities	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - DPs - Local Authority, - Donors	- Government - Development Partners	40	- POE report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	6.2.3. Provide National Social Security Cards (NSS) to children with disabilities.	Number of high schools for special education that provided NSS cards.	6 high schools for special education	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE - DOE - School - Local Authority	- Government - Development Partners	30	- POE report
	6.3. Provide opportunities and possibilities for better living condition improvement to families with children with disabilities.	Number of families with CWDs that received support to access vocational training.	100 families		✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments - POE - DOE - School - DPs - Local Authority - Donors	- Government - Development Partners	240	- Department of Non-Formal Education and Inclusive report
	6.3.2 Provide job opportunities to persons with disabilities.	Number of persons with disabilities that found jobs.	225 have found jobs.	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant Department - POE - DOE - NISE - DPs - Local Authorities	- Government - Development Partners	40	- Department of Non-Formal Education and Inclusive report
<b>Strategy 7 : Develop capacity building for teachers and the school management committee</b>													
<b>Objective 7 : Provide training for teachers and school management through pre-service and in-service training programme on inclusive education and on specialized subjects required to work with children with special needs for learning.</b>													
<b>Expected result : School management and teachers acquired qualifications in teaching and management of learners with special needs.</b>													
7.1. Collaborate with Teachers Training Institutions in providing inclusive education training	7.1.1 Train and upgrade teachers and teacher-students on inclusive education.	Number of teachers and teacher-students that received training and updating.	3000 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive - NISE	- Relevant departments - POE - DOE - NISE - NIE - Pedagogy - School	- Government - Development Partners	3,000	- Report of Department of Non-Formal Education and Inclusive - NISE

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	7.1.2. Undertake study visits to schools experienced in inclusive education.	Number of schools that received study visits.	8 schools	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government -Development Partners	64	- Department of Non-Formal Education and Inclusive report
	7.1.3. Provide capacity-building training to teacher trainers on inclusive education.	Number of teacher trainers that received capacity-building training on inclusive education	32 persons	✓	✓	✓	✓	✓	Department of Non-Formal Education and Inclusive	- NISE -POE -DOE -DPs	- Government -Development Partners	64	- Department of Non-Formal Education and Inclusive report
	7.1.4. Develop inclusive education documents for providing capacity-building to school management, teachers and stakeholders.	Number of documents to provide capacity-building on inclusive education to school management, teachers, and stakeholders.	1 document	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -DPs	- Government -Development Partners	200	- Department of Non-Formal Education and Inclusive report
	7.1.5. Provide special education training (sign language, Khmer braille), and psychological skills for children with disabilities.	Number of teacher-students that received special education training.	129 persons	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government -Development Partners	258	- Department of Non-Formal Education and Inclusive report
	7.1.6. Develop Bachelor's program in inclusive education.	Number of documents of Bachelor's Program in Inclusive education.	1 document	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant department -NISE -POE -DOE -School -DPs	- Government -Development Partners	480	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	7.1.7. Undertake the IE curriculum revision	Number of IE curriculum revisions.	1 document	✓	✓				-TTD -Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -TEC, -Provincial Teacher Training College (PTTC) -DPs	-Government -Development Partners	480	-Department of Non-Formal Education and Inclusive report
	7.1.8. Undertake training for teacher educators from TEC, PTTCs and MoEYS.	Number of teacher educators that receive training on IE	75 persons	✓	✓				-TTD -NISE and Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -TEC, -Provincial Teacher Training College (PTTC) -DPs	-Government -Development Partners	400	-Department of Non-Formal Education and Inclusive report
7.2. Provide opportunities and encouragement to attend capacity-building training on inclusive education (In-service)	7.2.1. Provide scholarships to teachers to attend inclusive education courses and provide opportunities for career pathways to them on a regular basis.	Number of teachers that receive scholarships for training.	25 persons	✓	✓			✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -DPs	-Government -Development Partners	240	-Department of Non-Formal Education and Inclusive report
	7.2.2. Provide and motivate teachers, such as admiration certificates, medals and money as rewards.	Number of teachers that receive motivation.	100 persons	✓	✓			✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -School -DPs	-Government -Development Partners	20	-Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
7.3. Develop the capacity of school management members to prepare plans to respond to inclusive education.	7.3.1. Provide capacity development to school management members in preparing school development plan and annual operational plan to transform schools into IE schools.	Number of school management members that receive capacity-building training.	200 persons	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -School -DPs	-Government Development Partners	400	-Department of Non-Formal Education and Inclusive report
	7.3.2. Provide additional budget to support inclusive education schools that have best achievements.	Number of inclusive education schools that receive additional budget.	15 schools	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -POE -DOE -School -DPs	-Government Development Partners	150	-Report of Department of Non-Formal Education and Inclusive -Finance Dept.
	7.3.3 Encourage school management members to transform schools into inclusion that have best performances.	Number of school management members to receive encouragement.	15 persons	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -POE -DOE -School -DPs	-Government Development Partners	2	-Department of Non-Formal Education and Inclusive report
<b>Strategy 8 : Promote the awareness of the Policy on Inclusive Education and IEAP 2024–2028.</b>													
<b>Objective 8 : Disseminate guidelines for implementation in public and private institutions at the Provincial, Municipality, Khan/district levels and to promote and ensure rights to special support for the education of learners with special needs.</b>													
<b>Expected result : Learners with special needs receive rights and special support in the study process.</b>													
8.1. Disseminate Policy on Inclusive Education and IEAP 2024–2028	8.1.1. Prepare/ establish mechanisms for implementing, monitoring and reporting the Policy on Inclusive Education.	Number of mechanisms for implementing, monitoring and reporting.	160 mechanisms for implementing, monitoring and reporting	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-Relevant departments -NISE -POE -DOE -DPs	-Government Development Partners	80	-Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
to all stakeholders.	8.1.2. Implement existing legal frameworks (including Prakas No.273 អង្គការ.ប្រ on the Appointment of Working Group for Persons with Disabilities of MoEYS dated 20 February 2015), related mechanism, and new mechanism.	Number of workshops that disseminate policy on inclusive education, legal framework and related mechanisms.	50 workshops	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government -Development Partners	500	- Department of Non-Formal Education and Inclusive report
	8.1.3. Develop IEAP 2024–2028 with specific activities, timeline, resources and responsibilities.	Number of IEAP	1	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -DPs	- Government -Development Partners	160	- Department of Non-Formal Education and Inclusive report
	8.1.4. Disseminate policies and IEAP 2024–2028 at the national and subnational levels via workshops and media communications.	Number of workshops on IEAP work plan.	5 dissemination workshops on IEAP 2024–2028	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government -Development Partners	100	- Department of Non-Formal Education and Inclusive report
8.2. Implement Policy on Inclusive Education effectively and understand the importance and benefits of inclusive education to all stakeholders.	8.2.1. Implement IEAP 2024–2028 with specificity, timeline and resources to monitor the implementation of Policy on Inclusive Education effectively.	Number of municipalities and provinces that implement the work plan.	25 municipalities and provinces	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government -Development Partners	200	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	8.2.2. Monitor and evaluate the implementation of Policy on Inclusive Education, for effectiveness.	Number of municipalities and provinces that monitor the implementation of Policy on Inclusive Education.	25 municipalities and provinces	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government Development Partners	500	- Department of Non-Formal Education and Inclusive report
	8.2.3. Disseminate implementation results of Policy on Inclusive Education.	Number of dissemination workshops on implementation results of Policy on Inclusive Education.	2 workshops	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -DPs	- Government Development Partners	40	- Department of Non-Formal Education and Inclusive report
	8.2.4. Provide opportunities to families with CWDs and persons with disabilities to participate in inclusive education activities.	Number of families with CWDs and persons with disabilities to participate in inclusive education activities.	20 families	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs	- Government Development Partners	20	- Department of Non-Formal Education and Inclusive report
<b>Strategy 9 : Enhance knowledge, roles, responsibilities and participation of all stakeholders.</b>													
<b>Objective 9 : Raise awareness on the rights to education of persons with special needs and encourage the parents, caretakers and communities to take care of and provide services, including inclusive education, to children with disabilities for engaging in national development.</b>													
<b>Expected result : Persons with disabilities including children and youth with disabilities receive rights and necessary services, especially inclusive education is increased.</b>													
9.1. Promote awareness of rights to education for persons with disabilities.	9.1.1. Disseminate or provide capacity-building training on the rights of persons with disabilities to municipal and provincial levels, administration of urban, district, Khand, school and community.	Number of disseminations and trainings on the rights of persons with disabilities.	10 dissemination workshops	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School -DPs	- Government Development Partners	120	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
9.2. Strengthen roles, tasks and responsibilities of all involved stakeholders in implementing the Policy on Inclusive Education.	9.1.2. Organize forums at grassroots level to disseminate information and share experiences to parents/guardians and communities to support persons with disabilities to access education equitably.	Number of forums at grassroots level to disseminate information and share experiences to parents/guardians.	10 forums	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- POE -DOE -School Authority -Community -DPs	- Government -Development Partners	160	- Department of Non-Formal Education and Inclusive report
	9.1.3. Prepare national forum to discuss education and supporting services for CWDs.	Number of national forums.	5 national forums	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -POE -DOE -School -Local Authority -Community -DPs	- Government -Development Partners	400	- Department of Non-Formal Education and Inclusive report
	9.2.1. Update roles, tasks, and responsibilities of the Persons with Disabilities Working Group at national, municipal, provincial, District, and school levels.	Number of letters of Persons with Disabilities Working Group at national, municipal, provincial levels, Office of urban, district/ Khand.	2 letters	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -Local Authority -Community -DPs	- Government -Development Partners	40	- Department of Non-Formal Education and Inclusive report
	9.2.2 Disseminate roles, tasks, and responsibilities of Persons with Disabilities Working Group at national, municipal, provincial, District, and school levels.	Number of municipalities and provinces that receive dissemination on roles, tasks, and responsibilities of Persons with Disabilities Working Group.	25 municipalities and provinces	✓	✓	✓	✓	✓	- Department of Non-Formal Education and Inclusive	- Relevant departments -NISE -POE -DOE -School -Local Authority -DPs	- Government -Development Partners	80	- Department of Non-Formal Education and Inclusive report

Sub-strategy	Key Activity Priorities	Key Indicators	Targets	Timeframe (year)					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost in Riels (million)	Monitoring & Evaluation (and MoV)
				2024	2025	2026	2027	2028					
	9.2.3. Monitor the implementation of the Working Group for Persons with Disabilities at national, municipal, provincial, District, and school levels.	Number of municipalities and provinces that monitor the implementation of the working group.	25 municipalities and provinces	✓	✓	✓	✓	✓	-Department of Non-Formal Education and Inclusive	-NISE -POE -DOE -School -DPs	-Government -Development Partners	60	-Department of Non-Formal Education and Inclusive report
<b><i>TOTAL BUDGET (IEAP 2024–2028)</i></b>													<b>40,103</b>

## *Annex 2: Framework for disability-inclusive education*

### *What is inclusive education?*

An education system that includes *all* students and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport, and toilets are appropriate for *all* children at all levels. Inclusive education means all children learn together in the same schools.

- No one should be excluded. Every child has a right to inclusive education, including children with disabilities.
- Inclusive education is connected to children with disabilities realizing other rights. All human rights are interlinked. This includes the right to education. Achieving an effective education is only possible if other rights are realized – and if the right to education is fulfilled, it leads to the realization of other rights.

### *Inclusive education systems*

- Transforming the whole education system – legislation and policy, finance systems, administration, design, delivery and monitoring of education, and how schools are organized.
- Commitment and investments from education ministries – it takes time and money to change systems.
- Support for teachers and students – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning.
- Promotion of respect for diversity and inclusive learning – action is needed to challenge negative attitudes and prejudice against children with disabilities.
- High expectations of all students – teachers need to invest in and support all children.
- Safe and inclusive environments – children cannot learn if they are frightened either of teachers or bullying from other children.
- Partnerships between parents, organizations of people with disabilities and schools – inclusive education will benefit from the widest possible experience and knowledge.
- Systems to monitor progress – it is vital to measure whether the situation is improving, and if not, what further changes are needed.
- Disability-inclusive education is a way to ensure that students with disabilities can participate in education without being hindered by barriers. These barriers include environmental, physical, informational, attitudinal and financial factors. At the school level, teachers must be trained, buildings must be refurbished, and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled, and individuals need to be educated on the benefits of inclusive education. At the national level, governments must align laws and policies with the CRPD and regularly collect and analyse data to ensure children are reached with effective services.

### *Framework for disability-inclusive education*

The framework for disability-inclusive education is a system tool that can be used to begin looking at the entire education system, from early childhood education up to tertiary education, through a disability-inclusive lens and a way of examining what needs to be considered to include children with disabilities. Specifically, the framework provides an overview of the different parts or aspects of an education system that need to be addressed and have the social context to enable the inclusion of children with disabilities. While the framework focuses on children with disabilities, it is expected that any improvements identified will benefit the participation and learning outcomes of all children, with or without disabilities.

The framework for disability-inclusive education is divided into two broad sections: service delivery; and enabling environment. At the service delivery level in local communities, there are three areas – supply, quality and demand – that determine whether schools can provide an inclusive education for children with disabilities.

An essential prerequisite for disability-inclusive education is that schools are capable of receiving children with disabilities. Three supply-side characteristics of schools are particularly important: teachers need to be trained to instruct classes in which children may have physical impairments or learning difficulties and need additional expert support; school infrastructure (buildings, classrooms, toilets, school grounds, transportation) must be accessible; and schools should also be able to provide textbooks and other learning materials for children with a variety of disabilities.

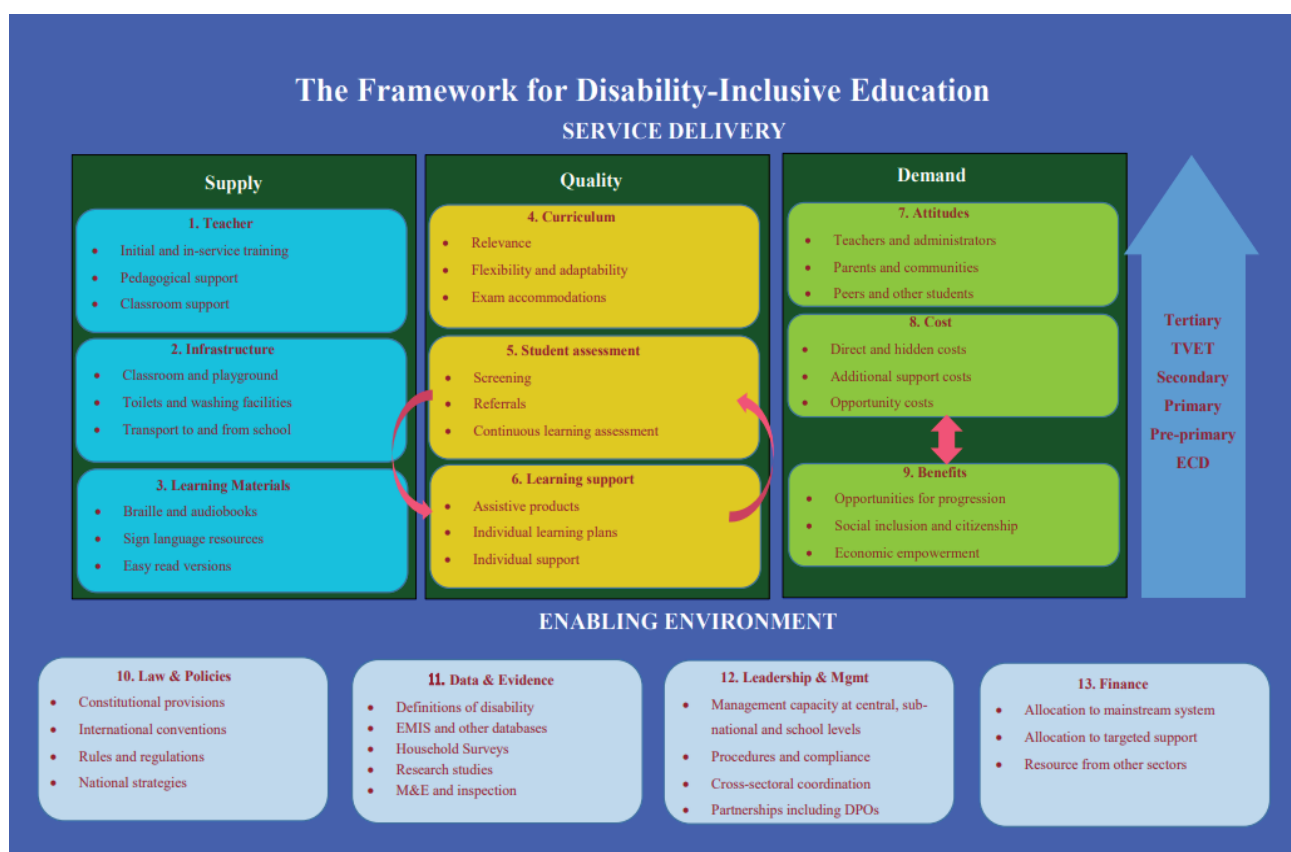
Even if schools can receive children with disabilities, various demand-side barriers in society may prevent these children from enrolling or attending. The most important of these barriers is the attitudes of the local community, school staff and other students, as stigma and discrimination can lead to exclusion or marginalization in the

classroom and bullying by classmates. Decisions on sending children with disabilities to school are often also determined by whether the immediate additional costs – such as assistive devices and appropriate learning materials – are justified by potential benefits in the future, such as opportunities for employment and social inclusion.

Once in school, the quality of the education that children with disabilities obtain is determined by the national curriculum and the assessment and support systems in place. The curriculum should be relevant to all children and sufficiently flexible to meet the requirements of children with different abilities.

In addition to routine testing, schools should have procedures to regularly screen and assess children to identify their learning needs. These should be linked to systems to provide necessary learning support, including assistive devices, accessible learning materials, or individual assistance.

For education to be disability-inclusive, schools need to operate within a suitable enabling environment set by the government. At the highest level, the country’s legal, political and constitutional framework must be aligned with international conventions that defend the right of all children to be educated in the same classrooms in the same schools. Within this, ministries of education must drive efforts toward disability-inclusive education. Senior staff should take leadership roles and ensure there is both sufficient management capacity and sufficient financing throughout the education system. Regular feedback from persons with disabilities should be obtained, and systems put in place to collect data on the participation and learning outcomes of children with disabilities to make evidence-based adjustments to policies and procedures.



### *Annex 3: Glossary of disability-inclusive terminology*<sup>5</sup>

- **Adapted curriculum** : A curriculum based on the general education curriculum that is designed to meet the learning needs of a child with a disability (e.g., the use of extended time on tests). These changes do not fundamentally alter the goals of the original curriculum.
- **Assistive technology** : The Individuals with Disabilities Education Act defines assistive technology as “[a]ny item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.”
- **Augmentative and assistive communication (AAC)**: A communication method that is used to supplement or replace oral speech or written language for individuals with limited speech or language abilities. AAC devices can include communication boards, symbols, or electronic devices.
- **Bilingualism for sign language**: The use of a country’s (or region’s) local sign language as well as the country’s (or region’s) written local language.
- **Braille** : A tactile writing system used by people who are blind; braille consists of six raised dots arranged in two parallel rows that are felt with the fingertips. Braille is not a language but rather a code by which languages can be read and written.
- **Diagnostic evaluation** : A comprehensive evaluation of an individual child that can provide information about a child’s academic or behavioral problems. The results of a diagnostic evaluation can help teachers identify what educational supports are needed for an individual student.
- **Disabled persons organization**: An organization in which people with disabilities constitute a majority (over 51 percent) of the staff, board, and volunteers and are well represented within the organization.
- **Disability** : The United Nations Convention on the Rights of Persons with Disabilities defines disability as including “those who have long- term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (United Nations Division for Social Policy and Development: Disability, 2006).
- **Early identification** : The assessment of a child with a delay or disability at the earliest age possible. Early identification for children with developmental, intellectual, hearing, or vision disabilities usually refers to assessment or evaluation of a child to receive support services before entering school and preferably before age 3.
- **Early intervention** : A system of coordinated services that promote a child’s growth and development during the critical early years of life. Early intervention services usually refer to providing support before entering school and preferably before age 3.
- **Inclusive education** : The education of children with disabilities in their local schools alongside children without disabilities. Inclusive education “involves a process embodying changes and modifications in content, approaches, structures and strategies in education, with a common vision that serves

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<sup>5</sup> From: Hayes, Anne M., and Jennae Bulat, ‘Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries’, Research Triangle Park (NC), RTI Press, July 2017, <[www.ncbi.nlm.nih.gov/books/NBK554622](http://www.ncbi.nlm.nih.gov/books/NBK554622)>

to include all students of the relevant age range” (United Nations, 2016a).

- **Individualized education plan (IEP):** A plan or program that is developed by a committee usually made up of a student’s teacher, resource staff, parent, and the student to ensure that a student with a disability receives specialized instruction and related services. An IEP sets out yearly goals for the student and monitors the progress of those goals to ensure that the student is progressing in school.
- **Integrated education :** A system in which children with disabilities attend a general education school but receive instruction in specialized or segregated classrooms. Typically, in these instances, children with disabilities have limited interaction with their peers who do not have disabilities and often lack access to the national curriculum.
- **Itinerant teacher :** A qualified teacher who travels from school to school to provide special education support and assistance to multiple schools, often across several communities.
- **Large print :** An adaption made to a book or document where the font is larger than usual to allow for persons with low vision to better read the text. Large print text is usually 18-point font or larger.
- **Local sign language :** A complete and often complex language that employs signs used by moving the hands combined with facial expression and postures of the body. Local sign language is the distinct sign language developed within a particular community or country.
- **Occupational therapy :** A service that helps people better engage in activities of daily living and better develop, improve, sustain or restore independence to any person who has an injury, illness or disability.
- **Physical therapy :** A therapy for preserving or enhancing movement and physical function that has been impacted by a disability, injury or disease. Physical therapy often uses physical exercise, massage, and other forms of training.
- **Pull-out model :** A model of instruction in which a child with a disability is removed from the general education classroom for some part of a school day to receive special education or additional supports in a separate special education classroom or resource room.
- **Push-in model :** A model of instruction in which a child with a disability receives special education or additional supports in the general education classroom, from a specialist or other support person, without being pulled out of the classroom to receive support.
- **Reasonable accommodation:** A change made to a curriculum, method of instruction, assessment, homework or other school-based activity or requirement that is designed to reduce or eliminate the effects of a disability on a student. An example is extending time on tests or homework. Reasonable accommodations are intended to provide equal access and do not fundamentally alter the nature of the material or instructional environment.
- **Resource center :** A center for technical assistance and support for general education schools that are teaching children with disabilities. In some contexts, this can have been, formerly, a segregated school for children with disabilities.
- **Resource room :** A separate room in a general education school where students with disabilities are given direct specialized instruction, therapy services (such as speech or occupational therapy), and/or assistance with

homework and related assignments; instruction may be individualized or within small or large groups.

- **Response to Intervention:** A tiered framework for identifying children who may need additional educational support, providing appropriate interventions, and measuring ensuing changes in academic or behavioral performance. Children who do not respond to intervention may need to be assessed for potential eligibility for special education and related services.
- **Screening** : The process of using tests and assessments to identify students who may have disabilities. All students attending a school may be screened, and initial testing may identify students who may need individual evaluation.
- **Segregated education** : The education of children with disabilities in separate schools or classrooms. These classrooms typically only contain students with other similar disabilities.
- **Special education** : Education that is specifically designed to meet the individual needs and strengths of children with disabilities. Such education can occur either in an inclusive general education classroom or in separate classrooms or resource rooms.
- **Speech therapy** : A service that helps individuals obtain, maintain, or restore speech as well as to support individuals who may need assistance in speaking more clearly or in improving articulation.
- **Teacher assistant** : An individual who supports the main teacher in instructional and administrative responsibilities. A teacher assistant is often assigned to support classrooms with children with special education needs, providing additional support and individualized attention if needed.
- **Universal Design for Learning:** A set of principles for curriculum that give all individuals equal opportunities to learn. This approach recognizes that all students, with and without disabilities, learn information in different ways.
- **Visual schedules** : A visual support that is intended for children who have difficulties understanding language due to a disability. The schedule consists of a series of images showing the steps of a given daily activity and is used to aid communication between the child and the adults in their lives.





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