

KINGDOM OF CAMBODIA
NATION RELIGION KING

REPORT
ON 9th NATIONAL FORUM ON INCLUSIVE EDUCATION
THEME: CAPACITY BUILDING OF TEACHERS TO TEACH PERSONS
WITH SPECIAL NEEDS IN ALL EDUCATIONAL INSTITUTIONS
APRIL, 29th, 2021

I. INTRODUCTION

On April 29th, 2021, the Ministry of Education, Youth and Sports, in collaboration with Working Group on Education and Disabilities (WGED), organizes the 9th National Forum on Inclusive Education, focusing on: Capacity building of teachers to teach persons with special needs in all educational institutions online through Zoom.

<https://us02web.zoom.us/j/82969622199?pwd=ZzJjeFVldVNuZjRJTTRLYVhCM0d5QT09>

- Meeting ID: 829 6962 2199
- Passcode: 910110

II. PARTICIPANTS

The 9th National Forum is attended by leaders of the Ministry of Education, Youth and Sports; various Departments; the National Institute of Special Education; Department of Special Education; relevant ministries; provincial departments and district offices of education, youth and sports; and development partner organizations with a total of 270 participants. Please see the detailed participation composition in Annex 2.

III. OBJECTIVES

- Identify mechanisms to build capacity of teachers;
- Monitor the progress of policies and action plan implementation of inclusive education on teacher capacity building;
- Promote the implementation of inclusive education policies and action plans, especially increase investment in teachers and school management capacity building;
- Advocate with key government ministries and development partners to increase funding to build capacity of teachers and school management.

IV. OPENING CEREMONY

1. At the opening ceremony, **Mr. Tim Sahen**, a representative of the Department of Special Education, gives a welcome speech and a report on the progress of the department. He mentions about the establishment of the National Institute of Special Education which was located in Khan Sen Sok, Phnom Penh. The National Institute of Special Education has 4 departments, 2 offices and a total of 48 staff. There are 5 special education high schools in Phnom Penh Thmey, Chbar Ampov, Battambang, Siem Reap and Kampong Cham provinces with a total of 174 staff, 89 women. Krong Takhmao Special Education High School, which recently received a grant from Hope, has a total staff of 48, including 25 girls.

He goes on to point out the following:

A. Strengths:

- There is a strong attention from the leaders of the Royal Government, especially **Samdech Akka Moha Sena Padei Techo Hun Sen**, members of the Royal Government, leaders, charitable persons and many development partners who have supported the material and budget;
- Education staff have received two doses of Covid-19 vaccines;

- Education staff have observed the recommendations of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia;
- Education staff follow the guidelines of the Ministry of Health and the guidelines of the Ministry of Education, Youth and Sports;
- Regular monthly meeting on Zoom with the National Institute of Special Education and 5 special education high schools to monitor online teaching and learning;
- Monitoring health of teachers and students during Covid-19;
- Monitoring the use of 20 clips of educational video games for preschools;
- The Department of Special Education has played an important role in coordinating with relevant partners;
- Encouragement from parents of students (good community support) and human resources at both national and provincial levels to implement the program;
- Municipalities, districts, and Khans which have been trained in inclusive education program have changed a lot, especially school principals, teachers, and students, understand about disability and care for students with disabilities;
- Technical, material and financial support from national and international organizations such as: UNICEF, AAR Japan, CRS, RTI, ChilFund, SiPar, SC, Aid et Action, Krusar Thmey, Rabbit School and other partners.

B. Convenience:

The successful inclusive education for children with disabilities includes:

- Working mechanisms and structures according to the hierarchy; established the Disability Action Council and the Working Group on Children with Disabilities of the Ministry of Education, Youth and Sports at provincial Department of Education, Youth and Sports of, district Office of Education, Youth and Sports and the disability action group at school level;
- There is a policy on inclusive education;
- There is an action plan on inclusive education for 2019-2023;
- Sub-Decree No. 31 or.no.kro.bo.ko dated March 16th, 2020 on the amendment and increase of the salary of civil servants 800,000 Riels per person per month for special support on the salaries of staff and teachers at the national institute of special education and 5 special education high schools;
- Prakas No. 1678 or.yo.ko.bro.ko dated October 18th, 2019 on the management and implementation of special education programs in public special education institutions;
- Prakas No. 120 or.yo.ko.bro.ko dated January 27th, 2020 on the appointment of the Technical Council of the National Institute of Special Education;
- Prakas No. 306 or.yo.ko.bro.ko dated February 27th, 2020 on the promotion of talented and/or highly intelligent students;
- Have training materials for principals and teachers from inclusive education programs.

C. Challenges:

- The capacity of teachers in terms of knowledge on using technology and methods of teaching children with disabilities is still limited;
- Teaching and learning aid and materials in the integration and inclusive education have not yet met the actual needs;
- School facilities including buildings and dormitories at Battambang Special Education High School, Siem Reap Special Education High School and Chbar Ampov Special Education High School have not yet met the actual needs;

- Supports for online teaching and learning materials for students with special needs do not yet respond to the context of Covid-19;
- Lack of specialist teachers in Mathematics, Physics, Chemistry, Khmer, English, and Computer at all 5 special education high schools.

D. Next step:

- Develop a plan to improve the teaching in terms of knowledge and skills, the use of technology and methods of teaching children with disabilities;
- Liaise with development partners and charitable persons to support learning aid, teaching and learning materials in the integrated classes and inclusive education classes;
- Continue working with development partners and charitable persons to provide school buildings and dormitories;
- Continue to seek development partners and charitable persons to support and provide online teaching and learning materials to students with special needs in response to the Covid-19 context;
- Follow up on the plan to apply for a specialist teacher in Mathematics, Physics, Chemistry, Khmer, English, Computer at Special Education High Schools;
- Strengthen the implementation of capacity building plans for middle-level officials and trainers at the National Institute of Special Education.

2. **Mr. Yorth Bunny**, Executive Director | Secretariat, NGO Education Partnership (NEP), introduces the coordinating role of NEP in education sector. He also emphasizes the role of sub-sector Working Group on Education and Disabilities and the fourth sustainable development goal is to close the gender gap in education, and ensure equal access to education at all levels of vocational education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. He mentions that according to the statistics of the Department of Special Education in 2020, there are about 17,300 students with disabilities in Cambodia who are studying in Basic Education 2019-2020 academic year. When a crisis occurs, all students are very vulnerable, especially students with disabilities. Those students with disabilities have dropped out of school and are about to drop out. He greatly appreciated the efforts of the Department of Special Education with the support of the Royal Government, especially the Ministry of Education, Youth and Sports, as well as the support of development partner including members of the NGO Education Partnership. The department has an online tutoring program set up during the school closure to prevent the spread of Covid-19 virus.

He adds that the training of teachers of students with special needs has not enough yet. However, Cambodia has a strong foundation to strengthen this shortcoming because Cambodia has many legal frameworks such as the Constitution; the framework for sustainable development; law on education; law on the protection and promotion of the rights of persons with disabilities; policies and action plans for inclusive education and the national strategic plan on disability. He recalls a meeting with His Excellency the Minister of Education, Youth and Sports on the roadmap committee for secondary education 2020, in which the Minister said that a good plan leads to only 10% success, but good practice leads to 90% more success. In this spirit, he called on the Ministry of Education, Youth and Sports and relevant ministries to create more funds for the education sector, especially on the training of teachers of students with special needs.

Before concluding, he requests the Minister to provide more Covid-19 vaccines to member organizations that work directly with teachers and children throughout Cambodia.

3. **The UNICEF's representative** raises up that the 9th National Forum on Inclusive Education has a consistent theme and is relevant to the current context of Cambodia. The Ministry of Education, Youth and Sports, together with partner organizations, strives to improve the education of students with

disabilities. UNICEF is proud to be an important and long-term partner to achieve common goals in the field of education.

In recent years, we have seen good progress in strengthening inclusive education, including the establishment of the National Institute of Special Education; the development of clear policies on inclusive education; adoption of supporting policies and action plans on inclusive education, roadmaps for further improvement of educational services for children with disabilities, in line with the strategic education plan 2019-2023. In addition, the Early Childhood Care and Development Action Plan 2019-2023 also prioritizes early intervention for young children with disabilities and the promotion of inclusive education in pre-schools and primary schools, which is important for development.

He adds that in the past, children with disabilities in Cambodia were at high risk of receiving education services. If we look at the results of the 2014 Demographic and Health Survey, we find that children with disabilities are twice as likely to be out of school as normal children which makes those children vulnerable and unlikely to reach their full potential. In addition, the Covid-19 crisis has exacerbated the plight of children with disabilities, requiring all of us to continue to work hard and think creatively to find solutions to these problems.

However, we now recognize the great progress that has been made, especially the efforts of the Ministry of Education, Youth and Sports and partner organizations that have made it possible for more children with disabilities to attend kindergartens and primary schools. Continuing to fully support the education of children with disabilities, such as online instruction and the inclusion of sign language and braille during school closures, are important examples that we can incorporate into future plans.

He emphasizes that UNICEF will continue its commitment to work with the Ministry of Education, Youth and Sports, relevant ministries and other partner organizations to build teacher capacity, and make sure that teachers receive full immunizations to continue to support and help teach children with disabilities. Supporting children with disabilities requires a multi-sectoral response from the Royal Government, partner organizations and civil society organizations to provide quality and inclusive education services to all Cambodian children in order for those children to show their full potential in building and developing the Cambodian society.

4. Opening remarks by **His Excellency Dr. Hang Chhoun Naron, Minister of Education, Youth and Sports** begins by thanking the development partners and other partner organizations for their cooperation with the Ministry of Education, Youth and Sports, in the target provinces in implementing activities to achieve the strategy goals and policies in the education sector, especially inclusive education. His Excellency recalls the history of inclusive education, which in the 1990s Cambodia began with the so-called multilingual education working with indigenous peoples, which at that time had five languages. In 2002, this multilingual education was implemented in formal education with the support from CARE in Ratanakiri and expanded to other provinces later that year. In 2015, the Ministry prepared a national plan for multilingual education and received an update in 2019. At the same time, the Ministry has developed a policy and action plan on inclusive education 2019-2023 and established disability action council to implement special education.

He adds that in addition to multilingual education, the Ministry also provides education for children with disabilities with the support of Krousar Thmey and other partner organizations. Currently, the Ministry has established national institute of special education and formalized five special education high schools. The Ministry has also formalized Hands of Hope Centre in Takhmao City to become a public school with the support and funding of the Royal Government, and teachers also receive statuses of public teachers. This work has the full support of **Samdech Techo, the Prime Minister** and **Samdech Kittipritthbandit, HE Hor Namhong** and **HE Minister** of Information, who have always supported such as the

construction of school buildings, production of teaching materials and teaching, and capacity building for teachers of students with special needs.

These successes in inclusive education stem from the good collaboration between the Ministry of Education, Youth and Sports, community partners and other stakeholders. We are also implementing an integration program that allows children with disabilities to have the same access to public schools as other children, and additional teaching to meet the special needs of those children at the National Institute of Special Education and Special Education High Schools.

He added that the shortage of teachers of children with special needs must be addressed through increasing the number of teachers, having a clear plan and training of teachers, and cooperation with overseas institutes to gain more experience and skills in educating high quality children with special needs. To ensure the sustainability of this work, it is necessary to strengthen the capacity and skills of teachers, and while the schools are closed, we have two priorities: First, the decision to give Covid-19 vaccines to all teachers both 1st and 2nd doses; and the second, is to continue to promote learning and teaching online. Regarding the Covid-19 vaccination, **H.E Dr. Hang Chhoun Naron** advises NEP to coordinate among its members to collect the number and names of teachers and staff and hand them over to the Ministry as soon as possible to prepare for the completion of Covid-19 vaccinations for education staff and organizations in the field of education.

Finally, **His Excellency** reiterates that in this circumstance, what is important is to avoid the transmission of Covid-19 in educational institutions, and officials and educator staff have not yet been allowed to return to work, having to continue their distance/digital studies and wait until the situation improves. Also, wearing a mask is an absolute requirement to prevent infection.

V. THE FIRST SESSION OF THE NATIONAL FORUM: MONITORING THE PROGRESS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICIES, ACTION PLANS ON TEACHER CAPACITY BUILDING IN ALL EDUCATIONAL INSTITUTIONS

Presentation on the progress of the implementation of inclusive education action plan and policy on the capacity building of teachers in all educational institutions.

Mr. Tim Sahen, Deputy Director of the Department of Special Education, gives a presentation on the implementation of policy and action plans on inclusive education. He pointed out key strategies and activities in the policy and action plan on inclusive education such as:

1. Develop legal framework and mechanism;
2. Inter-ministerial cooperation in identification of disabilities;
3. Development of data and information collection system;
4. Provide quality inclusive and equitable education;
5. Ensuring quality, equality and equity educational opportunities for girl students with special needs;
6. Develop a locally contextual design for the construction of school buildings and sanitation;
7. Capacity building of teachers and school management;
8. Raise awareness of inclusive education policy;
9. Strengthen knowledge, roles, responsibilities and stakeholder involvement.

He also mentions the main activities in the action plan on inclusive education 2019-2023, which are as follows:

- Develop tools for identifying disabilities;

- Revise the curriculum and textbooks into braille and sign language textbooks for teaching children with disabilities at all levels and student-teacher standards determined by students' specific needs;
- Train teachers on the use of specialized curriculum (seeing and hearing impairment);
- Publish core textbooks and provide sign language and syllabus curricula for special education high schools;
- Promote the modification of existing physical infrastructures in accordance with the design standards to make it easier for persons with special needs in public and private educational institutions;
- Strengthen the organization of libraries, laboratories and materials to meet the needs of students in special needs;
- Develop a media strategy through refresher trainings, meetings, and other social media;
- Educate community and parents about disability by sharing information and experiences to support persons with disabilities and poor families with children with disabilities to access education.

He also mentions the priority activities for 2020 and 2021:

A. Priority activities for 2020

- Train teachers, community authorities on inclusive education and use of disability identification tools;
- Prepare school monitoring and evaluation tool;
- Prepare sub-decree on additional bonus for special education teachers;
- Organize national forums to raise awareness of the right to education for persons with special needs;
- Train teachers with special needs.

B. Priority activities for 2021

- Validate and disseminate legal frameworks related to inclusion education and talented and/or intelligent students;
- Prepare tools for identifying disabilities;
- Organize technical working groups according to the specialties and types of disabilities;
- Revise curriculum and textbooks in braille and sign language textbooks for children with disabilities at all levels and student-teacher standards determined by students' specific needs;
- Train teachers on the use of specialized curriculum (seeing and hearing impairment);
- Develop curriculum and textbooks for students with intellectual disabilities (autism);
- Recruit and train facilitators, sign language translators for students with special needs who are studying in inclusive classes and refer to a public school or college;
- Promote the modification of existing physical infrastructure in accordance with the design standards to make it easier for persons with special needs in public and private educational institutions;
- Strengthen the organization of libraries, laboratories and materials to meet the needs of students in special needs;
- Develop teacher training materials for persons with special needs in all educational institutions;
- Educate community and parents about disability by sharing information and experiences to support persons with disabilities and poor families with children with disabilities to access education.

Before concluding, he mentioned the following plans and suggestions:

Next step:

- Capacity building of trainers at the provincial education department, municipal education office, district director, director, teachers in the provinces who have not yet been trained on inclusive education;
- Continue to monitor learning and teaching on inclusive and special education in target provinces;
- Continue to edit documents to identify persons with primary disabilities to submit to management for decision;
- Disseminate documents to identify persons with disabilities;
- Continuing to improve the tools to monitor learning and teaching inclusive education to the management for decision;
- Recruit teachers to train students with seeing, hearing and mental impairment at the National Institute of Special Education;
- Develop a standard program for teaching students in special education high schools;
- Seek support from development partners to record distance learning videos.

Suggestion:

- Provincial Departments of Education, Youth and Sports urge school managements in each province to improve physical infrastructure and inclusive education;
- Collect statistics of children with disabilities who reach schooling age, provide statistics and study results of students with disabilities in a timely manner (beginning of school year and end of school year);
- Capital and provinces with special education high schools provide reports and academic results of students with disabilities;
- Relevant development partners working in the field of disability education should cooperate in supporting material, financial and technical support to train the capacity of trainers at the provincial education department, district education office, principals, teachers in the provinces who have not yet received training on inclusive education to record distance learning videos and provide reports to the Ministry of Education;

Afterwards, **Mr. Sean Kosal**, Head of Inclusive Education from the Research Triangle Institute (RTI) delivered a presentation on the representation of the WGED team.

Some partner organizations implementing educational programs for children with disabilities:

Implement special education programs	Implement inclusive education programs
<p>1. All Children Reading-Cambodia project implemented by RTI:</p> <p>Funded by USAID to implement the Bridging and Integration Programs, which is part of a pilot program for children who are deaf and hard of hearing in Steung Sen and Kampong Svay districts, Kampong Thom province, to provide access to education opportunity to have access to education as non-children with disabilities.</p> <p>The program also provided training to the volunteer teachers and deaf volunteers on the Cambodian Sign Language and teaching</p>	<p>I. AAR-Japan:</p> <p>Association for Aid and Relief, Japan is implementing a project to promote inclusive education for children with disabilities by enhancing the practices in model area and developing inclusive education evaluation system. AAR Japan provided capacity building training for Inclusive Education Working Group, which turned to be Commune Committee for Persons with Disabilities to further promote inclusive education in community and ensure its sustainability.</p> <p>In 2020, AAR Japan constructed one building</p>

<p>methodologies and how to use the learning and teaching materials.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Some parents have not value of the education for children who are deaf and hard of hearing and do not yet fully support them; • Parents had limited understanding and knowing the sign language; • The teachers need continuous training on teaching the methods and the use of teaching and learning materials in integration and bridge classes; • Some parents have not yet decided to send their children to study at a special education school. <p>Next step:</p> <ul style="list-style-type: none"> • Continuing to teach integration and bridge classes for children who are deaf and hard of hearing, both online and in persons; • Facilitate and send children who are deaf and hard of hearing to be enrolled and study at the special education schools; • Facilitate and send children who are deaf and hard of hearing to be enrolled and study at the state mainstreaming pre-school if they are not able to attend special education school; • Continue training the provided training to the volunteer teachers and deaf volunteers on the Cambodian Sign Language and teaching methodologies. 	<p>which consists of two rooms inside Prey Thom primary school. One room for intenerated class and one more room for resource center.</p> <p>AAR Japan cooperated with Special Education Department, MoEYS to develop inclusive education evaluation system, which aims to help each school and district office of Education, Youth and Sport can assess how much inclusiveness is achieved.</p>
<p>2. HHC: Community Aid for Hope provides education for children with autism and intellectual disabilities. This organization is supported by the MoEYS, UNICEF and other donors and is providing services to 205 children.</p> <p>In response to Covid-19, the organization also distributed alcohol and food, as well as online learning and teaching materials. Today, the organization has become a special education high school of the Ministry of Education.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Children have difficulty learning online; • Lack of classes; 	<p>II. CRS The organization has implemented inclusive education activities for young children and has provided digital recording materials to the Department of Special Education. In collaboration with the Department of Special Education, CRS has developed an educational game for preschool children.</p> <p>CRS has also partnered with the Ministry of Public Security to promote and launch inclusive education games on the Ministry's website.</p>

<ul style="list-style-type: none"> • Lack of teachers; • Teachers are not adequately trained. <p>Next step:</p> <ul style="list-style-type: none"> • Request the MoEYS to build additional classrooms; • Collaborate with teacher training stakeholders; • Continue to seek funding; • Continue to support the MoEYS to implement inclusive education policy. 	
<p>3. Rabbit school organization: As an organization to support the implementation of special education programs and integration classes.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Need more teachers for new building; • Teacher capacity is still limited; • Discrimination against children; • Lack of senior technicians for educating mentally retarded children. 	<p>III. Save the children The organization has partnered with Krousar Thmey to develop online Cambodian sign language teaching materials to support students with hearing impairment. The organization also helps educate teachers and school administrators on how to use Cambodian sign language for hearing-impaired students in Pursat and Kampong Chhnang provinces.</p> <p>In response to Covid-19, Save the Children has set up a Facebook and Telegram group to support teachers as well as a Facebook group for parents and parents to share lessons online.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Difficulty distributing reading packages to teachers and parents; • Teachers find it difficult to use tools to identify children with learning disabilities. <p>Solutions:</p> <ul style="list-style-type: none"> • Share experiences with stakeholders on learning and teaching materials for inclusive education classes; • Develop an online guide to using the reading package; • Develop a harmonious and easy identification tool for teachers. <p>Next step:</p> <ul style="list-style-type: none"> • Prepare reading packages for teachers and parents; • Establish a network of NGOs and guardians to support inclusive education; • Develop an online curriculum on inclusive education.
	<p>IV. ChildFund Cambodia</p>

	<p>This project aims to educate and empower persons with disabilities with the following activities:</p> <ul style="list-style-type: none"> • Train and build the capacity of young volunteers in the villages to join the DCC to support children with disabilities and guardians in the community; • Identify persons with disabilities and build capacity so that they can exercise their right to education, health and participation; • Organize parent groups and build their capacity to support, protect and care for children with disabilities; • Support children with disabilities to enroll in school and receive a home education; • Disability and environment training for service providers, including district governors, education officials, health center staff, health center staff, disabled council staff, and special education high school staff. <p>Challenges:</p> <ul style="list-style-type: none"> • Participation is limited, poor families are not able to fully participate due to livelihood problems; • Discrimination still exists; • Lack of physical infrastructure suitable for persons with disabilities; • High rates for referrals to rehabilitation services. <p>Next step:</p> <ul style="list-style-type: none"> • Provide study materials to parents to support the learning of students with disabilities at home; • Youth Volunteers and CCWC support children with disabilities learning at home and referral services and counseling to help disability issues in the community; • Educate, raise awareness of disability and reduce discrimination; • Train youth volunteers and CCWC to support children with disabilities and their families.
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VI. SESSION 2: PANEL DISCUSSION TO ADVOCATE AND TO PROMOTE THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY

Topic 1: Discussion of challenges and solutions, next steps and resources needed to build the capacity of teachers of children with special needs.

Topic 2: Investing in the capacity of teachers and school management.

This session is moderated by **Mr. Phum Kinmay** from CRS and WGED representative; and we have panelists from:

- Department of Teacher Training
- National Institute of Special Education
- Policy Department
- Department of Finance
- Department of Special Education
- Save the Children

Questions to the Department of Teacher Training (Mrs. Phorn Sophea):

1. What achievements has the Department of Training made in terms of capacity building for teacher trainees of children with special needs?

Ms. Phorn Sophea said that since 2008, the Department of Teacher Training has done a lot of work related to inclusive education due to the technical and financial support from FTI projects as well as other partner organizations. In 2011, the Department incorporated inclusive education into formal training programs at both kindergarten, primary, and basic education because we aimed that after two years of training, student teachers will be able to have a comprehensive knowledge related to inclusive education and help spread the word about inclusive education to the community, as well as a non-discriminatory attitude towards children with disabilities. In 2017, the inclusive education program was transformed into a credit system, and the content of the lessons was improved.

2. What are the challenges in training teachers of children with special needs (pre-service teacher training)?

Ms. Phorn Sophea replied that the first challenge was due to the new and improved programs in 2017, the content was abundant and recent, and the training of trainers at the regional teacher training centers was still limited, which required additional training. The second problem is that the new inclusive education program requires a lot of sharing, discussion and participation from the teacher trainees, which makes it difficult and time consuming for the trainers to coordinate because some teacher trainees have never applied such methods and content before. Third, supports for the implementation of inclusive education are still limited: the Department of Teacher Training has little opportunity to inspect the training of teachers and improve the performance during the practicums.

Questions to the Department of Special Education and National Institute of Special Education (Lok Chumteav Neang Phalla and Mr. Tim Sahen):

1. What are the challenges and solutions of the Department of Special Education to provide more opportunities for teachers to build capacity to teach children with special needs? (in-service teacher training)

Mr. Tim Sahen, the first challenge that the department faced was the limited capacity of class patrons to teach inclusive education; he said that the training of teachers in the target provinces of the partner organization is only 2 to 4 days. And another problem is Limited capacity of disability identification by

teachers to identify disabilities; they only received two or three days of training from the department, but when they submitted their reports, it was clear that the identification of the type of disability was not done properly. The school directors are not yet fully aware of the disabilities. The third problem is that in the context of Covid-19, teachers' knowledge and skills in using information technology to teach online are still limited, especially the use of the internet to teach in remote and rural areas. Also, students also do not have access to both materials and internet services to learn online and communicate with teachers. The fourth challenge is the lack of specialized teachers at the secondary level in the five special education high schools.

Mr. Phum Kinmai requests **Mr. Tim Sahen** to provide a possible solution to tackle those challenges.

Mr. Tim Sahen adds that in relation to the screening of disabilities, the MoEYS is preparing a new, easier form to make it easier for teachers to use. Second, the ministry also plans to build the capacity of teachers to teach online better. Third, the department also plans for the needs of additional teachers in special education high schools to achieve the goals that the department wants.

Mr. Phum Kinmai ask the same question to **Mrs. Neang Phalla**, the management of the National Institute of Special Education, what National Institute has done to improve the capacity of teachers in inclusive education.

Ms. Neang Phalla said that Cambodia has a clear policy, strategy and plan to meet the Fourth Sustainable Development Goals and other international instruments to develop human resources from child protection, kindergarten to higher education. Due to this, the MoEYS established the National Institute of Special Education in 2017 to provide skills training and methodology to teachers of children with special needs in Cambodia. The National Institute of Special Education has a clear plan and strategy for training teachers on long-term, medium-term and short-term in special education. In the first phase, the institute trained 10 blind teachers and 10 deaf students. The institute also trained teachers from the five special education high schools and invited trainers from the regional teacher training centres to participate, as well as inclusive education teachers. The National Institute has a clear training program and another role is to produce teaching and learning materials for students with special needs. The National Institute is working with partner organizations to develop a new curriculum for children with intellectual disabilities.

Questions to the Policy Department (Mrs. Bo Chankulika):

1. For medium-term plan (3-5 years), what plans does the Finance and Policy Department have to increase the national budget to support the training of teachers and school management? (Teacher training)

Ms. Bo Chankulika, the Policy Department has been actively involved with the Department of Special Education in developing inclusive education policies and action plans. “What the important now is to focus on the implementation of that policy at the school level and at all levels” she added. One of her department’s roles is to bring the national policy-making process closer together and to implement at the grassroots level, and it was only when she visited the grassroots that she realized that our current Cambodian inclusive education policy focused more on disability. But the term not only focuses on disability, it also covers issues such as autism, down syndrome, violence, which leads to social exclusion. She states that the department would review the policy to ensure that our policy covers other aspects of inclusive education. With the support of VSO, policy department is drafting another paper, the Concept Paper on Social Exclusion and Gender Analysis, to raise awareness among stakeholders, and the sub-national levels on social exclusion so that we can achieve our social inclusion goals. Based on this concept paper, tools will be produced for school-level implementation to identify cases of children

excluded from society, as well as action research training for teachers in order for teachers to be aware of the issue of exclusion from society and provide specific interventions according to their context.

Questions to the Finance Department:

1. What plans does your department have to increase budget to promote the training of teachers with special needs children?

The representative of the department stated that the Ministry ensures that the budget proposed by the budget entities is consistent with the policy. Once a policy has been formulated, actions will be listed to determine how much it will cost. However, the Royal Government is also flexible in its expenditure. For example, in 2018, there was a decision to include five special education high schools into the government's control, and recently, the 6th high school in Takhmao city was added.

Questions to WGED Representative of Save the Children (Mr. Sarang):

1. As a supportive and practical practitioner, what other challenges do partners as well as development partners see in the training of teachers and student educators on inclusive education for persons with special needs?

Mr. Sarang begins by thanking the Royal Government as well as the MoEYS for taking care of policy formulation as well as the teachers training for children with special needs. He mentions two important points to consider and incorporate into the planning: First, the policy aspect as well as the system to support and train teachers. The second is the implementation aspect.

The first is related to policy and support. Cambodia does not yet have many training and support institutions. Although we have recently added five special education high schools; so far, we do not yet have institutions that provide comprehensive trainings for teachers related to disability and inclusive education. Secondly, in terms of policy, even though we have trained teachers, Cambodia does not yet have a credit system, especially for working teachers. We need to ensure that in-service teachers received short-term or medium-term trainings; we need to ensure that the system provides credit or benefits to them or the system recognizes their performance. If we look at the implementation level because there is no incentive for special education teachers or inclusive teachers, they are discouraged and not willing to apply the knowledge and skills they gained from the training to the best of his ability. In addition, the class patrons have a lot of responsibilities, such as going to training, identifying disabilities, meeting with parents, students and authorities, producing learning and teaching materials to teach children with special needs well. But on the contrary, the benefits and support they receive are no more than that of a regular classroom teacher. To solve this serious burden requires the support of those around them such as the schools, teachers, community, authorities and parents, as well as the entire education system. In response to Mr. Sarang's remarks, **Ms. Bo Chankulika** stated that the first in response to the statement made by **H.E Tep Viyorith**, Department of Finance, with regard to the cost of education, we see that from year to year, the national budget for education has increased, in fact, in 2011 the national budget for education is only about 1.88% of GDP. In 2021, the national budget for education will be 2.7%. But due to the Covid-19 crisis, Cambodia revised some of its national budget. She said she remains optimistic that the national budget will increase in the future for education. Another point that she would like to respond to the representative of Save the Children. In fact, the MoEYS has professional development policy for teachers; we also have an action plan for capacity building, and the Department of Teacher Training in collaboration with UNESCO are implementing STEPCam project; we are implementing a credit system to develop the professionalism of teachers, and this document is nearing completion and the professional passport program. This means that after a teacher receives some training, he/she can sign in to this

professional passport and we have a system to track him to see if he is really trained. Based on this professional passport, the Personnel Department is now preparing a human resources database for teachers, so there will be data on teacher professional development. At the present, the Ministry also has a teacher career pathway which has already been approved by the Minister. However, the implementation needs to be further discussed on the implementation mechanism with different criteria to allow teachers to receive incentives or promotions. Currently, the MoEYS is discussing this mechanism with two other ministries, but due to the situation of Covid-19, this discussion could not move forward quickly. She stated that the MoEYS pays close attention to the payment of salaries based on the performance of education staff, especially teachers in remote areas and teachers of students with special needs.

Mr. Phum Kinmai continues to ask Mr. Sarang about his good experience in raising funds to invest in capacity building of teachers and school management.

Mr. Sarang added to what Ms. Bo Chankoulika's statement about the organization of programs and budgets based on evidence that in order to mobilize community support from charitable persons and other stakeholders, first, we need to have data on hand such as data on children with special needs geographically and socio-economically. Second, we need to have reports on the needs of those children. We need to present to donors and stakeholders not only needs or challenges, but also solutions based on clear evidence. Third, to ensure that our work is productive and sustainable. Fourth, there must be a clear compilation of results and evidence as lessons, especially positive changes. Fifth, we need to network with the outside world to gain technical skills and experience from the outside. The last is to implement management in schools to mobilize local resources, such as parents and the community.

As time was running out, Phum Kinmai decided to modify the program by starting to ask questions from the participants.

Q1: What has the MoEYS done to strengthen the collection of data on children with disabilities in the EMIS database in all schools in line with the Washington Group?

Mr. Tim Sahen replied that the Ministry of Education, through the Department of Special Education, had already updated the disability identification tool for teachers, according to an inter-ministerial Prakas. The preparation of this inter-ministerial Prakas is to avoid different identification from one ministry to another. As for the implementation of the Washington group questionnaire, because the Washington group focused only on data collection but not on service delivery. Instead, the inter-ministerial Prakas stipulates identification as well as services that children must receive. The department has been working with the EMIS department to update classroom indicators to make it easier for teachers to collect data. The Department of Special Education has already conducted training on the new format to collect data.

Q2: If I want to get training at the National Institute of Special Education, what should I do to be able to study there?

Lok Chumteav Neang Phalla replied that the Institute welcomes, but if it is the teachers of the integrated education school, first they have to apply for this through their POE, POE will send this request to the Ministry as well as the National Institute.

Q3: Does your institute plan to cooperate with partners in Kampot province related to the education of children with hearing impairment or other special needs?

Lok Chumteav Neang Phalla replied that we are already implementing basic education classes in Kampot, continuing from Krousar Thmey, where she helps visually impaired students such as eye examinations and glasses. And we welcome other organizations that want to collaborate.

Q4: In the MoEYS's policy, does MoEYS plan to include special education teachers as public teachers?

Ms. Bo Chankulika replied that in the past the Ministry has integrated special education and inclusive education public teachers already and she still believes that this trend will continue, as well as the possibility of appointing contract teachers. She invited Lok Chumteav Neang Phalla to help answer more. Ms. Neang Phalla replied that in fact the MoEYS has a clear plan to recruit and deploy teachers. However, according to special needs, the ministry also has the flexibility to cut teachers in other provinces and choose special education teachers instead.

Q5: Aid de Action representative asked the Policy Department, what other policies the Ministry will develop to strengthen the implementation and monitoring of inclusive education policies in schools?

Ms. Bo Chankulika responded by initially stating that the conceptual document on social exclusion and gender analysis was currently nearing completion and related to the implementation of this inclusive education policy, no further relevant policies or documents need to be developed. She added that her department is working with the Department of Special Education to conduct research on bilingual and multilingual education, but this study is not a large-scale study; it is just a case study.

Mr. Phum Kinmai completed and adjourned the question-and-answer session, and he invited a representative of the Department of Special Education to give a closing speech.

Mr. Tim Sahen thanked the Excellencies, Lok Chumteavs, Ladies and Gentlemen and all the participants who attended in the 9th National Forum on Inclusive Education. He also wished all participants safety, especially being away from Covid-19.

Before concluding, Mr. Kinmai reminded all participants to follow the link to evaluate the organization of the 9th National Forum. He announced the closing of the program at about 12:18.

ANNEX 1: AGENDA

TIME	AGENDA	DURATION	COORDINATOR
08:00-08:15	Registration (Zoom)	15mns	Department of Special Education
08:15-09:35	National Anthem	5mns	ALL
	Welcome remarks and progress report of Department of Special Education	15mns	Representative of Department of Special Education
	Welcome remarks of Representatives of NEP	10mns	Mr. Yot Bunny, Executive Director of NEP
	Remarks by UNICEF	10mns	Representative of UNICEF
	Opening remarks by H.E Minister Hang Chuon Naron	15mns	H.E Hang Chuon Naron, Minister of Education, Youth and Sport
	Photography session (ZOOM)	5mns	ALL
09:35-09:40	5 mns break	5mns	ALL
SESSION 1: MONITORING THE PROGRESS OF THE IMPLEMENTATION OF POLICIES, ACTION PLANS, INCLUSIVE EDUCATION ON TEACHER CAPACITY BUILDING IN ALL SCHOOLS			
09:40-09:55	Presentation on the progresses of inclusive policy and action plan implementation focusing on capacity building of teachers at all educational institutions	15mns	Department of Special Education
09:55-10:20	Presentation by WGED representative	20mns	Mr. Sean Kosal
SESSION 2: PANEL DISCUSSION TO SEEK SUPPORT AND PROMOTE THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY			
10:20-11:35	Topic 1: Discussion of challenges and solutions, next steps and resources needed to build the capacity of teachers of children with special needs.	45mns	Panel discussion: <ul style="list-style-type: none"> - Department of Teacher Training - National Institute of Special Education - Policy Department - Department of Finance - Department of Special Education - Save the Children Moderated by Mr. Phum Kinmay from CRS
	Topic 2: Investing in the capacity of teachers and school management.	30mns	
11:35-11:40	Wrap up		Representative of partners
11:40-11:50	Closing remarks	10mns	Representative of MoEYS

11:50-12:00	Evaluation	10mns	NEP team (Menti Meter)
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ANNEX 2: PARTICIPANTS OF THE 9TH FORUM ON INCLUSIVE EDUCATION

I. LEADERS

No.	LEADERS			
1	HE	Hang Chuon Naron,		Minister of Education, Youth, and Sport
2	HE	Nat Bunroeun		Secretary of State
3	HE	Chea Cheat		Under Secretary of State
4	HE	Heang Sine		Under Secretary of State
5	HE	Puth Sameth		Director General of Education
6	HE	Khuorn Vecheka		Deputy Director General of Education

II. RELEVANT AGENCIES

No.	Units	Number	Roles	Other
1	Dept. of Finance	1 person	Director	Panelist
2	Dept. of Teacher Training	1 person	Director	Panelist
3	Dept. of Policy	1 person	Director	Panelist
4	National Institute of Special Education	3 persons	1 Director, 2 managements	Panelist
5	Dept. of ECD	1 person	Director	Participant
6	Dept. of Primary Education	1 person	Director	
7	Dept. of Secondary Education	1 person	Director	
8	Dept. of Higher Education	1 person	Director	
9	Dept. of Planning	1 person	Director	
10	Dept. of Personnel	1 person	Director	
11	Dept. of School Health	1 person	Director	
12	Dept. of M&E	1 person	Director	
13	Dept. of Curriculum Developemnt	1 person	Director	

14	Dept. of Quality Assurance	1 person	Director	
15	Dept. of EMIS	1 person	Director	
16	Dept. of ICT	1 person	Director	
17	Dept. of Legislation	1 person	Director	
18	POEs	80 persons	Directors	There could be more staff involved
19	6 Special Education High Schools	6 persons	Directors	
20	Sign Language Translator	2 persons	Director	
21	Students with seeing/hearing impairment	4 persons		

III. Department of Special Education

1	Mr.	Thorng Rithy	Director
2	Mr.	Tim Sahen	Deputy Director
3	Mr.	Phum Sarith	Deputy Director
4	Mr.	Phon Sopheak	Deputy Director
5	Mrs.	Chin Kalyan Leakhena	Deputy Director
6	Mr.	Eath Vuthy	Office Chief of Special Education
7	Mr.	Sok Boreth	Office Chief of High Intellegent Person Education
8	Mr.	Rath Bunna	Office Vice Chief of Administration
9	Mr.	Pen Chankanab	Office Vice Chief of Planning
10	Mr.	Him Sarin	Office Vice Chief of Special Education
11	Mrs.	Yeat Thavy	Office Vice Chief of Special Education
12	Mr.	Tuy Sovannarith	Official of Dept. of Special Education

IV. RELEVANT MINISTRIES

No.	Ministries/Agencies	Number	Others
1	MEF	1 person	
2	MOH	1 person	

3	MoWA	1 person	
4	MoSVY	1 person	Director of the National Institute of Social Affairs
5	DAC	1 person	Mr. Vorn Koy, head of integration unit

V. PARTNERS

No.	Names of Partners	Number	Others
1	RSO	29 persons	Including PoE and teachers
2	Child Fund Cambodia	15 persons	
3	KT	3 persons	
4	Research Tringal International (RTI)	10 persons	
5	CRS	2 persons	
6	AeA	4 persons	
7	NEP	20 persons	Including NEP members
8	OIC (OIC)	1 person	
9	WVI-C)	?	
10	AAR Japan	18 persons	Including DoE, school directors, and students.
11	UNICEF	3 persons	
12	HHC	1 person	
13	Apic Arts	2 persons	
14	SC	5 persons	Can be more

Note:

- Leaders	: 6 persons
- Line Ministry	: 50 persons
- Dept. of Special Education	: 12 persons
- SE high schools	: 6 persons
- PoE	: 90 persons
- Relevant ministries	: 5 persons
- Partners	: 103
Total (Approximately)	: 270 persons