

Kingdom of Cambodia
Nation Religion King



Ministry of Education Youth and Sport

Acation Plan

on

Inclusive Education

2019-2023

2019

Foreword

A policy on Inclusive Education was adopted, in June 2018, in responding to the Sustainable Development Goal 2030, the Constitution of the Kingdom of Cambodia, the Law on Education, the Law on the Protection and Promotion of the Rights of Persons with Disabilities. The development of the Action Plan on Inclusive Education aims to provide a clear direction for relevant stakeholders to conduct systematic reforms as well as for the implementation of the action plan, which includes activities, indicators, targets, time frame, responsible institutions, supporting institutions, funding sources, and monitoring and evaluation for the period of 2019 to 2023. The action plan aims to provide a roadmap for supporting the persons with special needs so that they would have equitable access to inclusive, quality education and promote lifelong learning opportunities. It also equips the persons with special needs with knowledge, skills, attitudes, values and morals so that they can fully participating in the development of society and ensuring commitment and participation of all stakeholders and development partners to achieve the shared vision.

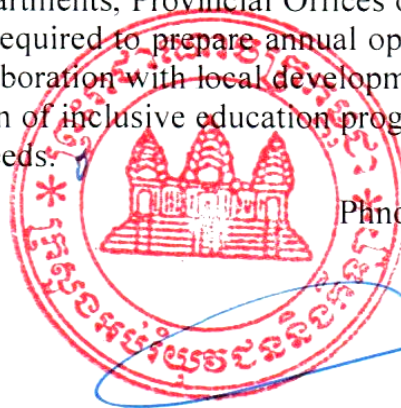
The Action Plan on Inclusive Education supports the initiatives of the Ministry of Education, Youth and Sport, which covers the inclusive education for persons with special needs from early childhood education up to higher education, and responds to the regional and global educational trends while reflecting the educational and cultural context of Cambodia, and to achieve the Education Strategic Plan 2019-2023. The overall goals of the Policy and Action Plan on Inclusive Education are to ensure the rights of persons with special needs to receive appropriate education and necessary supports that can help them become productive Cambodian citizens to their maximum potential.


The expected outcomes of the Policy and Action Plan are as follows:

- Increased 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, and providing necessary supports including necessary assistive technology, to enable them enroll in school.
- Increased 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 methodologies and curriculum.

The Ministry of Education, Youth and Sport calls for relevant line ministries, institutions, communities and development partners to actively participate in the implementation of this action plan. Relevant technical departments, Provincial Offices of Education, District Offices of Education Youth and Sport are required to prepare annual operational plan in reference to this Action Plan 2019-2023 in collaboration with local development partners and community, and ensure effective implementation of inclusive education programs to meet the educational needs of the persons with special needs.

Phnom Penh, 10 July 2019




Dr. **HANG CHUON NARON**
Minister
Ministry of Education, Youth and Sport

Contents

1. Background	1
1.1. Context and priority	1
1.2. Vision	3
1.3. Purpose	3
2. Targets	3
3. Strategy	3
3.1. Scope	3
3.2. Key strategies	3
4. Key Activities Summary	5
5. Matrix of action plan	6
Strategy 5.1. Develop legal frameworks and mechanisms	6
Strategy 5.2 Develop inter-ministerial collaboration for early identification	8
Strategy 5.3. Develop a robust data collection and information system	11
Strategy 5.4. Provide inclusive and equitable quality education	16
Strategy 5.5 Ensure quality, inclusive and equitable education for the female students with special needs	26
Strategy 5.6. Develop a country-based Universal Design Standards for the construction of all school buildings and Water Sanitation facilities	32
Strategy 5.7. Build capacity for teachers and school management committee	36
Strategy 5.8. Promote the Policy on Inclusive Education.....	40
6. Expense by Strategy	46
7. Expensediture	46
8. Monitoring and Evaluation	47
9. Conclusion	47
Abbreviation	48
Glossary	49

1. Background

The Ministry of Education, Youth and Sport approved the policy on inclusive education in June 2018. This policy has the vision to ensure respect for the rights of persons with special needs, who are entitled to an inclusive and equitable quality education and lifelong learning. The Action Plan for operationalising the policy sets out long-term and medium-term activities for a five-year period from 2019 to 2023.

1.1. Context and priority

Globally, there are over 1 billion persons with disabilities of which 200 million are facing difficulties in their livelihoods. In the next few years, disability issues will become a growing concern because the disability rate keeps increasing as a result of chronic diseases such as diabetes, cancer, cardiovascular, stroke, etc. This requires increasing attention from all of us to seek immediate solutions.

The Universal Declaration of Human Rights states that all human beings are born free and equal in dignity and rights. On 13 December 2006, the United Nations (UN) adopted the Convention on the Rights of Persons with Disabilities to ensure that persons with disabilities enjoy or exercise all human rights and fundamental freedoms in the political, economic, social, cultural rights without exclusion and discrimination.

In Asia and the Pacific, it is estimated that there are about 650 million persons with disabilities, accounting for 15 percent of the total population, who are being ignored or excluded. In response to this issue, on 29 May 2013, the Ministerial Declaration on the Asian and Pacific Decade of Persons with Disabilities 2013-2022 adopted the Incheon Strategy “Make the Right Real” and Framework for Action to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The strategy sets out a vision for Education 2030 for sustainable development and has placed an emphasis on inclusive and equitable education to ensure equal opportunities for all regardless of sex, age, color, race, ethnicity, language, religion, political view, birth or disability especially for vulnerable people. The Declaration notes “leaving no one behind.”

Cambodia has been through civil war and genocidal regime that has left many negative consequences, specifically the increase in number of persons with disabilities. Also, there are Cambodian people with disabilities caused by mines and unexploded ordnances left from the civil war. In addition, other disabilities are caused by traffic accidents, work accidents, birth defects, aging and others. According to the Census Report 2013 by the Ministry of Planning, there were 301,629 persons with disabilities in 2013, accounting for 2.06 per cent of the total population of 14,676,591. Among the total number of persons with disabilities, 157,008 persons are male, accounting for 52.05 per cent, while another 144,622 persons are female, accounting for 47.95 per cent. The number of children with disabilities aged between 0 to 14 years old stands at 32,056, which is 10.63 per cent of the total disability population. The data can be used as a foundation to determine realistic actions and necessary investments for all persons with disabilities.

The Royal Government of Cambodia has set out the Rectangular Strategy, Phase IV, in which the Rectangle 4, Side 3, Priority 4 states that further implementing the national policy on disability through Disability Action Council (DAC), reinforcing the implementation of the Law on the Protection and Promotion of the Rights of Persons with Disabilities, and promoting the enhancement of the rights and welfare of persons with disabilities to align with the United Nations Convention on the Rights of Persons with Disabilities. National Disability Strategic Plan 2014-2018 sets out 10 strategic objectives focusing on poverty reduction of persons with disabilities; the provision of equal access to quality and equal health services as well as physical and mental rehabilitation; and justice intervention services to prevent persons with disabilities from discrimination, abuse, violence and exploitation. The Strategic Plan also seeks to promote participation of persons with disabilities in expressing their opinions; to promote access to information and communication for persons with disabilities; to ensure gender equality and empowerment for women and children with disabilities; and to strengthen and expand cooperation at an international level.

From 2008 to 2018, the Ministry of Education, Youth and Sports has implemented a Policy on Education for Children with Disability to ensures that all children and young people have an equal opportunity to access to

basic education through formal and non-formal education system without discrimination of livelihoods, gender, geography, physical conditions and ethnicity. As a result, in the 2017-2018 school year, 54,838 children and youths with disabilities including 22,621 girls enrolled schools. Article 74 of the Constitution of the Kingdom of Cambodia stipulates that "the State shall assist the disabled and the families of combatants who have sacrificed their lives for the nation". The education law, Article 38 states: "The State encourages and promotes special education for disabled persons and outstanding learners who are gifted and/or talented. Special education is provided for outstanding learners appropriately to their intelligence and talent, and provided a suitable education for disabled persons".

Article 27 to 32 of the Law on the Protection and Promotion of the Rights of Persons with Disabilities promotes rights of learners with disabilities to have access to education.

To comply with the Constitution, Education Law, Law on the Protection and Promotion of the Rights of Persons with Disabilities and other related policies, the Ministry of Education, Youth and Sport has developed the Policy on Inclusive Education. The Policy sets out vision, goal, objectives, strategies and implementation plan to promote rights of persons with disabilities so that they have access to inclusive and equitable quality education and lifelong learning opportunities.

The Action Plan and Commitments of the Ministry of Education, Youth and Sport also respond to the Sustainable Development Goals, which is a global development framework for 2015-2030. Sustainable development goals have placed emphasis on inclusive and equitable education and lifelong learning for persons with special needs. These goals include:

- **Goal 1:** Reduce poverty and enhance work and employment prospects
- **Goal 2:** Promote participation in political processes and decision-making
- **Goal 3:** Enhance access to the physical environment, public transportation, knowledge, information and communication
- **Goal 4:** Strengthen social protection
- **Goal 5:** Expand early interventions and education of children with disabilities
- **Goal 6:** Ensure gender equality and women's empowerment
- **Goal 7:** Ensure disability-inclusive disaster risk reduction and management
- **Goal 8:** Improve reliability and comparability of disability data
- **Goal 9:** Accelerate the ratification and implementation of the Convention on the Rights of Persons with Disabilities and the harmonization of national legislation with this Convention
- **Goal 10:** Advance subregional, regional and inter-regional cooperation

The Action Plan on Inclusive Education 2019-2023 has been formulated to outline realistic activities with an aim to achieving vision, goals, objectives and strategies.

1.2. Vision

Develop all persons with special needs with access to inclusive and equitable quality education and life-long learning.

1.3. Purpose

Provide education to persons with special needs to acquire knowledge, skills and attitudes so that they can participate fully in the development of society.

2. Targets

- To ensure early identification, assessment, and timely interventions
- To provide access to inclusive and equitable quality education and life-long learning opportunities
- To build capacity and enhance professional development for all teachers as well as school management
- To raise awareness and promote participation

3. Strategy

The policy on inclusive education 2018 and action plan for implementing policy on inclusive education from 2019-2023 have been formulated through a wide range of consultations with concerned stakeholders from national and sub-national levels, and development partners. The consultations entailed key strategies, which are the basis for formulating the implementation plan.

3.1. Scope

The action plan of inclusive education covers the education providing to learner with special needs from early childhood education to higher education within formal and non-formal education.

Based on interministerial Prakas in 2011 for disability classification such as:

- **Physical disability**

- **Moving difficulty:** Those who are difficult to move their body or have difficulties with any part of the body or unable to move. Example, amputated arm, amputated leg, withered arm, withered leg, withered muscle, jammed joint, broken bone, shrunk muscle, damaged movement controlling system of the brain, curved leg, uneven leg, soft from wrist, soft leg, damage from birth, stroke / half-body death, nerve damage, spinal fracture (bend forward, bend to the side and bend backward), disabled resulting from the consequence of a disease, damaged shoulder of one side, serious hip sprain, backbone injury, serious burn (burn from fire, acid ...).
- **Hearing difficulty:** Those who have difficulties with hearing or ability of hearing is weak or unable to hear (from birth or from accident or injury or disease or old age ... etc Example, deaf, ears with no hole, with no eardrum, broken eardrum, ear infection, ear hole having lump.
- **Speaking difficulty:** Those who are difficult to speak, cannot speak clearly or other people cannot understand their speaking (from birth, due to accident or injury or disease or old age ... etc. Speak unclearly (big tongue)/serious ... cleft lip, ..., cannot speak clearly, cannot speak out, mute with consequences from disease.
- **Seeing difficulty:** Those whose sight is weak or cannot see (from birth, due to accident or injury or disease or old age ... etc. Example, one-eye blind or both-eye blind, ..., short-sighted, severe cataracts, cross eye, myopia, color blindness.
- **Difficulty with internal organs:** Those who have surgery on important organs (with certification from specialized doctor or weak at immunity and suffer from chronic conditions ... etc. Example, the function of organ, heart, kidney, respiratory system, bladder, intestine, liver is weak.

- **Mental disability:**

Those who have difficulties with remembering, easy to forget, or unable to do the same as other people who are the same age as them (from birth, due to accident or injury or disease or old age ... etc.) Example, Slow mental development, weak at learning/limited memory (Cretinism), system damage in the brain (Cerebral Palsy), Downsyndrom and autism.

- **Emotional disability:**

Those who have a problem with behavior, emotion, and thinking which happens regularly and disrupts their daily work. Example, Naked, speak with laughter, crying, singing and dancing alone irregularly, think silently too much, or commit and violent action without realizing it, mental damage, stress, depression, anxiety and dementia.

- **Other disabilities**

Those who are physically challenged or physically disabled or disabilities that can not be classified into one or more disability types. Examples: facedeformity, big head, dwarf, goiter, due to accidents and chronic illnesses ... etc.

3.2. Key strategies

The action plan focuses on the following nine key strategies:

1. Develop legal frameworks and mechanisms
2. Develop inter-ministerial collaboration for early identification
3. Develop a robust data collection and information system
4. Provide access to inclusive and equitable quality education
5. Ensure inclusive and equitable quality education for girls and women
6. Develop a country-based Universal Design Standards for the construction of all school buildings and good sanitations
7. Buidl capacity for teachers and school management
8. Raise awareness of the Policy on Inclusive Education
9. Strengthen knowledge, roles, responsibilities, and participations of stakeholders

4. Key Activities Summary

Key sections	Actions for the medium term (2019-2021)	Actions for the long term (2019-2023)
1. The establishment of mechanisms and legal framework	<ul style="list-style-type: none"> Update and strengthen the capacity of Working Group on Inclusive Education and talented or gifted learners at the Ministry of Education, Youth and Sport, Provincial/ Capital Department of Education, District Office of Education, public institutions 	<ul style="list-style-type: none"> Establish, validate, disseminate legal documents relating to inclusive education, outstanding learners who are talented/ gifted, and formulate implementation plan on inclusive education 2019-2023.
2. Provide inclusive and equitable quality education	<ul style="list-style-type: none"> Produce audio book, material (2D, 3D) for teaching learners who are blind, and adapt early grade reading package in braille version, large print version for learners with low vision 	<ul style="list-style-type: none"> Provide training on learner-centred teaching methodology to use adapted early grade reading package for the learners who are deaf and blind Develop a flexible evaluation system to give space for persons with special needs and those who are talented or gifted to be able to take exam with reasonable accommodations. Strengthen integrated classes for persons with special needs with appropriate age at all educational levels
3. Financial supports	<ul style="list-style-type: none"> Work in collaboration with relevant ministries, local administration, private sector, and donors mobilising fund to the learner with special needs. Ensure government budget for supporting the learner with special needs. 	<ul style="list-style-type: none"> Work in collaboration with relevant ministries, local administration, private sector, and donors mobilising fund to the learner with special needs. Ensure government budget for supporting the learner with special needs.
4. Human resource development	<ul style="list-style-type: none"> Improve the teacher capacity with new skills such as STEM training to teachers in Special Education High Schools Develop teacher training course on disability at the National Institute of Education 	<ul style="list-style-type: none"> Develop training materials for teachers who teach persons with special needs at all educational levels Prepare curriculum and textbooks for students with intellectual disabilities (autism)

5. Matrix of action plan

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
Strategy 5.1. Develop legal frameworks and mechanisms													
Goal: Develop legal documents and mechanisms for effective implementation of the policy, legal frameworks that include specific activities, time, resources, and responsible persons/institituns.													
Outcome: Perosns with special needs access inclusive and equitable quality educationand lifelong learning.													
5.1.1 Develop legal documents and mechanisms to effectively implement the policy;	5.1.1.1 Validate and disseminate the legal documente related to inclusive education and outstanding learners who are talented or gifted	Number of legal documents related to inclusive education and outstanding learners who are talented or gifted	5 legal documents: Sub-degree, circulation and guidelines are finalized	X	X	X	X	X	SED	Local Authority Relevant Depts. PoEs DoEs DPs	PB DPs	\$12,000	
	5.1.1.2 Prepare Action Plan for Inclusive Education 2019-23	The Action Plan on inclusive Education 2019-23 has been prepared and approved	The Action Plan on inclusive Education 2019-23 has been approved and put into practice	X					SED	Relevant Depts. PoEs DoEs DPs	PB DPs	\$28,000	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.1.2 Promote and enforce the implementation of policy, legal frameworks and related existing and new mechanisms;	5.1.2.1 Enhance the implementation of the Action Plan on Inclusive Education 2019-2023 and prepare implementation plan	Action Plan on Inclusive Education	2 time in 2019: MoEYS and stakeholders (1), POE/DoE (1)	X					SED	Relevant Depts. DPs	PB DPs	\$12,500	SED PoEs DoEs
5.1.3. Develop action plans with specific activities, time frame, resources and responsibilities;	5.1.3.1 Conduct meetings to prepare specific action plans to respond to inclusive education and to be included in the Annual Operational Plan of the Municipal/ Provincial Department of Education, District Office of Education and schools	Priority action plans respond to inclusive education	Two meetings to incorporate the action plan into the Annual Operation Plan, prioritize on inclusive education, (1) the POEs (25), DOEs (197)	X	X	X	X	X	SED	PoEs, DoEs DPs	PB DPs	\$12,000	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.1.4 Disseminate the policy and action plan for implementation	5.1.4.1 Disseminate the Action Plan on inclusive Education to relevant central departments. POE, DOE, School, partner, and other stakeholders	Inclusive Education Action Plan	MoEYS POE, DoE	X					SED	MoSAVY MoH DPs Relevant Depts.	PB DPs	\$15,000	SED Dept. Policy
<p>Strategy 5.2 Develop inter-ministerial collaboration for early identification</p> <p>Goal: To collaborate with relevant ministries and institutions for early identification and other stakeholders in doing assessment, providing assistive devices, rehabilitation services, and timely intervention to persons with special needs.</p> <p>Outcome: Persons with special needs receive rehabilitation services to ensure their access to schooling.</p>													
5.2.1 Work in collaboration with relevant ministries and institutions in early identification by using screening tools	5.2.1.1 Prepare tools for screening disability	Tools for screening disability	Tools for screening disability	X					SED	Provincial of Health Local Authority Provincial MoSAVY	PB DPs	\$20,000	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.2.2 Work in collaboration with relevant institutions and agencies to provide assessment and immediate intervention for all persons with special needs	5.2.1.2 Develop the tools for assessing talented or gifted learners.	The number of tools available for assessing talented or gifted learners	Tools of 3 Education level	X	X	X	X	X	SED	Dept. of Education Quality Assurance Curriculum Development Dept Teacher - Training Dept. Primary Education Dept. General Secondary Education Dept. DPs	PB DPs	\$12,000	SED EQAD Curriculum Development Dept Teacher Training Dept.
	5.2.1.3 Provide training to teachers, authorities, and communities on how to use assessment tools	Number of schools using the tools	50 schools (preschool, lower and upper secondary schools) using the tools			X	X	X	SED	MoH Local authority MoSAVY	PB DPs	\$30,000	SED MoSAVY

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation	
				1	2	3	4	5						
	5.2.1.4 Train working group at POE, DOE, teachers, authorities and communities on how to use tools for assessing talented or gifted learners	Number of provinces, districts, teachers, authorities and communities using tools	6 provinces, 30 districts, 150 teachers, 30 authorities and 30 communities using the tools		X	X	X	X		SED	Dept. of Education Quality Assurance Curriculum Development Dept Teacher Training Dept. Primary Education Dept. General Secondary Education Dept. DPs	PB DPs	\$60,000	SED Related Depts. PoEs DoEs
	5.2.2.1 Updating the data of persons with special needs at POE, DOE, and school	The list of persons with special needs at the POE, DOE and schools	Validated list of persons with special needs in 25 provinces	X	X	X	X	X		SED	MoSAVY Agent MoH Communities parents DPs	PB DPs	\$20,000	SED EMIS

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.2.3 Identify and assess types of disabilities; and provide assistive devices and rehabilitation services to ensure persons with special needs have access to education.	5.2.3.1 Cooperate with relevant institutions and partners to assess needs by type of disability and timely intervention	The number of person with disabilities received specific needs assessment	The number of students with disabilities about 1.50% in about 50 schools receive assistive devices				X	X	SED	Relevant Depts. MoSAVY MoH DPs	PB DPs	\$60,000	SED Related Depts. MoSAVY MoH
	5.2.3.2 Provide assistive devices and support services to persons with disabilities	The number of persons with disabilities received assistive devices	Approximately 1.50% of the students with disabilities receive assistive devices				X	X	SED	MoSAVY MoH DPs	PB DPs	\$60,000	SED NISE

Strategy 5.3. Develop a robust data collection and information system

Goal: To update the education management information system on the persons with special needs in the education system and persons with special needs in both in and out of schools for them to access vocational training.

Outcome: Information on persons with special needs is updated and available

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation	
				1	2	3	4	5						
5.3.1 Update Educational Management Information System (EMIS) to incorporate data of all learners with Special Education Needs into the system;	5.3.1.1 Collaborate with the relevant departments to revise the indicators in reflection of disability in the Education Management Information System (EMIS), in alignment with the Washington Group questionnaire	(EMIS) List of indicators relevant to persons with disabilities in the Education Management Information System (EMIS)	Washington Group questionnaire		X	X	X	X		SED EMIS	EMIS Early Childhood Dept. Primary Dept. General Secondary Education Dept. School Health Dept. DPs	PB DPs	\$100,000	SED PoEs DoEs DPs
	5.3.1.2 Adjust the Education Management Information System to include data of children with disabilities from schools	Education management information system have been adjusted	Education management information system have been adjusted				X				EMIS SED	Directorate General of Administration and Finance	PB DPs	\$30,000

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	5.3.1.3 Train teachers, authorities, and community on how to use disability identification tools in schools	The 25 provinces receive training on identification tools	The number of schools in 25 provinces used the tools		X				SED EMIS	MoH Communities MoSAVY	PB DPs	\$ 150,000	SED PoEs DoEs
	5.3.1.4 Collect and input the statistics of persons with disabilities who are out of school in the Education Management Information System	Statistics of persons with disabilities who are out of school	Statistics of persons with disabilities who are out of school		X				SED EMIS	SED EMIS	PB DPs	\$ 10,000	SED PoEs DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.3.2 Collaborate with Ministry of Labor and Vocational Training (MoLVT) to incorporate data of persons with special needs receiving vocational training;	5.3.2.1 Cooperate with the Ministry of Labor and Vocational Training, relevant institutions and development partners to collect the statistics of persons with special needs that are receiving vocational training and incorporated into the education management information system	The reliable statistic of persons with special needs receiving vocational training is included in the EMIS	The number of persons with special needs receiving vocational training		X				SED EMIS	MoSAVY Ministry of Labour and Vocational Training DPs	PB DPs	\$0	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.3.3 Collaborate with Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) to incorporate data of persons with special needs both in and outside the education system;	5.3.3.1 Ministry of Education, Youth and sport collaborate with Ministry of Social Affairs, Ministry of Social Affairs, Veterans and Youth Rehabilitation, Ministry of Health and relevant stakeholders to collect statistics of persons with special needs both in and out of schools and in the community.	Statistic of persons with special needs both in and out of school have been collected	The number of person with special needs both in and out of school		X				SED	MoSAVY MoH DAC Communities	PB DPs	\$20,000	MoSAVY DAC Community
5.3.4 Regularly analyze data to identify barriers to education and resources required to provide education for all persons with special needs;	5.3.4.1 Develop monitoring tools on learning needs and challenges for persons with special needs twice a year.	1 province, 1 district, 15 schools using the monitoring tools for pilot in 2020 and will be implemented in public schools nationwide from 2021	Number of schools implementing monitoring tools		X	X			SED	EMIS Early Childhood Dept Primary Dept. Secondary Dept. School Health Dept.	PB DPs	\$20,000	EMIS SED

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.3.5 Regularly update a database of specialist agencies who provide services on early identification, assessment and rehabilitation.	5.3.5.1 Cooperate with relevant institutions and partners to validate the list of institutions providing interventions and services for persons with disabilities	A list of institutions that provide interventions and services for persons with disabilities annually.	Number of institutions that provide interventions and services for persons with disabilities	X	X	X	X	X	SED	EMIS Early Childhood Dept Primary Dept. Secondary Dept. School Health Dept. DAC MoSAVY MoH	PB DPs	\$40,000	SED PoEs DoEs

Strategy 5.4. Provide inclusive and equitable quality education

Goal: To provide inclusive and equitable quality education to persons with special needs

Outcome: Persons with special needs acquire knowledge, skills and attitudes with inclusive and equitable quality

5.4.1 Ensure the provision of school registration services for learners with special needs and enable them to receive appropriate education;	5.4.1.1 Conduct campaigns on right to education for persons with disability to community, parents to enroll children with disabilities in schools.	The campaign on the rights to education for children with disability for enrollment	Schools throughout the country conduct campaign once a year		X	X	X	X	SED	PoEs, DoEs, Local authority DPs	PB DPs	\$30,000	PoEs, DoEs, Local authority and DPs
--	--	---	---	--	---	---	---	---	-----	--	-----------	----------	--

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	5.4.1.2 Support school preparation and provides physical infrastructure suitable for learners with disabilities.	Number of inclusive schools	2020=5 2021=10 2022=10 2023=10		X	X	X	X	SED	Early Childhood Dept Primary Dept. Secondary Dept. PoEs, DoEs, Communities Local authority DPs	PB DPs	\$525,000	PoEs DoEs Local authority and DP
	5.4.1.3 Provide support to learners with disabilities to ensure that they receive equitable and quality education (accommodation, food, transportation, etc.).	The number of learners with disabilities learning at high school for special education	One student gets \$ 500 a year 2019 = 702 2020 = 707 2021 = 712 2022 = 719 2023 = 723	X	X	X	X	X	SED	Related Depts. PoEs, DoEs, Local authority DPs Special High schools	PB DPs	\$1,780,000	SED PoEs Special Schools
	5.4.1.4 Provide support to learners with disabilities to ensure that they receive equitable and quality education (accommodation, provision of sign language interpreters to	The number of learners with disabilities receives an education at the High School for Special Education and at other special education	Number of learners with disability studying at, university and number of learners with intellectual disabilities	X	X	X	X	X	SED	Relevant Depts. PoEs DoEs DPs Special Schools Relevant Universities	PB DPs	\$251,600	PoEs DoEs Local authority and DP

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	students at university, food, transportation, health, uniforms, study materials and assistive devices)	settings, including at university.											
5.4.2 Ensure that the national curriculum and textbooks respond to the diverse needs of all learners with special needs;	5.4.2.1 Develop Technical Working Groups on specific types of disability	Number of specialized working group by type of disability	Three types of disabilities (blind, deaf, intellectual disability)	X	X	X	X	X	SED	NISE Special Schools DPs	PB DPs	\$0	
5.4.3 Ensure that special education program is compatible with the national curriculum and that textbooks are available for use in all public and private educational institutions;	5.4.3.1 Print and Provide curriculum and textbooks in braille and sign language, for use in inclusive schools, high schools for special education, integrated classes, and public schools.	The number of textbooks provided to the school for use	Number of books Basic curriculum and curriculum Year 1 = 5000 heads Year 2 = 3750 heads Year 3 = 3750 heads Year 4 = 3750 heads Year 5 = 3750 Heads	X	X	X	X	X	SED NISE	NISE Development Curriculum Dept. DPs	PB DPs	\$300,000	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.4.4 Develop inclusive education program for learners who have intellectual disability;	5.4.4.1 Prepare curriculum and textbooks for students with intellectual disabilities, autism	1. Prepare curriculum 2. Prepare textbooks	1. The curriculum and textbooks are prepared from grade 1 to grade 6		X	X	X	X	SED NISE	NISE Development Curriculum Dept. DPs	PB DPs	\$150,000	SED NISE
5.4.5 Introduce flexible teaching methodologies in the national curriculum that are student-centered, participatory pedagogy and culturally appropriate;	5.4.5.1 Train teachers on teaching methodology for using the adapted early grade reading for learners who are blind and deaf	The number of teachers from high-school and special education and intergrated classes	Number of teachers from 5 high schools for speical education and integrated classes		X	X	X	X	SED NISE	NISE Development Curriculum Dept. DPs	PB DPs	\$20,000	SED NISE Development Curriculu m Dept.
	5.4.5.2 Train STEM program to teachers from High School for Speical Education	Number of high school teachers receiving STEM training (STEM)	Twenty high school specialist teachers			X	X	X	SED NISE	NISE Curriculum Development Dept. EQAD DPs	PB DPs	\$30,000	SED NISE

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.4.6 Provide adequate teaching and learning materials to meet individual needs of all learners with special educational needs	5.4.6.1 Produce audio books, materials (2D, 3D) for teaching blind students, and adapt early grade learning package in braille for learners who are blind and large print for learners with low vision	The number of high schools using audio books (Audio Book) Material (2D, 3D), adapted early grade reading package	Five special education high schools use	X	X	X	X	X	SED NISE	SED NISE DPs	PB DPs	\$180,000	SED NISE
	5.4.6.2 Collaborate with partners to produce and disseminate videos on basic sign language learning and singed video from the early grade reading package to be uploaded into online platform of the Ministry of Education, Youth and Sports	The number of video available on the online platform of the Ministry of Education, Youth and Sport	21 lessons in 2019 and 32 lessons in 2023	X	X	X	X	X	SED NISE	SED NISE DPs	PB DPs	\$50,000	SED NISE

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.4.7 Develop Individual Education Plan for all persons with special needs by identifying their learning or needs	5.4.7.1 Cooperate with Development Partners to prepare individual educational plannings and meet teachers at the inclusive schools	Teachers prepare individual educational plan in the meetings at inclusive schools	Number of individual education planning at inclusive schools	X	X	X	X	X	SED	SED NISE DPs	PB DPs	\$50,000	SED NISE PoEs
5.4.8 Encourage and support educational research activities of all persons with special needs	5.4.8.1 Cooperate with Partners to Organize Structure and physical facilities at the National Institute for Special Education, faculty, Research department, Resource Center, and High School for Special Education to be accessible for Students	Number of Research department, National Institute of Education, Faculty and Resource Centers	Two Research departments, National Institute for Special Education, faculty and 5 Resource Centers				X	X	SED NISE Special Schools	Special Schools Relevant Universities Technology Institute NISE NIE	PB DPs	\$50,000	SED NISE

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	5.4.8.2 Collaborate with partners to improve the skills of the responsible agencies (for using physical equipment) namely: the National Institute of Education, the Royal University of Literature, Department of Research on Sign Language and braille, and the Resource Centers at the Special Education High Schools	the number of people in special needs in charge of the research receive specialized skills training	10 People in special needs in charge of research receive training				X	X	SED NISE	Special Schools Relevant Universities Technology Institute NISE NIE	PB DPs	\$20,000	SED NISE
5.4.9 Develop a fair and flexible assessment to enable all persons with special needs to participate in the exam and provide them with “reasonable accommodation”	5.4.9.1 Revise/adapte the National Assessment Test, and Standard Test according to the types of disabilities	Number of fair and fexible assessment tools (tests)	deaf and blind equipment		X	X	X	X	SED Special Schools	Curriculum Development Dept. Teacher Training Dept. EQAD Primary Dept. Early Childhood Dept. Secondary	PB DPs	\$30,000	SED Curriculum Development Depts. Teacher Training Dept. EQAD

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
										Dept. DPs			
	5.4.9.2 Prepare a flexible assessment system so that talented and / or intellectually talented academics can take the exam and provide suitable placements.	Fair assessment tools (tests)	Assessment Tests created	X	X	X	X	X	SED NISE	Curriculum Development Dept. Teacher Training Dept. EQAD Primary Dept. Early Childhood Dept. Secondary Dept. DPs	PB DPs	\$40,000	
5.4.10 Develop Integrated Classes in all education levels to provide age-appropriate learning for all persons with special needs	5.4.10.1 Strengthen the Integrated classes in every education level to provide age-appropriate education to individuals in special needs	Number of Integration Classes at all education levels	9 classes Integration		X	X	X	X	SED	Personel Dept. Legislation Dept. Teacher Training Dept. Finance Dept.	PB DPs	\$50,000	SED PoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.4.11 Develop social assistance schemes to support persons with special needs;	5.4.11.1 Establish the Social Equity Fund Commission, determined by the Prakas of the Ministry of Education, Youth and Sport, to have a saving and relief boxes for people with disabilities.	Number of public and private institutions	Number of public and private institutions in 25 provinces		X	X	X	X	SED	PoEs DoEs Schools Communities DPs	PB DPs	\$0	
	5.4.11.2 Commune Development Plan prioritized and included the needs of the people in special needs	Commune / Sangkat incorporates needs into development plan	Commune / Sangkat incorporates needs into development plan	X	X	X	X	X	SED	Ministry of Interior PoEs DoEs Communities DPs	PB DPs	\$0	
	5.4.12.1 Select and train facilitators and sign language interpreters for students in special needs in the inclusive classes and transfer to public education	- The number of facilitators and sign language interpreters trained at the National Institute of Special Education	16 facilitators and sign language interpreters		X	X	X	X	SED NISE Special Schools	Personel Dept. Finance Dept. Planing Dept. Teacher Training Dept,	PB DPs	\$60,000	SED NISE Special Schools

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	insitutions or universities												
	5.4.12.2 Provide scholarships (clothing, school supplies) to students with disabilities studying in public schools	The number of students with disabilities receives scholarships	One student receives \$ 500 per year 2019 = 46 2020 = 62 2021 = 76 2022 = 111 2023 = 139	X	X	X	X	X	SED NISE	Personel Dept. Finance Dept. Planing Dept. Teacher Training Dept,	PB DPs	\$217,000	SED NISE Personel Dept. Finance Dept. Planing Dept. Teacher Training Dept,
5.4.13 Organize accessible sport and art services, and other appropriate services to meet the needs of learners with special needs.	5.4.13.1 Organize and improve sport facilities and provide sport and art materials based on the types of needs for students with disabilities	Sport and Art facilities, and provide art and sport materials for students with specific type of disabilities in the High Schools for Special Education	Five special education high schools have sport facilities, arts and crafts	X	X	X	X	X	SED NISE	National Institute of Physical Education and Sport Finace Dept. DPs	PB DPs	\$50,000	
	5.4.13.2 Train sport trainers and art teachers according to the type of disabilitie	The number of sport teachers and art teachers received trainings	5 sports teachers and 9 art teachers teach at Special Education High Schools	X	X	X	X	X	SED Special Schools	National Institute of Physical Education and Sport Finace Dept. DPs	PB DPs	\$10,000	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	5.4.13.3 Train students on both sports and arts, then organize national sporting events and art exhibitions performed by students with disabilities.	Students with three types of disabilities have opportunities to compete and perform	Sport and art can be performed one time per year	X	X	X	X	X	SED	National Institute of Physical Education and Sport Finance Dept. DPs	PB DPs	\$50,000	

Strategy 5.5 Ensure quality, inclusive and equitable education for the female students with special needs

Goal: Provide opportunities for the female learners with special needs to have access to education and participate in all school activities and social activities.

Outcome: Female learners with special needs have access to education and participate in all school and social activities.

5.5.1 Educate parents and communities about the benefits of education for girls and women;	5.5.1.1 Raise awareness for the parents and communities through radio and television, enrollment campaigns, international and national Day of People with Disabilities, , Social Media and Outreach to promote advantages of girls and women education.	1 time per year	25 POEs	X	X	X	X	X	Ministry of Information SED	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Local Authority DPs	PB DPs	\$90.000	
--	---	-----------------	---------	---	---	---	---	---	--------------------------------	---	-----------	----------	--

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.5.2 Develop programs to promote the rights to education for girls and women	5.5.2.1 Re-enforce the implementation of the right to education programs for girls and women and select one woman with disability who lives in the community as a focal person	Number of Communes / Sangkat who recruit women with disabilities as focal persons in the community	The number of women with disabilities as focal person in community		X	X	X	X	Ministry of Women affairs SED	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Local Authority DPs	PB DPs	\$50,000	
5.5.3 Provide education on health, safety and protection to girls and women with special educational needs;	5.5.3.1 Strengthen collaboration with Trainers and Health Professionals of the Provincial Departments of Health, District Referral Hospitals, Health Centers, Municipalities and Districts, Commune Sangkat to build capacity on roles	Numbers of participants and Number of collaboration of all relevant institutions to promote the health and safety of women and girls	Promoting health, safety and protection for girls and women	X	X	X	X	X	Ministry of Health School Health Dept. SED	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Ministry of Health School health Dept. DPs	PB DPS	\$100,000	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Ministry of Health

	and responsibility on									School			
Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
	health, safety and protection for the female students who have special needs			1	2	3	4	5					health Dept. DPs

5.5.4 Take appropriate and immediate measures to protect girls and women from violence, human trafficking and all forms of abuses;	5.5.4.1 Mainstream laws to protect the rights of girls and women with disabilities, vulnerable to violence, trafficking and all forms of abuses through awareness raising on inclusive education and any relevant events or meetings.	Disseminating and various meetings on mainstreaming the rights of girls and women	Three times per year to promote the rights and protection of girls and women'	X	X	X	X	X	X	SED	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Ministry of Health School health Dept. DPs	PB DPs	\$50,000	-Ministry of Women affairs -Ministry of Interior -Ministry of Information -Ministry of Social Affairs, Veterans and Youth Rehabilitation Ministry of Health School health Dept. DPs
Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation	
				1	2	3	4	5						

5.5.5 Encourage girls and women to participate in decision making within their community;	5.5.5.1 Support and promote the empowerment of girls and women with special needs to be included and involved in different committees in schools and communities so that they can participate in decision-making and implementing all activities	Increased participation of girls and women in making decisions and implementing all activities	Increased numbers of girls and women involved in decision-making and implementing activities	X	X	X	X	X	X	SED	Ministry of Women affairs Ministry of Interior Ministry of Information Ministry of Social Affairs, Veterans and Youth Rehabilitation Local Authority DPs	PB DPs	\$5,000	SED POEs DoEs Schools And DPs
5.5.6 Ensure that girls and women are enrolled in schools and are included in the school and community activities;	5.5.6.1 Increase enrollment of girls and women in special needs and numbers of girls and women continuously increased to be members of school and social committees.	Enrollment and participation rates of girls and women increase from one to another year	Increased enrollment and social participation of girls and women	X	X	X	X	X	X	SED	Ministry of Women affairs Ministry of Interior Ministry of Information MoSAVY Ministry of Health School health Dept. DPs	-PB -DPs	\$50,000	SED POEs DoEs Schools And DPs
Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation	
				1	2	3	4	5						

<p>5.5.7 Ensure the provision of vocational training, life skills and sports to girls and women with disabilities;</p>	<p>5.5.7.1 Increase implementation of appropriate life skills programs and sports for girls and women with special needs in basic education, and provide the vocational trainings in vocational and technical training centers and in other technical vocational training institutions</p>	<p>The percentage of girls and women in special needs are increased in being trained on life skills and vocational skills</p>	<p>15% f girls increased in 2019 10% of women increased per year from 2020 onward</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Ministry of Labour and Vocational Training Vocational Orientation Dept. General Secondary Dept. SED</p>	<p>Ministry of Labour and Vocational Training Ministry of Social Affairs, Veterans and Youth Rehabilitation Ministry of Women affairs DPs</p>	<p>PB DPs</p>	<p>\$5,000</p>	<p>SED POEs DoEs Schools And DPs</p>
<p>5.5.8 Provide scholarships for the girls and women with disabilities to study locally and abroad.</p>	<p>5.5.8.1 Increasing numbers of scholarships to provide opportunities for girls and women to study in country and abroad.</p>	<p>Increased numbers of girls and women receiving scholarships to study in country and abroad.</p>	<p>Scholarship in 2019=100 2020=150 2021=200 2022=250 2023=300</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>SED</p>	<p>Forieng Affair Ministry Ministry of Rural Development Ministry of Women affairs Cultural Relations and Scholarship Dept. Finance Dept. DPs</p>	<p>PB DPs</p>	<p>\$80,000</p>	

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
Strategy 5.6. Develop a country-based Universal Design Standards for the construction of all school buildings and Water Sanitation facilities													
Goal: All public and private institutions need to modify the existing physical infrastructures and construct new physical infrastructures to comply with a country-based Universal Design Standards and to meet the needs of persons with special needs.													
Result: Persons with special needs have used the physical infrastructure which complied with Universal Design Standards.													
5.6.1 Ensure that the country-based universal design standards are included in the Constructions Quality Control Guidelines	5.6.1.1 Re-enforce the implementation of the Inter-Ministerial Prakas No. 248 OECD on the implementation of technical infrastructure standards for the people with special needs and instructions of the Department of Construction on National Design	Provincial Office of Education; District Office of Education; Public and private education institutions and development partners effectively comply with the inter-ministerial Prakas and instructions of the Department of Construction on National Design to be effective.	POE, DOE Public and private institutions and development partners comply with the inter-ministerial Prakas from 2019 onward	X	X	X	X	X	Construction Dept. SED	MoSAVY (Disability Right) Ministry of Land Management, Urban Planning and Construction Dept. DAC DPs	PB DPs	\$30,000	SED Construction Dept. PoEs DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.6.2 Encourage all educational institutions to have appropriate toilets for all persons with special needs;	5.6.2.1 Re-enforce the construction of physical infrastructure to respond to learners with special needs.	Public and private educational institutions under supervision of 25 POEs	Public and private educational institutions under supervision of 25 POEs	X	X	X	X	X	Construction Dept. SED	Construction Dept. Publishing and Distribution House Material and State Assets Dept.	PB DPs Communities	\$25,000	Finance Dept. Construction Dept. SED
	5.6.2.2 Re-enforce the construction of ramps to access to toilets to comply with the standards consisting of braille and symbols next to the classrooms of all public and private institutions.	Existing and new buildings need to be renovated and newly constructed complying with technical infrastructure standards of toilets.	The provincial capital must construct and comply with technical infrastructure standards	X	X	X	X	X	Construction Dept. SED	Finance Dept. Primary Dept. General Secondary Dept, NISE DAC MoSAVY DPs	PB DPs Communities	\$25,000	Finance Dept. Construction Dept. SED

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.6.3 Ensure that existing structures are modified and renovated to meet the country-based Universal Design Standards;	5.6.3.1 Promote the modification of the existing physical infrastructures in in public and private educational institutions in line with the Universal Design Standards so that the people with special needs can easily access.	Under supervision of MoEYS, the public and private educational institutions modify the existing physical infrastructures to comply with the country-based Universal Design Standards	Physical infrastructures of public and private educational institutions in 25 provinces Have been modified	X	X	X	X	X	Construction Dept. SED	Construction Dept. Finance Dept. Material and State Assets Dept NISE DPs	PB DPs Communities	\$25,000	Construction Dept. SED Finance Dept. PoEs DoEs
5.6.4 Promote the construction of dormitories for learners with special needs;	5.6.4.1 Re-enforce modifying physical infrastructures in and dormitories at the Special Education High Schools in line with the country-based Universal Design Standards	Dormitories at the Special Education High Schools are modified or physical infrastructures are constructed to comply with Universal Design Standards	Dormitories at the 5 special education high schools	X	X	X	X	X	Construction Dept. SED	Construction Dept. Material and State Assets Dept NISE Special Schools DPs	PB DPs Communities	\$10,000	Construction Dept. Finance Dept. SED

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.6.5 Ensure that there are libraries, labs, and standardized materials responding to the needs of all learners with special needs;	5.6.5.1 Strengthening the management of library labs, laboratories and materials to meet the needs of the learners with special needs.	Laboratory, libraries and equipment in Special Education High School material properly meet the needs of the learners with special needs	Library, Labs, equipment and Materials in the five Special Education High Schools	X	X	X	X	X	SED	Construction Dept. Publishing and Distribution House Material and State Assets Dept. Finance Dept. Primary Dept General Seconday Dept. NISE DPs	PB DPs Commnu ities	\$150,000	SED Finance Dept. PoEs, DoEs
5.6.6 Ensure that sporting facilities, environment and access to schools and classrooms are appropriate to the needs of all learners with special needs;	5.6.2.1 Construct or modify school sport campus and paths in schools to meet the needs of all learners with special needs.	School sport campus, environment, and paths are constructed to respond to needs of learners with special needs	All 5 special education high schools have school sport campus and environment	X	X	X	X	X	SED	Construction Dept. Material and State Assets Dept. Finance Dept. NISE DPs	PB DPs Commnu ities	\$50,000	SED Finance Dept. PoEs, DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
Strategy 5.7. Build capacity for teachers and school management committee													
Goal: To equip teachers with multi-skills on Inclusive Education (IE) to teach persons with special needs, and train school management committee on IE in accordance with the global trends and environments.													
Outcome: Teachers and school management committee have the qualifications to teach the persons with special needs.													
5.7.1 Give priority to learners with disabilities in taking an entrance exam to become teachers in the government	5.7.1.1 Providing high Priorities for learners with disabilities as the exceptional candidates for taking the entrance exams to become the government teachers (Providing opportunities under Sub-Decree No. 108 issued by MoSVY)	Candidates with disabilities have successfully taken entrance exams and become the government teachers	Candidates with disabilities have become the government teachers	X	X	X	X	X	Teacher Training Dept. Pernonel Dept. SED	Finance Dept, NISE Legislation Dept.	PB	\$0	Teacher Training Dept Finance Dept.

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.7.2 Train teachers to teach all persons with special educational needs at all levels of education;	5.7.2.1 Develop training materials for Pre and In-service teachers to teach the learners with special needs in all education levels	Training materials for three types of disabilities (Deaf, Blind and Intellectual Disability) have been developed	Three types of disability (Deaf, Blind and Intellectual Disability) have been developed	X	X	X	X	X	NISE SED	Curriculum Development Dept. Teacher Training Dept. NISE DPs	PB DPs	\$150,000	SED Teacher training Dept. Curriculum Development Dept.
	5.7.2.2 Train teachers for teaching the learners with special needs	Provide pre-service trainings and in-service trainings at the National Institute of Special Education (NISE) focusing on three types of disabilities (deaf, blind and intellectual disabilities)	100 teacher trainees are trained at NISE for 10 months. 1 trainee costs \$ 500 Timeline: 25 trainees in 2020 25 trainees in 2021 25 trainees in 2022 25 trainees in 2023	X	X	X	X		NISE SED Personel Dept.	Curriculum Development Dept. Teacher Training Dept. NISE DPs	PB DPs	\$200,000	NISE SED Personel Dept.

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.7.3 Provide additional benefits to teachers who are qualified in teaching students with disabilities;	5.7.3.1 Seek approval from MoEYS to issue sub-decree on Supplemental Incentives for the teachers teaching Special Education Classes	Supplemental Incentives provided to teachers teaching Special Education Classes	Supplemental Incentives for teachers teaching Special Education Classes in 5 special education high schools, the National Institute of Special Education and Integration Classes	X	X	X	X	X	SED Personel Dept. Finance Dept.	MoSAVY Ministry of Economy and Finance Legislation Dept.	PB DPs	\$0	
	7.3.2 Motivate teachers who got trained and had experience in the Special Education for them to get certificates/degrees on special education.	AwardDegrees and Certificates in Special Education	100 teachers received Degrees and Certificates in Special Education	X	X	X	X	X	SED NISE	Ministry of Economy and Finance Legislation Dept Personel Dept. Administration Dept	PB DPs	\$5,000	SED NISE

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.7.4 Build teachers' capacity regarding inclusive education to keep pace with the advancement of technology and globalization;	5.7.4.2 Organize study tours abroad for Teacher Trainers and Educators in Special Education to exchange experiences on the use of Modern Educational Technology for learners with disabilities	Number of Teacher Trainers and Educators in Special Education joined to exchange and learn experience abroad on Uses of Modern Educational Technology	6 Teacher Trainers and Educators in Special Education joined study tours abroad	X	X	X	X	X	SED NISE Special Schools	Finance Dept. NISE Special Schools DPs	PB DPs	\$100,000	SED NISE Special Schools.
5.7.5 Improve pedagogy on disability for pre-service and in-service teacher training;	5.7.5.1 Develop and mainstream pedagogy on disability for teacher training at National Institute of Special Education and other teacher training institutions	Number of disability teaching pedagogy programs developed for trainings at the National Institute of Special Education and other teacher training institutions	Specific pedagogy programs or curriculum for 3 types of disabilities - (deaf, blind, and intellectual)	X	X	X	X	X	SED NISE Teacher Training Dept.	NISE NIE Teacher Training Center Teacher Training Dept, Monitoring and Evaluation Department Quality Assurance Dept.	PB DPs	\$100,000	SED PoEs DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.7.6 Develop skills of teachers to meet the diverse needs of learners with special needs;	5.7.6.1. Develop training materials and programs on inclusive education for building capacity of teachers teaching learners with special needs	Teachers have completed the training programs on inclusive education	per year, approximately 500 teachers receive training on multi-educational skills of Inclusive Education	X	X	X	X	X	SED NISE	NISE Speical Schools DPs	PB DPs	\$60,000	SED NISE PoEs DoEs
5.7.7 Develop pre-service and in-service training programs for teachers	5.7.7.3 Update training hours for long-term and short-term training programs	Training Programs for 4 years	Training Programs have 1328 hours		X	X	X	X	SED NISE	NISE Teacher Training Dept. Finance Dept. Personel Dept Curriculum Development Dept.	PB DPs	\$80,000	SED

Strategy 5.8. Promote the Policy on Inclusive Education

Goal: To disseminate Guidelines for Implementation in Private Institutions at the Provincial, Municipalities, Khann and district levels and to Promote and Ensure Rights to special Support for the education of learners with Special Needs.

Outcome: The learners with special needs are fulfilled their rights to education and supported in the learning process.

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.8.1 Develop media strategies at national, provincial and district levels	5.8.1.1 Developing media strategies to promote Policy on Inclusive Education through trainings, meetings and social networks	Policy on Inclusive Education are disseminated to 25 POEs, DoEs, , Public and Private Institutions and Communities	Numbers of Municipalities and Provinces received dissemination	X					SED Policy Dept.	Information and ASEAN Affairs Department Finance Dept.Personel Dept PoEs DoEs DPs	PB DPs Private Sector Charity	\$35,000	SED PoES DoEs
5.8.2 Develop a guideline on good practices for all educational institutions to use in their dissemination activities	5.8.2.1 Collect and document good practices such as flyers and Slogan or proverbs and develop the guidelines so that the good practices can be used at public and private educational institutions in social networks	The number of public and private institutions gained knowledge on Guidelines on good practices through dissemination and awareness raising	Number of public and private institutions in 25 provinces use the guidelines		X	X	X	X	SED	Information and ASEAN Affairs Department Finance Dept. Personel Dept PoEs DoEs DPs	PB DPs Private Sector Charity	\$15,000	SED PoES DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.8.3 Collaborate with private educational institutions to promote enrollment of persons with special needs;	5.8.3.1 Strengthening cooperation between POEs and DOEs, and private institutions to enable the learners with special needs to have access to inclusive quality education with equity and Lifelong and learning.	Number of POEs and DOEs have cooperated with the private institutions	All 25 POEs and 197 DOES make cooperation with private institutions		X	X	X	X	SED NISE	Public and Provate Institute PoEs DoEs DPs	PB DPs	\$20,000	SED PoES DoEs
5.8.4 Ensure the provision of rights and special support in the learning process to all persons with special needs.	5.8.4.1 Promotes and disseminate on IE Policy and Rights to education for the learners with special needs in the public and private institutions so that they are enrolled and have access to basic education based on their specific needs.	The number of public and private institutions need to provide equitable education services to the learners with special needs	Public and private educational institutions in 25 PoEs	X	X	X	X	X	SED	NISE Special School PoEs DoEs Schools DPs	PB DPs Private Sector Charity	\$25,000	SED Constructi on Dept. PoES DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
Strategy 5.9. Increase knowledge, roles, responsibilities and participation of all stakeholders													
Goal: To raise awareness on the rights to education of the person with special needs and encourage the parents and communities to understand disabilities in order to support persons with disability and the poor families of children with disabilities, aiming for an increased equity fund to support persons with special needs.													
Outcome: Persons with special needs exercise their rights and receive supports from the community to mobilize social equity fund for schools so as to assist persons with special needs.													
5.9.1 Raise awareness on rights to education for all to persons with special educational needs;	5.9.1.1 Re-enforce promotion and the implementation of the rights to education for persons with disabilities to the Municipalities, Provinces, Districts/Khan, Sangkat/Communes, schools, communities and parents of children with disabilities.	Numbers of Municipalities, Provinces, Districts/Khan, Sangkat/Communes, schools, implement reinforce the law on the protection and the promotion of rights of persons with disabilities	25 POEs and 197 DOEs implement the Law on the Rights of Persons with Disabilities	X	X	X	X	X	SED	PoEs DoEs Communities Parents Schools DPs	PB DPs	\$35,000	SED PoES DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
	5.9.1.2 Organize the national forums to promote the right to education for person with special needs	Number of relevant line ministries, departments, provincial offices and development partners attend the national forums	5 relevant Ministries; 10 relevant departments, , 25 POEs, and relevant stakeholders attend national forum every year	X	X	X	X	X	SED	Inter- Relevant Ministries Relevant Depts. PoEs DoEs	-PB -DPs	\$50,000	SED
5.9.2 Publish this policy document in braille;	5.9.2.1 Collaborate with relevant development partners in order to seek funding for publishing a Policy on Inclusive Education in Braille	Printing a Policy on Inclusive Education in Braille	1,500 sets of Policy on Inclusive Education in Braille are printed		X				SED	NISE Finance Dept. Curriculum Development Dept. Special Schools	PB DPs	\$22,500	SED
5.9.3 Strengthen knowledge, roles and responsibilities of all stakeholders to implement this policy;	5.9.3.1 Relevant stakeholders in different Ministries, POEs, DOEs and Schools implement roles and responsibilities in guideline and Policy.	Implement guideline and Policy s	25 POEs implement guideline and Policy	X	X	X	X	X	SED	PoEs DoEs Special Schools Schools Communities Local Authorities Parents DPs	PB DPs	\$25,000	SED PoES DoEs

Sub-strategy	Key Activities	Key Indicator	Target	Year					Lead Institutions	Supporting Institutions	Source of Fund	Budget Cost	Monitoring and Evaluation
				1	2	3	4	5					
5.9.4 Promote and encourage parents and communities to understand about disability and share information and experiences to support persons with disabilities and poor families who have children with disabilities so that they have access to education;	5.9.4.1 Conduct awareness raising for parents and community to promote understanding about disabilities through sharing information and experiences on rights to education and how to support poor families whose children have disabilities.	POEs, DOEs and School Support Committee provide education support to poor families whose children have disabilities,	Child with disabilities have access to education because POEs, DOEs and SSC provide education support to poor families whose children have disabilities		X	X	X	X	SED	PoEs DoEs Special Schools Communities Local Authorities Parents DPs	PB DPs	\$50,000	SED
5.9.5 Establish Social Equity Fund for schools to get more funds in order to support persons with special needs.	5.9.5.1 Building capacity of the Social Equity Fund Committee complying with Prakas of MoEYS, the same as activity 5.4.11.1	The number of POEs and DOEs are strengthened	25 POEs, and 197 DOEs from 2021-2023 onward			X	X	X	SED	PoEs DoEs Special Schools Schools Communities Local Authorities Parents DPs	-PB -DPs	\$0	SED PoES DoEs

6. Expense by Strategy

Exspens	Cost
Strategy 5.1. Develop legal framework and mechanism	\$515,000.00
Strategy 5.2. Develop inter-ministerial collaboration for early identification	\$262,000.00
Strategy 5.3. Develop a robust data collection and information system	\$370,000.00
Strategy 5.4. Provide access to inclusive and equitable quality education	\$4,561,100.00
Strategy 5.5. Ensure inclusive and equitable and quality education for female students with special needs	\$430,000.00
Strategy 5.6. Develop a country-based Universal Design Standards for the construction of all school buildings and good sanitation	\$315,000.00
Strategy 5.7. Build capacity for teachers and school management	\$51,500.00
Strategy 5.8. Raise awareness on the Policy on Inclusive Education	\$95,000.00
Strategy 5.9. Strengthen knowledge, roles, responsibilities and participation of all stakeholders	\$182,500.00
Sub-Total	6,782,100.00

7. Expensediture

The policy action plan on inclusive education included the estimated budget in each sub-strategy. The estimation was formulated to provide information to relevant departments on the basis of budget calculation when those departments include the respective activities in their own Annual Operation Plan. The responsible department ensures the budget as agreed by MoEYS with financial supports from the national budget of the Cambodian government development partners private sectors, civil society and other donors.

The above matrix reflects overall estimates and the supporting institutions which shows the possibility for enhanced coordination between departments, and coordination with donors and partners of the Ministry of Education, Youth and Sport in the implementation of the plan. The five-year cost estimate (2019-2023) also helps identify resource shortages, as well as analyzing and prioritizing available resources.

8. Monitoring and Evaluation

The success of this action plan is the establishment of a robust monitoring, reporting, and evaluation mechanism. The monitoring and evaluation will enable us to identify the progresses and needs of the people with special needs, as well as gaps and challenges. Monitoring and evaluation of the action plan includes:

- Annual Report for five years
- Mid-term review and final review.

These reviews will be conducted annually through the annual National Workshop and will present and analyze the achievements of the Inclusive Education Education Action Plan.

This process will help the Ministry of Education, Youth and Sports to systematically evaluate the implementation of the action plan, and other legal documents which basically inform the policy reforms and other analysis for better service provision to persons with special needs. This information will help determine how to use the most effective resources that ensure the education to all people with special need with quality, equity and inclusive.

9. Conclusion

The Policy Action Plan on Inclusive Education demonstrate strong commitment of the Ministry of Education, Youth and Sports to ensure that people with special needs in Cambodia, fully acquire knowledge, skills and attitude to become skilled citizens who can be responsible for their own livelihoods and contribute to the development of the nation.

The successful implementation of this policy action plan requires the human resources, financial resources and other resources that are indispensable. The Ministry of Education, Youth and Sport hopes and believes that relevant organizations, parents, communities, public and private institutions, and all stakeholders will contribute to the promotion, supporting and implementing of this policy action plan effectively and successfully.

Abbreviation

- AAR Japan ☺ Association for Aid and Relief, Japan	- MOEYS ☺ Ministry of Education, Youth and Sports
- CCAMH ☺ Cambodia Child and Adolescent Mental Health Caritas Cambodia	- MOH ☺ Ministry of Health
- CRS ☺ Catholic Relief Services	- MOLVT ☺ Ministry of Labor and Vocational Training
- CSES ☺ Cambodia Socio-Economic Survey	- MOP ☺ Ministry of Planning
- CWD ☺ Children with disabilities	- MOSVY ☺ Ministry of Social Affairs Veterans and Youth Rehabilitation
- DAC ☺ Disability Action Council	- NISE ☺ National Institute of Special Education
- DDP ☺ Deaf Development Program	- NIS ☺ National Institute of Statistics
- DDSP ☺ Disability Development Services Program	- NCDP ☺ National Center for Disabled People
- ECWD ☺ Education of Children with Disabilities	- PB ☺ Program Budget
- IE ☺ Inclusive Education	- PTTC ☺ Provincial Teacher Training Center
- EMIS ☺ Education Management Information System	- RTI ☺ Research Triangle Institute
- ESP ☺ Education Strategic Plan	- RSO ☺ Rabbit School Organization
- HCSC ☺ Health Center Support Committee	- PWD ☺ Person with disabilities
- I/NGOs ☺ International/ Non Government Organization	- SED ☺ Special Education Development
- KPF ☺ Komar Pikh Foundation	- SCiC ☺ Save the Children International in Cambodia
- KT ☺ Krousar Thmey	

Glossary

- **Children with disabilities:** An umbrella term that includes visual impairments (low vision and blindness), Hearing impairments (hard of hearing and deafness), speaking impairments, motor impairments and intellectual impairments.
- **Persons who are Gifted and/or Talented:** are those who have one or more abilities developed to a level significantly higher than their same age peers. Gifted persons excel in academic subject. Talented persons excel in those skills such as art, design, music, dance and performing arts. They come under persons with special needs if they have other needs that hinders their learning.
- **Intergrated Class:** refers to a separate class only for learners with disabilities conducted in formal schools. Commonly, learners with disabilities such as hearing difficulties or intellectual disabilities are put in the same class to make it easier to teach. Inside the integrated class, learners with disabilities will receive special education services such as how to use braille or sign language from well-trained teachers as well as having chances to communicate with other children who are not disabled. Once they have received all of these necessary skills such as reading and writing in braille, persons with disabilities can transfer to study in normal class if there is an availability of well-trained teachers or that learners with disabilities can continue to receive special services there.
- **Inclusive Class:** refers to a class that includes all children in an education system, both formal and non-formal, without any limitation due to race, behavior, physical, intellectual, societal status, language, culture, religion or other specific criteria.
- **Special Education High School:** School for children with disabilities only .Here children have little to no opportunity to socialize with typically developing students.
- **Prosthesis:** Device replacing a missing limb
- **Assistive Devices:** refers to equipment aimed at reducing the effects of children with disabilities. For example, wheelchairs or crutches are for children with mobility difficulties, hearing aid,.... Magnifying glasses are for children with low vision.
- **Mobility aid:** a device used for people with impaired mobility to move around, such as a wheelchair.
- **Ortbotic device:** a device supporting a weak part of the body, such as crutches.

**Un-Official Traslation
Printing by CDPF**

