Inclusive education in Cambodia: Historical developments, current trends, and future directions

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iThenticate Similarity Rate: %2

Abstract

Most countries have made significant efforts to promote education over the past few decades. Consequently, many governments have committed to improving inclusive education by collaborating with local and international partners to address disability issues and advance disability-inclusive development. This article explores the historical developments, current trends, and future directions of inclusive education in Cambodia. It provides an overview of secondary data derived from multifaceted archival research. The study analyzes and reflects on the themes of individuals with disabilities, special education, and inclusive education, which have rapidly expanded and transformed operations, structures, and policies over the past forty years. Despite ongoing challenges in Cambodia, including shortages of human capacity, material and financial resources, systemic racism, and marginalization, these obstacles hinder the implementation of inclusive education. The article concludes with suggestions for enhancing special education, inclusive education, and development programs for individuals with disabilities.

Keywords: Education policy; inclusive education; special education; special needs.

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1. INTRODUCTION

Academic experts and international organizations continue to define what Inclusion or inclusive education means. Namely, children were viewed to be distinctive, such as children with disabilities and from lower disadvantaged castes and socioeconomic circumstances, resulting in the perception of the worldwide movement (UNESCO, 2003, 2004, and 2005; Sahmurova, Aylak, Bedirhanbeyoglu & Gulen, 2017; McClain-Nhlapo, 2007; Peters, 2003; Sahmurova, Arikan, Gursesli & Duradoni, 2022; Booth, 2005; and Ainscow, 2007). However, as indicated in the Salamanca Statement's guiding principles in 1994, Inclusion has two primary goals and functions (Graham et al., 2023). Firstly, it refers to integrating all disadvantaged or excluded children and adolescents with various special needs, not only those encompassing disabilities (Madhesh, 2023). Second, Inclusion enhances and broadens educational quality to ensure children with special needs positively engage and inspire those without special needs, learning from one another and eliminating discriminatory behavior (UNESCO, 1994; Khamzina et al., 2024). Siska and Suchanek (2015) and Gage et al., (2023) noted that inclusive education integrates learners with Special Educational Needs (SEN) into regular school settings. Additionally, SEN is defined by the Cambodian Ministry of Education, Youth, and Sport (MoEYS) as follows:

> *An education system designed to facilitate the learning of individuals who require additional support and adaptive pedagogical methods to participate in and meet the learning objectives of an educational program. Causes may include but are not limited to disadvantages in physical, behavioral, intellectual, emotional, and social capacities, apart from issues like language, culture, migration, homelessness, and poverty. Educational programs in special needs education may follow a similar curriculum as those offered in parallel and regular systems. However, they consider the individual's particular needs by providing specific resources, for instance, specifically qualified people, tools, or places) Furthermore, if essential, altered course materials or targets for learning (MoEYS, 2018).*

Meanwhile, the Ministry of Education, Youth, and Sports of Cambodia (MoEYS) similarly defines inclusive education but with a broader concept:

> *Inclusive education is a dynamic process of addressing and responding positively to the diverse needs of individuals and groups by promoting their participation in learning, cultures, and communities while reducing or eliminating discrimination within and from education. It involves adjustments and alterations in content, methods, structures, and strategies that include all persons in the education system. This process helps expand the education system's responsibility in delivering education services to all learners (MoEYS, 2018)*

1.1. Historical background

Cambodia is a lower-middle-income nation in Southeast Asia. Seventy-five percent of its 16 million inhabitants reside in rural regions (World Bank, 2021). The foundation of the economy is agriculture, particularly the production of rice. During the civil war and Khmer Rouge era in Cambodia (1975–1979), the educated minority was eliminated, leaving numerous detrimental implications, particularly a spike in the number of people with disabilities. Since that day, the school system has gradually returned, although primarily in urban regions, resulting in a "stark" split between rural and urban communities (Kluttz, 2015). In the immediate aftermath, national and international nongovernmental organizations (NGOs) have supported inclusive education with the assistance of government agencies to improve individuals with disabilities. It is even being integrated into Cambodia's school system, but it still needs to be improved. This educational program for individuals with disabilities emerged in the 1980s, even though children with disabilities continue to enroll and drop out at a high rate (UNICEF, 2003).

Although education policies that respond to the needs of students with disabilities were not developed until 2008, when Cambodia enacted on November 20, 1989, the "Convention on the Rights of the Child,"

Chhy, S. & Kawai, N. (2024). Inclusive education in Cambodia: Historical developments, current trends, and future directions. *International Journal of Special Education and Information Technology*. *10*(1), 1-12. https://doi.org/10.18844/jeset.v10i1.9397

which was endorsed by the United Nations General Assembly, special education programs for children with disabilities were initially appeared in Cambodia (Nishio, 2019). The concept of "Education for All" (EFA) was integrated into Cambodia's educational system in 2000 at the World Forum in Dakar, Senegal (Kalyanpur, 2016; Nishio, 2019).

Nevertheless, the nation's persistent shortage of professionals, inadequate special education facilities, and insufficient training infrastructure remained. It was also widely believed that "whatever schooling was better than no schooling" (Kalyanpur, 2011). Despite having the Dakar framework, regulations, and policies, Cambodia needs a straightforward way to implement those laws into practice and comply with the Convention on the Rights of People with Disabilities (USAID, 2018). In this connection, the 2009 Law on the Prevention and Promotion of the Rights of People with Disabilities has been established to strengthen and enforce these regulations on defending the rights of individuals with physical disabilities, a vision or hearing impairment, an intellectual impairment, a psychosis, or a variety of disabilities. Article 31 reinstates that students with disabilities have the same rights as their classmates without disabilities to attend education and receive financial assistance (Royal Government of Cambodia, 2009). This law is vital in resolving the challenges that people with disabilities face by collaborating and implementing the National Strategic Plan and policies at all levels to safeguard and advance the fundamental rights of people with disabilities, reduce discrimination, and guarantee equal employment opportunities.

In implementing these regulations, the National Sustainable Development Plan (NSDP) 2019–2023 has been developed to enforce the Rectangular Strategy Phase IV for Development, Employment, Equity, and Efficiency to advance the rights and priorities of people with disabilities following Sustainable Development Goal 4 (SDG4) (Royal Government of Cambodia, 2019). Reflecting the EFA goals, the rights of children with disabilities to receive education were defined in Cambodia's Education Law in 2007. Special education is addressed in the Education Law, Articles 7 and 38, 39. Children with disabilities can attend regular education programs to learn alongside their classmates without disabilities and to receive special education (Cambodia National Assembly, 2007).

In 2008, the MoEYS released the first education policy on children with disabilities (ECD). This policy guaranteed that all children with disabilities had the same rights, had equal access to and engaged with all schools, and received the necessary educational assistance to adhere to the Child-Friendly School Policy (CFS). To support their access to school, the policy focuses on children living in complicated circumstances, including children from low-income families, children from domestic violence, children from racial minorities, and marginalized children, to help them access education. This policy is a crucial educational one that will assist in attaining the EFA objectives by 2015 (MoEYS, 2008). These objectives are as follows:

1. Determine and enroll children with disabilities.
2. Enforce prompt intervention along with other programs for children with disabilities.
3. Create the opportunity and execute an inclusive education program.
4. Raise the enrollment of girls with disabilities.

These approaches spread knowledge about how the educational system may grasp disability support programs.

1.2. Purpose of study

This paper aims to give a thorough analysis of inclusive education in Cambodia by exploring its historical evolution, contemporary trends, and possible future paths. The goal of the study is to identify significant turning points and milestones that have influenced the development of inclusive education policies and practices in Cambodia by following their history from the beginning to the present. Furthermore, an analysis of the present condition of inclusive education will be conducted, with a focus on pinpointing

prevalent patterns, obstacles, and efficacious approaches employed in diverse academic establishments. In addition, the study aims to forecast future paths for inclusive education in Cambodia by providing analysis and suggestions that might guide the formulation of best practices, policy, and educational reforms. Through this, the research hopes to advance knowledge of how inclusive education can be successfully incorporated and maintained within the framework of the Cambodian educational system, thereby advancing equal opportunities and access to high-quality education for all students, irrespective of their aptitudes or backgrounds.

2. METHOD AND MATERIALS

This study uses a qualitative research methodology and mostly makes use of secondary data that was gathered through extensive archival research. Government reports, scholarly articles, policy documents, and records from national and international organizations engaged in development that are inclusive of people with disabilities are among the data sources. The study intends to identify past advancements, present trends, and future prospects in the field of inclusive education by methodically gathering and examining these papers. An extensive analysis of the changes in special education and inclusive education policies, organizations, and practices over the last four decades is made possible using the archival research technique. This methodology facilitates a comprehensive comprehension of the wider socio-political and economic milieus that have impacted the execution of inclusive education in Cambodia.

The study concentrates on important subjects including people with disabilities, special education, and inclusive education to provide a thorough and thoughtful investigation. To find and analyze patterns and trends in the archive material, thematic analysis is used. To comprehend how the many themes have changed and intersected over time, this entails classifying the data into appropriate categories and looking at the connections between them. Furthermore, the study offers a critical analysis of the difficulties and roadblocks that Cambodia encounters in putting inclusive education into practice, including a lack of human capital, a lack of material and financial resources, systematic racism, and marginalization. The analysis's conclusions are applied to create suggestions for enhancing inclusive education, special education, and development initiatives for people with disabilities in Cambodia. The study intends to add to the current conversation on inclusive education by giving a historical and modern perspective and by suggesting workable ideas for future developments.

3. RESULTS

3.1. Current trends

There has been discussion about the development of the disability classification in Cambodia due to its arbitrary evolution. Thus, the classification has undergone various changes. Local NGOs and officials from the Ministries of Health (MoH), the MoEYS, and Rural Development (MRD) drove an active part in the Disability Action Council's (DAC) effort to review concerns with classifies of disability categorization that was not sufficiently specific for implementation in 2011. Physical, mental, intellectual, and other disabilities were categorized after consultation (Nishio, 2019). However, only two Provincial Teacher Training Centers (PTTCs), PTTCs Battambang and PTTCs Takeo, offered regular training on SEN and inclusive education to student teachers in 2013 (Siska & Such'anek, 2015).

In 2017, the National Institute of Special Education (NISE) was established to offer prospective teachers a four-year special education training program. The NISE's goals are to train teachers at all levels in special education, develop expertise in disabilities, and create supplementary educational materials that meet standards and meet the desires of people with disabilities in the labor market (NISE, 2019). However, in 2000, the MoEYS established the Office of Special Education (SEO), which is in charge of developing policies

for inclusive education, compiling data on children with disabilities, and overseeing and evaluating the various NGO programs of special education.

Additionally, it offers educational programs to students with disabilities from low-income families, underprivileged backgrounds, and members of racial or ethnic minorities, particularly female students (MoEYS, 2018). The MoEYS's SEO was replaced in 2016 by the Department of Special Education (DSE), a unit of the Primary Education Department (Kalyanpur, 2016). It was renovated to allow SEN individuals access to improved inclusive education programs, including kindergarteners and those entering higher education. To guarantee that all individuals with special needs receive adequate education and to provide access to inclusive, equitable, and high-quality education for possibilities for lifelong learning, the Policy on Inclusive Education was enacted in 2018 (MoEYS, 2018).

To attain these goals, the Action Plan 2019-2023 on Inclusive Education has established this policy to encourage the participation of students with special needs in regular school and learning through all levels of education to attain these goals (MoEYS, 2019b). The Policy on Inclusive Education (PIE), which replaced the ECD, was updated in 2018. From kindergarten through higher education, the PIE provides educational alternatives for children with SEN in both public and private institutions (MoEYS, 2018). According to the UNESCO report from 2021 on the Cambodia Inclusion Education Profiles, inclusive preschool education programs have been executed to enhance the education of the vision and hearing impaired and children with intellectual disabilities in special education (UNESCO, 2021).

Furthermore, it has seen rapid progress in strengthening inclusive education in Cambodia in recent years. These include policy development, implementation progress, and teacher training support (Pov, 2021). Overall, the policy strives to ensure that all people with special needs have access to inclusive, equitable, high-quality education and opportunities to obtain a sufficient education for lifelong learning. The policy is mandated under the Inclusive Education 2019–2023 Action Plan. This policy involves developing personalized education plans and an appropriate evaluation system based on adaptability and accommodation concepts. It also encourages integrating students with special needs into typical classrooms and integrates classes for age-appropriate learning at all educational levels by implementing supportive services.

3.2. Barriers to inclusion

Generally, Inclusive education requires highly trained and experienced teachers or instructors to keep it effective (Alnahdi & Schwab 2021; Shuey & Jamet 2023). In 2001, Cambodia had a scant history of special education, inadequate facilities for general education teachers to receive training or materials, and a severe shortage of specially trained personnel capable of addressing the needs of learners with disabilities in special education and general education settings. Additionally, there was the mindset that any form of schooling was more beneficial to none (Kalyanpur, 2011), along with a previously overburdened formal education system (VSO, 2009). Due to this concept, inclusive education has been challenging to implement. Teachers tended only to include students who could be accommodated in a general education setting, such as those with mild cognitive and physical disabilities (Kalyanpur et al., 2007).

Approximately 52% of Cambodian children with disabilities are still not enrolled in school or have dropped out, according to a USAID (2018) report. These children are often excluded from such an inclusive education system. Only two large organizations, such as the Krousar Thmey Foundation (KTF) and the Rabbit School Organization, offered specific assistance to this group in Cambodia, according to Kalyanpur et al., (2007).

According to UNESCO (2019) report, the shortage of knowledge and discrimination, such as bullying, ridiculing, or exploiting students with disabilities at all social levels, contribute to the persistent denial of

their education opportunities. In addition, numerous families chose not to enroll their impaired kids in school because they were ill or required additional care, and no one would be available to care for the child at school (Kalyanpur et al., 2007). Other significant obstacles to educational opportunities for children with disabilities include poor management transparency and accountability; a lack of funding and resources, such as materials for teaching and learning; a lack of human capacity and facilities, like teachers' knowledge and skills, as well as systemic racism and marginalization are significant additional barriers to educational opportunities for children with disabilities (Mak & Nordtveit, 2011).

According to the Khmer NGO for Education, only 50% of kids living in rural areas have access to education (KHEN, 2018), although it may be challenging to verify this data. Studies show high dropout rates and that vulnerable children are still denied their right to an inclusive, high-quality education (UNICEF, 2016) Most schools in rural and isolated areas have temporary buildings with limited water supply, no electricity, teachers without qualifications, and tiny materials (UNICEF, 2016). All of these significantly impact the quality of education being delivered. Assistive technology, high-quality teaching and learning materials, teaching approaches, teachers' expertise, abilities, education and training, involvement of parents, financial assistance, good nutrition, and nutritious food for learners with disabilities were all confirmed as obstacles to the implementation of inclusive education (Pov, 2021).

Allan's (2013) framework informs us that the barriers to Inclusion are divided into three categories: structural (those associated with school policies, practices, the curriculum of teaching and learning, and teacher training); attitudinal (related to beliefs, values, and attitudes principles); and environmental (those connected to actual space and setting). Implementing inclusive education is primarily hampered by teachers' competencies in inclusive pedagogy, knowledge, and skills, particularly regarding disability, which is the main structural barrier to Inclusion (Siska & Suzanek, 2015; Ravet & Mtika, 2024).

In addition, they lack the ability or methods necessary to assist children with disabilities (Kalyanpur et al., 2007). According to Siska and Suchanek (2015), inclusive training educational services need to be increased, and there needs to be more inclusive education knowledge among teacher trainers. Regarding attitudinal barriers, children with disabilities, for example, confront isolation, marginalization, and discrimination, particularly to culture, beliefs of religion, and a widespread notion that they are incapable of learning (Kalyanpur 2011, and CDPO 2018). Furthermore, there are challenges for learners with disabilities to access education in remote regions physically. Particularly, girls with disabilities suffer lower educational expectations than boys (CDPO 2018). Muslim children are frequently excluded from mainstream education on social, cultural, and educational levels (Lunsford et al., 2018). Although such viewpoints are in the minority, sometimes attitudes toward children and parents might be hostile. Some parents of disabled children hesitate to enroll their children in school (Ravet & Mtika, 2024; Al Harballeh et al., 2024).

Students with disabilities are either left out of mainstream education or continue to be taught separately under the guise of "inclusive education" (Nishio, 2019), and it is not easy to assess how fundamental inclusive education practices are in Cambodian culture (Kalyanpur, 2016; Nishio, 2019). Apart from the structural and attitudinal barriers, the environmental barrier was included as one of the barriers to Inclusion. Several factors contributed to this, including difficulty traveling a long distance to school, potholed paths, flooding during rainfall, and a shortage of transportation (Ravet & Mtika, 2024). The Cambodian government acknowledges that improving school access, attendance, and completion among disadvantaged groups must come before improving the instructional curriculum and guidelines, building facilities and resource allocation, child well-being, teacher training, and school leadership (MoEYS, 2019b).

ECD was updated in 2018 to become the Policy on Inclusive Education (PIE); its perspectives aligned with the new global development agenda of SDG4 in the vision to guarantee inclusive and equitable quality

education and encourage lifelong learning opportunities for all (UNESCO, 2015). Despite these policies and regulations have been in place to support children with disability in Cambodia to access education. Furthermore, the global standards of inclusive education and SEN have promoted children with disabilities to have access to inclusive education implemented in the Cambodian context. Various issues have arisen, and it has still needed appropriate access to high-quality education for almost two decades (Siska & Such'anek, 2015; Kalyanapur, 2016).

Additionally, Pov (2021) provides some tenuous support for the claim that the main obstacles to implementing Individualized Education Plans (IEPs) and inclusive education are:

1. The parents believe their children with disabilities cannot benefit from school.
2. Large numbers of students in the class are challenging for teaching and learning.
3. There is a shortage of qualified teachers for children with disabilities programs.
4. The training provided to teachers who teach general education is ineffective.
5. Teachers in public education need more specialized training and understanding to adapt the curriculum for pupils with SEN.
6. The curriculum, which only caters to students without disabilities, is challenging for children with disabilities to understand.
7. Teachers are concerned about getting children to learn and move quickly with their peers who do not have disabilities.

As mentioned above, several legal provisions resolve the individuals of people with disabilities; NGOs have sponsored numerous special education while the government only offers a limited amount of support, and it is still a challenge to integrate SEN students into regular classrooms in Cambodia.

3.3. Future directions

Globally, the major challenge of disability has been a critical concern that requires to be addressed swiftly throughout the country. In the future, the disability rate will increase across Asia and the Pacific, resulting in millions of people with disabilities, including in Cambodia, requiring immediate solutions (UNESCO, 2015). In response to this problem, the strategy and vision for Education 2030 for sustainable development have been set up to ensure that everyone gets a quality education and has the chance to learn throughout their lives (UNESCO, 2015).

According to the Education Strategic Plan 2019-2023 of the Ministry of Education, Youth, and Sports, the ministry's immediate goal aims to guarantee that all Cambodian children and youth, despite their socioeconomic status, residence, racial or faith, spoken language, ethnicity, or physical condition, have equal opportunities to receive high-quality education in compliance with the Constitution and the government's devotion to the United Nations Convention on the Rights of the Child (MoEYS, 2019a). Moreover, the Sustainable Development Goals, a worldwide development framework for 2015–2030, were also addressed in the Ministry of Education, Youth, and Sport's Action Plan and Commitments; the goal highlights the need for inclusive and equitable education and opportunities lifelong learning for people with special needs (UNESCO, 2015).

The Ministry of Education, Youth, and Sport (MoEYS) has created the Policy on Inclusive Education to adhere to the Constitution, the Education Law, the Law on the Protection and Promotion of the Rights of People with Disabilities, and other relevant policies. The policy establishes objectives to advance the rights of people with disabilities, ensuring they have access to inclusive, equitable, high-quality education and possibilities for lifelong learning.

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Moreover, the Ministry of Education, Youth, and Sport's (MoEYS) Action Plan and Commitments also address the Sustainable Development Goals, a global development framework for 2015–2030, for people with special needs; inclusive, equitable, and accessible schooling and lifelong learning are given the highest priority by the goals of sustainable development (MoEYS, 2019b). These goals are:

1. Reduce poverty while improving work and employment opportunities
2. Encourage political participation and decision-making
3. Improve the physical environment, public transportation, knowledge, information, and communication access
4. Strengthen social protection
5. Increase early intervention and education for disabled children
6. Ensure gender equality and women's empowerment
7. Ensure people with disabilities are included in disaster risk reduction and management.
8. Improve the dependability and comparability of disability data
9. Accelerate the ratification and execution of the Convention on the Rights of People with Disabilities and national legislative alignment with this Convention
10. Advance sub-regional, regional, and interregional cooperation

Additionally, to educate individuals with special needs and provide them with the knowledge, abilities, and attitudes necessary to participate in societal advancement fully, the inclusive educational strategy for 2018 and the action plan for implementing it from 2019 to 2023 have been developed through extensive consultations with interested parties from the national and sub-national levels as well as development partners. The main strategies discussed during the meetings constituted the foundation for the implementation strategy. In addition to ensuring initial detection, evaluation, and prompt measures, these approaches also provided access to inclusive and equitable quality education and opportunities for lifelong learning, established capacity and improved professional development for all teachers, and increased awareness and encouraged involvement (MoEYS, 2019b).

Concepts of inclusive education toward Agenda 2030 involve how countries can translate commitments into action in collaboration with UNESCO and global partners and are the roadmap for achieving goals. The agenda encompasses everything from early childhood education to youth and adult education and training; it focuses on the acquisition of work-related skills; it highlights the necessity of citizenship education; it focuses on Inclusion, equity, and gender equality; and it seeks to guarantee high-quality learning achievements for all people throughout their lives. To achieve these goals, governments bear primary responsibility for implementing the agenda. Nevertheless, UNESCO and its partners help with this by giving integrated policy advice, technical assistance, capacity building, and progress monitoring at the national, regional, and international levels (UNESCO, 2015).

Meanwhile, the mid-term review of inclusive education progress toward Agenda 2030 in Cambodia plays a significant role in providing strategic guidance, reviewing progress using the Global Education Monitoring, advising education stakeholders on significant goals, priorities, and vital initiatives toward achieving the new agenda, evaluating and advocating for sufficient funding, and promoting harmony and collaboration of partner efforts (UNESCO, 2015). To support these possible guidelines and priority actions, the Ministry of Education, Youth, and Sport (MoEYS) pledges to make the appropriate modifications regarding educational policies and place more emphasis on the efforts of those who are most vulnerable, including those with disabilities, to ensure that absolutely nobody is left falling behind (MoEYS, 2019b). USAID (2018) also recommends providing financial resources, technical expertise, and technology to facilitate efficient collaboration among practitioners in special education.

3.4. Implications

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This article sought to identify research focused on implementing historical development, current trends, and the future direction of inclusive education in Cambodia. There has been discussion on the terms used in inclusive education and policy reform and enforcement, as well as clear strategies for implementing and developing inclusive education. There were several significant implications from this review.

First, the PIE defines "inclusive education" and "special education." A classification system for physical, mental, and intellectual disabilities was also categorized. The definitions mentioned earlier address inquiries regarding the philosophies and characteristics of inclusive schools and are helpful for parents, teachers, and other stakeholders.

Secondly, policy progress and development, a teacher training center for special education, a collaboration between nongovernmental organizations and the government, student enrollment, and parent and community engagement on disabilities; these improvements overcome the struggles for enforcing inclusive education and promoting the accessibility of education for people with disabilities.

Thirdly, the inclusive education policy acts as a roadmap for practitioners and educators to reach their objectives by employing efficient execution of collaborative effort, monitoring, evaluating, and distributing academic resources for the Education of Children with Disabilities in Cambodia.

Finally, a precise roadmap and future directions were developed in response to the Sustainable Development Goals of the development framework for 2015–2030 by the Ministry of Education, Youth and Sport for effective and efficient execution. Furthermore, the significance of equitable and inclusive lifelong learning education for people with special needs and inclusive education policy with its action plan has been implemented from 2019 to 2023.

4. CONCLUSION

Overall, the definitions and classifications of inclusive education, special needs education, policies, and future directions were simplified, enforced, developed, and widely promoted in the community and across the country. The researchers conclude this article with the historical developments of inclusive education in Cambodia. Disabilities were not effectively addressed. It has been identified in several forms.

First, the government of Cambodia has placed an increased emphasis on the rights of individuals with disabilities, particularly children with disabilities. Like their counterparts without disabilities, children with disabilities have access to education. However, it has been observed that discrimination and isolation in the community reflected the impairments that were not adequately handled in society throughout Cambodia's history of educational development.

Second, there was no special education teacher training program or establishment of special schools for children with disabilities in Cambodia for several decades. Although considerable adjustments are still needed, it is laudable that NISE has been created to offer teacher training in special education.

Third, the inclusive policy strives to ensure that all people with special needs have access to inclusive, equitable, high-quality education, opportunities for lifelong learning, and sufficient education.

However, several barriers in this review must be acknowledged. Because of a lack of teacher training in inclusive pedagogy and skills, the enrollment rate of children with disabilities was still limited, and dropout rates were high. Face challenges include exclusion, prejudice, difficulty traveling to school because of distance, deteriorating roads, floods during the rainy period, and adequacy of means of transportation for children with disabilities in remote areas.

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Therefore, several recommendations should be considered by MoEYS and international development partners, and specialist organizations should provide technical assistance to support teacher training in special education. It is necessary to raise public awareness to encourage more engagement and close connections between schools and communities about special and inclusive education to enhance the enrollment of children with disabilities. The government has to focus more on the process, outcomes, and effects of learning and teaching at the school level and both parts of the reinforced policy of special education and inclusive education. Substantial scientific investigations on teaching approaches should be conducted to obtain current and future directions and advance special education and inclusive education in Cambodia and globally.

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