SITUATION ANALYSIS OF INCLUSIVE EDUCATION TRAINING COURSES IN CAMBODIA

Survey Report

Children playing at primary school in Takeo Province, Cambodia, supported by Caritas Czech Republic (©Georgi Stojkov)

Report Submitted to Caritas Czech and Catholic Relief Services

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GLOSSARY

PTTC   **Provincial Teachers Training Centre**
RTTC   **Regional Teachers Training Centre**

I. ABSTRACT

This report has been produced in collaboration with the NGOs Caritas Czech Republic and Catholic Relief Service in Phnom Penh (CRS) as part of the project focused on sharing of inclusive education teaching methods from Czech Universities to Cambodian teacher training centres.

A survey was conducted with a representative sample of Heads of PTTCs and a selection of trainers who were and were not trained in Inclusive education, across 8 regions. Using a mixed quantitative and qualitative questionnaire in Khmer, the survey set out to establish the numbers, types and content of Inclusive Education courses currently being offered in Cambodia and the extent to which these courses respond to the current demands on teachers, to enable the effective inclusion of children with special needs and disabilities at schools within this context. Data was collected by a local Inclusive Education project team and analyzed by external consultants for whom the data was translated into English.

Findings revealed that although some trainers have been trained on short Inclusive Education courses and they, together with Heads and untrained tutors were highly supportive of Inclusive Education despite a range of barriers in Cambodia, only a very small number of PTTCs were currently offering training courses in this area. There is a definite need for more intense training for all tutors and teachers, which should focus on a range of disabilities, assistive devices, inclusive curriculum and management of inclusion in the context of current demands on teachers.

2. AIM OF THE SURVEY

The Aims of the survey were to:
1. investigate current involvement in inclusive education at Cambodian Teacher Training Colleges
2. Investigate perceptions of inclusive education held by senior managers and tutors at Teacher Training Colleges.
3. identify professional qualifications of those involved in the development and implementation of inclusive education courses,
4. Identify existing courses for training professionals (teachers, principals, education managers) to support children with disabilities and special needs, in terms of their aims and content.
5. investigate the extent to which the aims and content of the current teacher education in Cambodia correspond with participants' understandings of inclusive education, and to
6. Identify gaps in the training in relation to current demands on teachers in schools with respect to the inclusion of children with disabilities and special needs.

The key questions for the survey were thus:
1. What training is available for teachers in supporting the inclusion of children with disabilities and special needs?
2. How is inclusive education defined by senior managers and tutors at teacher training Colleges?
3. What do participants identify as challenges to inclusive education and barriers in making education accessible for all?
4. Are there any existing courses for training professionals (teachers, principals, education managers) in inclusive education, to enable support children with disabilities and special needs? If so, at what level are these courses offered?
5. What are the aims and content of existing teacher training courses in relation to support children with disabilities and special needs in schools?
6. To what extent do the aims and content of the current teacher education in Cambodia correspond with participants' understandings of inclusive education?
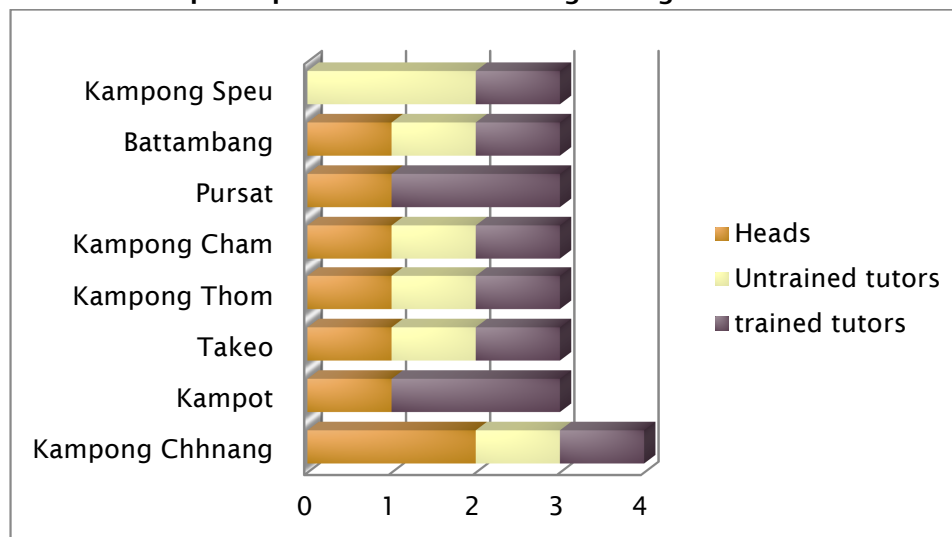
7. To what extent are senior managers and tutors qualified and trained to develop and deliver inclusive education training programmes? If trained:
    a. Where were these qualifications achieved?
    b. What are participant's perceptions of these courses in terms of their aims, content and delivery?
8. What is needed to fill any training gaps identified by participants in relation to inclusive education and current demands faced by teachers?

This report will recommend further activities and areas of modules, which should be delivered, based on the findings of the survey.

3. SAMPLE

The survey sample of 25 participants constituted 3 target groups – 8 Heads of PTTCs 8 who were directors or vice directors, 7 untrained[1] and 10 trained[2] tutors in Inclusive Education. They represented PTTCs in the following 8 regions:

TABLE 1: Sample Representation according to Regions

The PTTC in Siem Reap had not been covered due to the time limit in gaining permission from the Minister of Education. Nevertheless, there was clear representation across the 8 regions which were covered, as reflected in the table below:

TABLE 2: Sample Representation according to Participants and Regions

REGION	Heads	Untrained Tutors	Trained Tutors	TOTAL
Kampong Chhnang	2	1	1	4
Kampot	1		2	3
Takeo	1	1	1	3
Kampong Thom	1	1	1	3
Kampong Cham	1	1	1	3
Pursat	1		2	3
Battambang	1	1	1	3
Kampong Speu		2	1	3
	8	7	10	25

Trained Tutors were those tutors who completed some training or qualification in Inclusive Education. Ten of these tutors completed this survey.

Untrained tutors were those who did not complete any training or qualification in Inclusive Education. Seven of these tutors completed this survey.
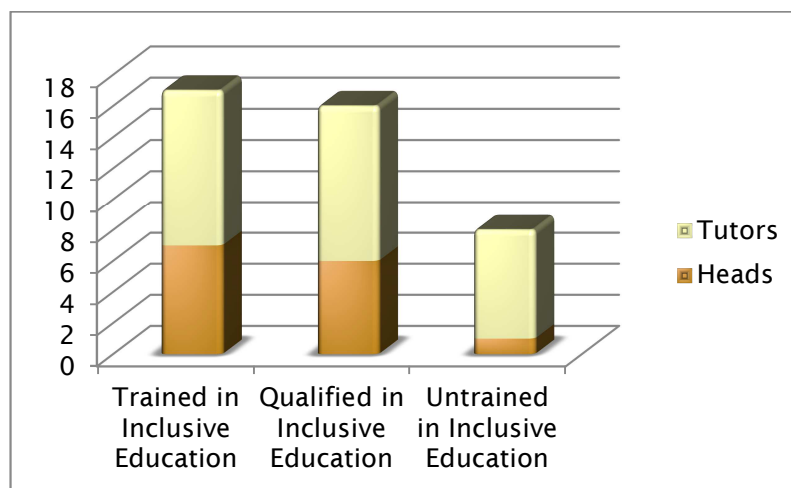
A sample of trained and untrained tutors were selected to establish whether or not previous training had any influence on the development of Inclusive Education courses at their respective PTTCs and what may be necessary in subsequent training of tutors to influence further development Inclusive Education courses at these institutions.

Heads of PTTCs were sampled to find out what influence they have on the development of Inclusive Education courses at their institutions and institutional needs in terms of such development in the future.

Training and Qualifications of Participants

Of all the respondents (N = 25), 16 have undergone some training in Inclusive Education and claim to have an Inclusive Education qualification, as reflected in Table 3 below.

TABLE 3: Training and Qualifications of Participants

4. SURVEY PROCEDURE

A questionnaire for three targets groups of respondents were developed in English (refer Appendices A, B and C). Stratified sampling involved dividing the respondents into three groups, where members for a group share particular characteristics. The questionnaire was developed using closed questions, open question and rating scales. The questionnaires were translated from English to Khmer language and a Working Group was set up to assist with the data collection, using the questionnaires in a face-to-face interview approach.

The data was then entered by the Working Group Coordinator from

Disabled Action Committee (DAC) through typing from the filled Khmer questionnaires into English versions, to be analyzed and reported in English by the researchers.

It should be mentioned, that meanings of some answers from respondents were not fully clear to the researchers. Thus it would have been useful to conduct follow up in-depth interviews to clarify answers. However, follow up in depth-interviews would have required additional time and resources which was not available during the study.

5. KEY FINDINGS AND RECOMMENDATIONS

KEY FINDINGS

5.1   Availability of Training Courses in Inclusive Education

Two types of training courses in Inclusive Education are evident in Cambodia. The two types of training courses which will be referred to henceforth refer to in this report are:
1. Short training courses which were previously offered mainly at RTTCs, as well as PTTCs and the Royal University of Phnom Penh for tutors currently employed at PTTCs. Some of these tutors have responded to this survey and have commented on these training courses as part of the survey. These short courses will be henceforth referred to as Tutor Training in this report and those who completed the training will be referred to as 'Trained Tutors'.
2. The second training courses are the current Inclusive Education courses offered at PTTCs. Only 2 PTTCs offer such courses.

Teacher competencies and the lack of necessary skills to work with children with disabilities were identified by tutors as a key barrier to inclusive education. However, in response to this, only two of these tutors are currently offering inclusive education courses at their PTTCs on a weekly basis.
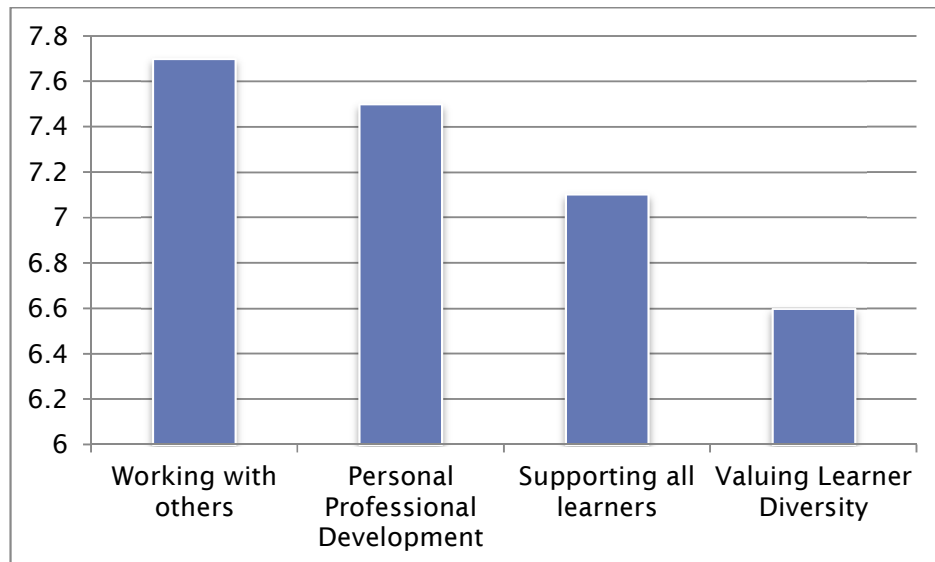
Limited development of Inclusive Education courses at PTTCs may be a result of:

- the lack of knowledge amongst tutors to offer courses given that the inclusive education training courses were very short and only lasted 4-5 days
- The lack of focus in terms of the range of disabilities. Tutors identified the need for training on teaching methodologies to accommodate a wide range of disabilities, including severe disabilities, blind, intellectual impairment.

5.2 Outcomes of the Training Courses

Outcomes of the Tutor Training courses was positive in that almost all tutors teaching at PTTCs see the need to educate learners with disabilities with their non-disabled peers in the same setting. They advocate mainstream education, but with a proviso in most cases for a special unit and suggest that capacity building amongst teachers is necessary to enable inclusion.In the survey the respondents were asked to express their agreement about presence of the core values of inclusive education (Valuing Learner Diversity, Supporting All Learners, Personal Professional Development, Working With Others) in the teaching training courses. The tutor training courses as well as current courses on inclusive education for teachers are considered valuable in enabling trainees to achieve core values, mostly relating to working with others and personal professional development. Values in relation to supporting all learners and valuing learner diversity were achieved but to a lesser extent (refer Table 4 below).
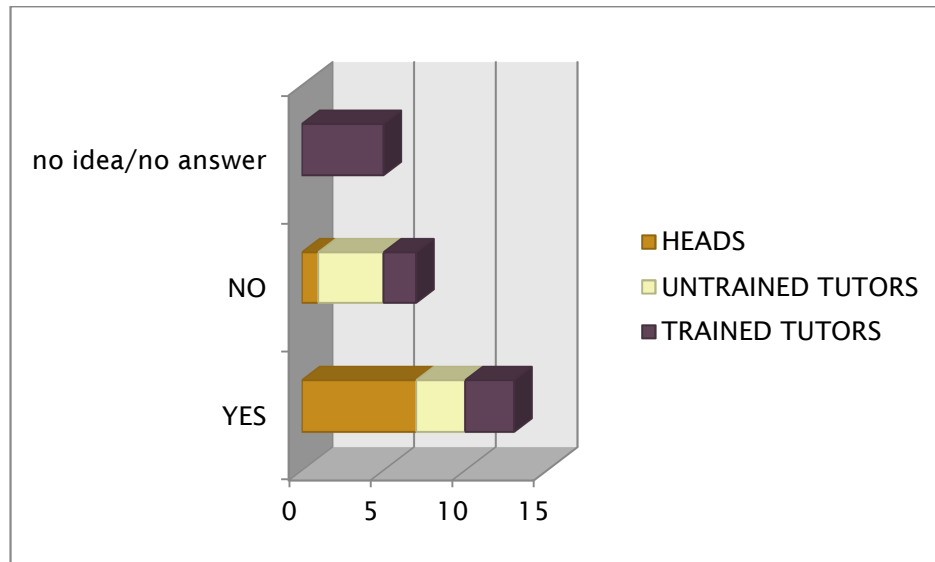
TABLE 4: Core values achieved as a result of the Inclusive Education courses

Bar chart showing values for: Working with others (≈7.7), Personal Professional Development (≈7.5), Supporting all learners (≈7.1), Valuing Learner Diversity (≈6.6). Y-axis ranges from 6 to 7.8.

- Valuing Learner Diversity – learner difference was considered as a resource and an asset to education
- Supporting All Learners – teachers have high expectations for all learners' achievements
- Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.
- Working With Others – collaboration and teamwork are essential approaches for all teachers.

When asked whether participants felt that the courses responded adequately to the general demands made on teachers in schools, views were divided. The majority (13) agreeing that they did, 7 disagreeing and 5 didn't know (refer Table 5 below). Tutors highlighted existing limited capacity amongst trainers and lack of quality and effectiveness of the courses as factors affecting negatively on the training.

TABLE 5 Do Courses Respond Adequately to the Demands on Teachers?

Key demands on teacher identified by participants of all three (heads or Leaders of PTTCs, untrained tutors, trained tutors) include:

- Lack of physical accessibility for student such as ramps, modified toilets, wheelchairs
- Unavailability or shortage of aids and assistive devices such as glasses, hearing aids, visual aids, braille, etc.
- Lack of quality teaching and learning materials and guidance on how to teach children with disabilities
- Lack of teacher knowledge and skills to teach children with disabilities and lack of training
- Lack of parental involvement
- Lack of funding to enable access for children with disabilities
- Lack of good health and nutrition

5.3 Barriers to Inclusive Education

Respondents were asked to assess severity of barriers to Inclusive Education listed in the questionnaire. On the whole, teacher competencies were identified as the key barrier, followed closely by child labor and teachers' workload. The table below represents the combined views of Heads, trained and untrained tutors.

TABLE 6: Barriers to Inclusive Education

	Barrier	*Score (out of 10)
1	Teachers´ competencies	8.4
2	Child labour	8
3	Teachers´ workload,	7
4	Financial barriers	6,8
5	Environmental barrier	6
6	Planning and evaluation	5.6
7	Teacher education	5.3
8	Political leadership	4.7
9	Attitudinal barrier	2.7

Score calculated as an overall percentage of individual scores

Major differences between the three groups were not identified. All three groups identified teachers´ competencies *(Teacher do not have necessary skills how to work with learners with particular disability)* as a key barrier. Untrained tutors also saw a following major barrier in environment. In contrast, heads or leaders of PTTCs viewed also planning and evaluation as a significant key barrier.

KEY RECOMMENDATIONS

Key recommendations based on the survey findings, for the development of an appropriate Inclusive Education course in Cambodia are as follows:

1. In relation to the target group identified for further training, participants felt that tutors at PTTCs, RTTCs and all teachers need to be trained
2. The content of the training courses already offered to tutors at PTTCs needs to be developed further to include:
    a. Issues on Child Rights & Child Friendly Schools.
    b. Information on all categories of disabilities including severe disabilities, blind, deaf and intellectual impairment.
    c. Include strategies to support learners.
    d. Training on necessary assistive devices such as braille and hearing aids for visual and hearing impaired learners, demonstrating actual devices.
    e. Curriculum for Inclusive Education and lesson planning.

    f. How to manage an additional work under the current conditions with already insufficient lack of resources, materials etc.
3. The methodology for the training should include effective facilitation and clear explanation to expedite understanding.
4. The training should be evaluated.
5. Materials used in the training should be simple and easy to understand.
6. The length of the course should be longer than just a few days, to include the content highlighted above.

6. SURVEY FINDINGS

The survey finding details will be presented *in relation to each of the target groups surveyed* and in relation to the following key issues investigated:
- Profile of participants
- Perceptions of Inclusive Education
- Placement of children with disabilities
- Barriers to Inclusive Education
- Core Values of the courses
- Demands on teachers
- Response of courses/programmes to demands on teachers
- Existing and current Inclusive Education courses (where available)
- Aims and content of existing programmes/courses (where available)
- Tutor recommendations (where available)

6.1 HEADS OF PTTCS

6.1.1 Participant Profile

6 respondents have qualification in inclusive education. They attended training courses on inclusive education.

Most of the respondents (7 respondents) have been involved in training programmes in inclusive education. Level of their

involvement varied. Majority of them contributed to training programmes as lecturers or invited lectures. 2 respondents participated in developing training programme on inclusive education.

6.1.2 Perceptions of Inclusive Education and Barriers

Overall, participants' perceptions of Inclusive Education were broad and about inclusion of all learners in the same class, including those with special needs and disabilities; as "learning and living together". The following extracts reflect such thinking:

> *"Inclusive Education means that, it is the inclusion between children in special needs and normal children to study in the same class with only one teacher.'*

> *"Inclusive education provides knowledge, skill and behaviour to live together in the society without discrimination."*

Some respondents viewed inclusive education more from didactical perspective as exemplified in the following statement:

> *"Inclusive education helps to teach children with disabilities to have knowledge like other children without disabilities".* Other respondent: *"Inclusive education is very important for the training to make the teachers to understand each point related to children with disabilities or children in special in special needs".* (School Director)

Other respondents made link between inclusive education and educational policy in Cambodia or referred to equal rights and discrimination in education:

> *"Inclusive education is good because it is the policy of education in Cambodia to educate children with disabilities and children with non-disabilities."*

Inclusive education is important for the teaching and learning of children with special needs and normal children. Discrimination in education decreased".

"Inclusive education is the main point to mainstream in the curriculum which helps the children who dropped out to have a chance to participate in the society like other children.

6.1.3 Placement of children with disabilities

In relation to placement of children with disabilities, 62% of respondents (5) felt that children with disabilities should be included in mainstream schools, 2 suggesting the possible need for special school or special units in mainstream schools. One indicated that Children with severe or profound disability do not need education.

Some respondents elaborated their attitudes in a comment saying that children with disabilities should be educated in special units in mainstream schools. Additionally only limited number of children with disabilities (3-5) should educated in one school. Support should be provided according their needs and type disability.

6.1.4 Barriers to inclusive education

TABLE 7: Barriers to Inclusive Education Perceived by Heads

	Barrier	*Score (out of 10)
1	Teachers' competencies	6,8
2	Teachers' workload,	6,3
3	Planning and evaluation	6,1
4	Child labour	6
5	Teacher education	5.2
6	Attitudinal barrier	5
7	Environmental barrier	4
8	Educational policy	3,7
9	Political leadership	3,6

N = 9
Score calculated as an overall percentage of individual scores

Respondents were asked to identify which barriers prevent access to education for all. The most significant barrier was *teachers´ competencies and lack of necessary skills how to work with learners with particular disability. Teachers´ workload* followed. Third most significant barrier was *lack of planning and evaluation scheme in educational or/and disability policy. Child labour* was also viewed as barrier to education for all followed by *teacher education do not reflect the need to accommodate all learners, attitudinal barrier, environmental barriers, and educational policy.* One representative of PTTC stated: *"The capacity of teachers who teach children with disabilities is limited, teachers need further trainings."*

We also asked, whether there are any courses or programmes currently being offered at the institutions which build the capacity of teachers to respond to the needs of all learners. The respondents stated that the some workshops or courses already exist. The courses are focused for example on rights of children, child friendly school, inclusive education, role of teachers who teach children with disabilities, visual, physical, hearing, speech and intellectual problem, courses on computer skills, management, inclusive education, child friendly school and the methodology to teach maths, training on inclusive education for the trainers at national level, training on inclusive education for the trainers at provincial level at PTTC.

6.1.5 Core values of the courses

The respondents identified core values related to the aims of the courses. Order of the core values (1 – 4) corresponds with answers of the respondents. Valuing Learning Diversity was viewed as a core value most likely included in the training courses delivered.

1. Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.
2. Supporting All Learners – teachers have high expectations for all learners' achievements.
3. Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.
4. Working With Others – collaboration and teamwork are essential approaches for all teachers.

6.1.6 Demands teachers face in relation to training:

6.1.6.1   Teaching materials:

Teaching material is poor in quality and is often not available, particularly materials for teaching maths, science experiments and materials for children with disabilities.

6.1.6.2 Role of PTTCs:

PTTC should provide the skill training to all trainees and evaluate the skill implementation after trainees complete their study and perform their teaching in schools, provide further training to complete the lack points.

The following were identified as demands (in order of severity) teachers face at schools in accommodating all learners:

1. Physical Accessibilities such as - ramp, toilet and the seats for children with disabilities to study in the class, lack of wheelchairs
2. Quality teaching and learning materials Documents for teaching children with xxx
3. The schools lack the skilful teachers who have knowledge to teach children with disabilities
4. Low wages for teachers

Responses from the PTTC staff clearly show that the courses/programmes for teachers do not respond adequately to the demands faced by teachers in accommodating all learners, including children with disabilities and special needs, in their schools. Only one respondent disagreed with this statement.

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6.2 TUTORS WHO HAVE *NO TRAINING* IN INCLUSIVE EDUCATION

6.2.1 Profile

5 participants are tutors at PTTCs in the above provinces and 2 are deputy heads of a study unit. Trainers teach mathematics, rights of Children, ethics, and IT.

6 tutors (No = 6) had qualification in education, 1 tutor did not have (No = 1)

6.2.2 Perceptions of Inclusive Education

5 tutors see inclusive education as being about educating disabled learners with non-disabled peers in the same setting

> *"Inclusive education is the inclusion of all children to study together including children with disabilities."*

> *"Inclusive education is good to help children in the special needs to study in the same school and classroom."*

> *"Inclusive education is the way to access children with disabilities in school with children with non-disabilities."*

Others see inclusive education as an opportunity to learn about challenges children with disabilities face.

> *"Inclusive education is a good opportunity to understand challenges of children with disabilities:"*

One tutor remained rather reluctant to inclusive education believing it was only for some children:

> *"Inclusive education is for only children with mild disabilities."*

In relation to placement of children with disabilities, majority 5 of tutors felt that children with disabilities should be included in mainstream schools, 2 suggesting the possible to educate children with disability at home or in special units in mainstream schools, or in special school. One tutor indicated that mainstreaming was dependent on the type of disability. According one tutor children with severe disability do not need education.

The tutors assessed significance of the barriers in education for all. The most significant barrier was child labour followed by inadequate teachers´ competencies. Environmental barriers were viewed as a third barrier.

TABLE 8. Barriers to Inclusive Education Perceived by Untrained Tutors

	Barrier	*Score (out of 10)
1	Child labour	8,8
2	Teachers' competencies	8,5
3	Environmental barrier	7
4	Financial barriers	6,8
5	Teachers' workload, Planning and evaluation	6,2; 6,2
6	Attitudinal barrier	6
7	Teacher education	5,14
8	Educational policy	4,85
9	Political leadership	4,57

N = 7
Score calculated as an overall percentage of individual scores

Other barriers mentioned in the survey included the lack of capacity amongst teachers and teachers' low salaries:

> *"The teachers are unable to teach the children with disabilities because their capacity is in limited."*

> *"Teachers' salary is very low. They are not motivated. It force them to work part time such as taxi drivers".*

6.2.3 Demands on teachers

The following answers were reported by respondents as demands (in order of severity) teachers face at schools in accommodating all learners:

1. Students need high and careful attention from the teachers
2. Accessibility for children with disabilities and need to prepare school environment for children with disabilities Lack of teaching and learning materials for all children including children with disabilities
3. Assessing educational needs of learners
4. Encouraging and motivating education
5. Capacity of teachers is limited
6. Teaching children with visual impairment Teaching children with hearing impairment
7. Involvement of parents - taking care by parents (money, food, hygiene, and education etc.)
8. Health care

6.2.4 Aims and content of existing programmes/courses

More than half (4) of the trainers see the the courses/programme(s) as inadequately responding to the demands teachers in schools face in accommodating all learners, including children with disabilities and special needs. 3 teachers see the programmes/courses as adequate.

6.2.5 Tutor Recommendations:

- Better focus on methodology how to teach children with disabilities
- The training should be longer in duration
- Teaching children with disability in mobility
- Teaching children with intellectual disability
- Assessment of teaching and learning should be included
- The content should have a close relation to the current society
- Content should be easy to understand
- Inclusive education should mainstreamed to the schools (primary, secondary/high school, PTTC and RTTC)

- The Ministry of education, youth and sport and the Government has been supporting education for children with disabilities. However, support should be strengthened.
- Courses should be evaluated

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6.3 TUTORS WHO *HAVE BEEN TRAINED* IN INCLUSIVE EDUCATION

Of the 10 respondents, 9 participants are tutors at PTTCs and one is a Head of a study unit.

All tutors have been trained in Inclusive Education and possess an undergraduate qualification.

6.3.1 Perceptions of Inclusive Education

All but one of the tutors sees inclusive education as being about educating disabled learners with non-disabled peers in the same setting, to promote non-discrimination and enable access to education.

> *'Inclusive Education is very important for children in Cambodia because it is the kind of education that could collect and send all children with disabilities and children with non-disabilities to access school to get education for all.'*

> *'Inclusive Education means all children have been included in the same class and school in formal and non-formal system without discrimination.'*

Some focus on capacity building of teachers to enable access to education for children with special needs and disabilities.

'Inclusive Education means that CWDs [children with disabilities] have been supported by all teachers and also receive education like other children with non-disabilities.'

'Inclusive education means to teach all children in the special needs, such as children with intellectual, visual, hearing and physical problem.'

Tutors from Kampong Chang and Battambang have wider perceptions of Inclusive Education as not just being about disability and special needs but non-discrimination in relation to *'complexion and race'* and *'status, sex and age'*.

6.3.2 Placement of children with disabilities

In relation to placement of children with disabilities, 90% of tutors felt that children with disabilities should be included in mainstream schools, the majority (8) suggesting the possible need for special units in mainstream schools. One indicated that mainstreaming was dependent on the type of disability.

6.3.4 Barriers to Inclusive Education

In terms of the challenges to Inclusive Education, teachers competencies, teacher workload and the lack of necessary skills to work with children with disabilities were viewed as the most significant barrier to making education accessible for all (refer Table 9 below). One tutor added:
'[The key barrier is the lack of] methodology on how to teach severe CWDs such as children with blind and intellectual.'

TABLE 9: Barriers to Inclusive Education as Perceived by Trained Tutors

	Barrier	*Score (out of 10)
1	Teachers' competencies	8,3
2	Teachers' workload,	7.8
3	Child labour	7.2
4	Financial barriers	6.7
5	Teacher education	5.4
6	Attitudinal barrier	5.3

7	Environmental barrier	5.1
8	Planning and evaluation	5.0
9	Political leadership	4.8

N = 10
Score calculated as an overall percentage of individual scores

This was closely followed (in descending order of significance) by child labor, financial barriers where parents have to bear education costs, the failure of teacher education programmes to reflect the need to accommodate all learners, attitudinal barriers, environmental barriers e.g. Lack of access for children on wheelchairs, planning and evaluation and political leadership,. One tutor stated:

'Most of children with disabilities feel ashamed and do not want to go to school and another thing, the school has no ramp.'

6.3.5 Demands on teachers

The following were identified as demands (in order of severity) teachers face at schools in accommodating all learners:

1. Lack of materials and assistive devices such as glasses, hearing aids, visual aids
2. Lack of teaching and learning materials, including braille, magnifiers, book stands, teaching manuals on inclusive education
3. Lack of physical accessibility including ramps, wheelchairs, accessible toilets, seating arrangements
4. Lack of training and teacher capacity to teach children with disabilities
5. Lack of funding to support CWDs to come to school regularly, transport
6. Lack of health care and nutrition
7. Dormitory of trainees (accommodation for trainees who come from different provinces).

6.3.6 Existing Inclusive Education Training courses

Tutor training course

Data suggests that 4-5 day training courses in Inclusive Education were offered to all 10 tutors responding to the questionnaire, mainly at RTTCs in Battambang, Kandal and Kampong Cham. Courses were also offered at PTTCs in Kampot and Kampong Chhang as well as the Royal University of Phnom Penh. The tutor from the PTTC in Takeo had the longest training on courses delivered over 2 weeks in Kampong Chhang and 3 weeks in Kampot. Unlike other institutions, the RTTC in Battambang offered not just Inclusive Education, but also Rights of Children and Child Friendly Schools.

Current courses at PTTCs

Although tutors had been trained in Inclusive Education, only two (one in Battambang and the other in Takeo) claim to be currently teaching inclusive education courses at their respective PPTCs. The one in Battambang merges Inclusive Education with Child Friendly Schools. The remaining eight participants teach Practical Science, Khmer, Pedagogy, Math, Housekeeping, Morality and Citizenship, and English.

The current course at Battambang runs over 6 days per week while the one at Takeo is much shorter and taught only in one hour per week. The number of weeks per course is unknown.

Tutors did not provide any details of the titles or content of their courses.

6.3.7 Aims and content of existing programmes/courses

Tutor training course

As a result of the training completed by tutors, core values achieved and understood well related to supporting all learners, professional development and working with others. They achieved and understood how to value learner diversity, but to a lesser extent.

Tutors were divided in their perception on whether or not the courses responded adequately to the demands teachers face in schools in accommodating all learners, including children with disabilities and special needs. Only 4 out of the 10 agreed that it did.

Current courses at PTTCs

In relation to the courses offered currently at the PTTCs, tutors felt that the key core values achieved and understood by teachers was working with others, followed closely by personal professional development, supporting all learners and valuing learner diversity.

As with the perceptions of the tutor training course, tutors were divided as to whether or not the current courses respond adequately to the demands on teachers. Only 5 responded with 3 agreeing they did. The rest disagreed pointing to the lack of training related to inclusive education *'with quality and effectiveness'* and the fact that *'trainers' capacity of teaching is still limited.'*

6.3.8 Tutor Recommendations

Tutor training course

There were only a few recommendations to improve the courses offered to tutors. These related to:
- Training on braille for children with visual problems
- The availability of actual materials such as visual and hearing aids
- Improvement of curriculum and guidance on inclusive education in line with the MoEYS curriculum
- How to prepare lesson plans
- More effective facilitation and explanation of the training contents to enhance understanding

Current courses at PTTCs

As with the tutor training courses in Inclusive Education, tutors only had a few recommendations to make for the improvement of current courses at PTTCs. Common recommendations pointed to:
- Preparation of a curriculum on inclusive education

- Lesson planning

Other recommendations related to:
- The need for clarification of the training manual on inclusive education so that it is easily understood
- Assessment and record-keeping

Overall recommendations by tutors suggest that there is a need to train all teachers, *especially teachers in the beginning level'*, as well as trainers at provincial level. Training should focus on methods of teaching children with a range of disabilities, especially those with visual and hearing impairments, focusing on braille and sign language.

7. RECOMMENDATIONS

The following are recommendations based on the survey findings:

- Participants for training should include:
  - All teachers should be trained in inclusive education, especially those in the beginning levels
  - Trainers at provincial level

- Content should include:
  - More on Child's Rights and Child friendly schools
  - Information on all categories of disabilities, focusing on the needs of learners
  - Training should be targeted to support children with all types of disabilities including children with visual impairments
  - Training on braille for children with visual problems
  - To improve training for teaching children with hearing impairments, including training on sign language
  - The availability of actual materials such as visual and hearing aids
  - How to prepare lesson plans in line with MoEYS curriculum
  - Assessment and record-keeping

- o How to manage the demands made on teachers in schools in the face of:
    - Lack of materials and assistive devices such as glasses, hearing aids, visual aids
    - Lack of teaching and learning materials, including braille, magnifiers, book stands, teaching manuals on inclusive education
    - Lack of physical accessibility including ramps, wheelchairs, accessible toilets, seating arrangements
    - Lack of training and teacher capacity to teach children with disabilities
    - Lack of funding to support CWDs to come to school regularly, transport
    - Lack of health care and nutrition
- Didactics
    - o More effective facilitation and explanation of the training contents to enhance understanding

- The development of training materials should consider:
    - o User-friendly and easily understandable training manual on Inclusive Education
    - o Evaluation should be conducted to find our whether manual for inclusive education has been used effectively
    - o schools should have and use teaching technologies such projectors

- The duration of the training course should be longer than 4-5 days.

APPENDIX A

Institutional Questionnaire (for Heads of PTTCS)

Institutional Base-line Survey

INTRODUCTION

The following baseline survey is being carried out by Catholic Relief Services (CRS) and the Working Group Members in collaboration with Teacher Training Department, Disabilities Action Council, National Institute of Education, Primary Education Department/Special Office of Education, Royal University of Phnom Penh and Partner NGOs. The priority for Teacher Training Department/University in Cambodia and worldwide is to build the capacity of teachers to respond to the needs of all learners, including those with disabilities and special needs in their local contexts, many of whom have poor quality education or no education at all. The concern to address this through quality teacher education programmes, geared towards building such capacity of teachers, cannot be understated. The aim of this survey is therefore to investigate current involvement in inclusive education at Cambodian Teacher Training Department/Universities and to identify existing courses for training professionals (teachers, principals, education managers) to support children with disabilities and special needs, in terms of their aims and content. Our core question is how aims and content of the current teacher education in Cambodia correspondents with participants' understandings of inclusive education. Hence, your responses to this survey are invaluable in establishing current thinking and practice and to identify priorities for further development. We thank you for agreeing to participate.

YES	NO

RESPONDENT PROFILE

1. Name: _____

2. Institution: _____

3. Title/Position _____

4. Have you been involved in a course or programme in Inclusive Education? (Tick)

    i.   If so, specify your involvement e.g. Design, delivery, guest lecturer, etc.?

_____

  ii. If no, would you like to be involved and in what capacity?

    _____

5. Do you have any qualifications related to Inclusive Education? If so, please specify what these qualifications are and where they were gained i.e. which country and institution.

_____

_____

VIEWS ON INCLUSION AND INCLUSIVE EDUCATION

6. What is your understanding of Inclusive Education?

_____

_____

—

7. Where do you think children with disabilities should be educated? Tick the correct box to indicate your answer

	Tick the correct box
Mainstream School	
Special School	
Special units in mainstream schools	
It depends on the type of disability	
Children with severe or profound disability do not	

need education	
Other	

If 'Other', please explain:

_____

8. What do you see as a main barrier in making education accessible for all? (tick one of 1 2 3 4 5 6 7 8 9 10, 1 not a barrier at all – 10 most significant barrier)

   a) Political leadership (There is not a political leadership and government responsibility established for education for all) 1 2 3 4 5 6 7 8 9 10
   b) Attitudinal barrier (Disability is a negative stigma, parents do not want to send a child with disability to school) 1 2 3 4 5 6 7 8 9 10
   c) Environmental barrier (schools are not accessible, for example barriers for children on wheelchairs) 1 2 3 4 5 6 7 8 9 10)
   d) Teachers´ workload (Teachers in schools are too busy already) 1 2 3 4 5 6 7 8 9 10
   e) Teachers´ competencies (Teacher do not have necessary skills how to work with learners with particular disability (for example with blind children) 1 2 3 4 5 6 7 8 9 10
   f) Educational policy (educational policy does not support principles such "education for all") 1 2 3 4 5 6 7 8 9 10
   g) Child labor 1 2 3 4 5 6 7 8 9 10
   h) Financial barriers (education is free, that is only tuition, and parents have to cover other costs)
   i) Planning and evaluation (There is not a planning and evaluation scheme in educational or/and disability policy) 1 2 3 4 5 6 7 8 9 10
   j) Teacher education (current study programmes on teacher education generally do not reflect the need to accommodate all learners) 1 2 3 4 5 6 7 8 9 10

Other barrier? Please add:

EXISTING INCLUSIVE EDUCATION COURSES

9. Are there any courses or programmes currently being offered at your institution which build the capacity of teachers to respond to the needs of all learners, including those children with disabilities and special needs? If NO, please skip to question …..

If yes, at what level are these courses offered? Tick the relevant answers below and provide titles of the courses, as well as the modules[3] within these and content. Please use a separate page should you require more space to provide details.

COURSE TITLE (s)	COURSE OR PROGRAMME LEVEL (tick)				MODULE TITLE (s) AND CONTENT
	Undergraduate	Postgraduate	Diploma level certificate	Short courses (CPD)	
1.					
2.					
3.					

---

[3] Module is a term used for a part of an accredited course or programme.

4.					
5.					
6.					

10. If you have answered question 3, please identify if any of the following **core values[4] relate to the aims of the course**.

In other words, which of these core values do you hope teachers would achieve by the end of your course/programme? Please indicate which values apply by ticking one or more of the relevant boxes below.

COURSE OR MODULE TITLE	**Valuing Learner Diversity** – learner difference is considered as a resource and an asset to education. The areas of competence within this core value	**Supporting All Learners** – teachers have high expectations for all learners' achievements. The areas of competence within this core value	**Working With Others** – collaboration and teamwork are essential approaches for all teachers. The areas of competence within	**Personal Professional Development** – teaching is a learning activity and teachers take responsibility for their lifelong learning. The areas

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[4] Taken from the Profile of Inclusive Teachers (PIT) developed by European Agency for Development in Special Educational Needs (EADSEN) in 2012

	relate to: ➢ Conceptions of inclusive education; ➢ The teacher's view of learner difference.	relate to: ➢ Promoting the academic, practical, social and emotional learning of all learners; ➢ Effective teaching approaches in heterogeneous classes.	this core value relate to: ➢ Working with parents and families; ➢ Working with a range of other educational professionals.	of competence within this core value relate to: ➢ Teachers as reflective practitioners; ➢ Initial teacher education as a foundation for ongoing professional learning and development.
1.				
2.				
3.				
4.				
5.				
6.				

11. What are demands teachers in schools face in accommodation all learners? Please write demands in order. Demand which you see as most severe will be in line No. 1. Less severe demand will be in line No. 2 etc.

1	
2	
3	
4	
5	

6	
7	
8	
9	
10	

12. Do you think the courses/programmes respond adequately to the demands faced by teachers in accommodating all learners, including children with disabilities and special needs, in their schools? Tick

YES	NO

13. What improvements (if any) would you like to see being made to these courses or programmes. In terms of programmes in terms of the following i.e. title, aims, content of the course and course assessment. If any, please say why you think these changes need to be made.

a) Title(s)

_____

b) Aims

_____

c) Content

_____

d) Assessment

---

e) Any other | YES | NO | changes?

If so, please specify.

_____

13. Any additional comments you would like to make?

_____

_____

THANK YOU FOR YOUR TIME.

APPENDIX B

Questionnaire for Untrained Tutors

Tutor Base-line Survey (untrained)

INTRODUCTION

The following baseline survey is being carried out by CRS (Catholic Relief Services) and the Working Group Members in collaboration with Teacher Training Department, Disabilities Action Council, National Institute of Education, Primary Education Department/Special Office of Education, Royal University of Phnom Penh and Partner NGOs. The priority for Teacher Training Department/University in Cambodia and worldwide is to build the capacity of teachers to respond to the needs of all learners, including those with disabilities and special needs in their local contexts, many of whom have poor quality education or no education at all. The concern to address this through quality teacher education

programmes, geared towards building such capacity of teachers, cannot be understated. The aim of this survey is therefore to investigate current involvement in inclusive education at Cambodian Teacher Training Department/Universities and to identify existing courses for training professionals (teachers, principals, education managers) to support children with disabilities and special needs, in terms of their aims and content. Our core question is how aims and content of the current teacher education in Cambodia correspondents with participants' understandings of inclusive education. Hence, your responses to this survey, as a tutor are invaluable in establishing current thinking and practice at Higher Educational level and to identify priorities for further development. We thank you for agreeing to participate.

RESPONDENT PROFILE

14. Name: _____

15. Name of institution at which you are now working

    _____

16. Your role/ title at your place of work: _____

17. What courses do you teach:

    _____

18. What is the duration of the courses you teach _____

19. Do you have a qualification in Education? Tick

If yes, please specify the name of	YES	NO	the institution at which you studied
and the name of the course or			programme in Education which you
were studying?			

VIEWS ON INCLUSION AND INCLUSIVE EDUCATION

1. What is your understanding of Inclusive Education?

_____

_____

2. Where do you think children with disabilities should be educated? Tick the correct box to indicate your answer

	Tick the correct box
Mainstream School	
Special School	
Special units in mainstream schools	
It depends on the type of disability	
Children with severe or profound disability do not need education	
Other	

If 'Other', please explain:

_____

3. What do you see as a main barrier in making education accessible for all? (tick one of 1 2 3 4 5 6 7 8 9 10, 1 not a barrier at all – 10 most significant barrier)

k) Political leadership (There is not a political leadership and government responsibility established for education for all) 1 2 3 4 5 6 7 8 9 10

l) Attitudinal barrier (Disability is a negative stigma, parents do not want to send a child with disability to school) 1 2 3 4 5 6 7 8 9 10

m) Environmental barrier (schools are not accessible, for example barriers for children on wheelchairs) 1 2 3 4 5 6 7 8 9 10)

n) Teachers´ workload (Teachers in schools are too busy already) 1 2 3 4 5 6 7 8 9 10

o) Teachers´ competencies (Teacher do not have necessary skills how to work with learners with particular disability (for example with blind children) 1 2 3 4 5 6 7 8 9 10

p) Educational policy (educational policy does not support principles such "education for all") 1 2 3 4 5 6 7 8 9 10

q) Child labor 1 2 3 4 5 6 7 8 9 10

r) Financial barriers (education is free, that is only tuition, and parents have to cover other costs)

s) Planning and evaluation (There is not a planning and evaluation scheme in educational or/and disability policy 1 2 3 4 5 6 7 8 9 10

t) Teacher education (current study programmes on teacher education do not reflect the need to accommodate all learners) 1 2 3 4 5 6 7 8 9 10

Other barrier? Please add:

VIEWS ON THE COURSES <mark>YOU TEACH</mark>

4. Which of the core values below do you think <u>the teachers you train achieve and understand</u> as a result of the course/programme(s) they study? Please indicate which values apply by one or more of the relevant boxes below. (1 not achieved at all - 10 – fully achieved)

COURSE OR MODULE TITLE	Valuing Learner Diversity – learner difference is considered as a resource and an asset to education. The areas of competence within this core value relate to: ➢ Conceptions of inclusive education; ➢ The teacher's	Supporting All Learners – teachers have high expectations for all learners' achievements. The areas of competence within this core value relate to: ➢ Promoting the academic, practical, social and emotional	Working With Others – collaboration and teamwork are essential approaches for all teachers. The areas of competence within this core value relate to: ➢ Working with parents and families;	Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning. The areas of competence within this core value relate to: ➢ Teachers as reflective practitioners; ➢ Initial teacher

	view of learner difference.	learning of all learners; ➢ Effective teaching approaches in heterogeneous classes.	➢ Working with a range of other educational professionals.	education as a foundation for on-going professional learning and development.
1.				
2.				
3.				
4.				
5.				
6.				

5. What are demands teachers **in schools** face in accommodation all learners? Please write demands in order. Demand which you see as most severe will be in line No. 1. Less severe demand will be line No. 2 etc.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

6. Do you think the courses/programme(s) respond adequately to the demands teachers in schools face in accommodating all learners, including children with disabilities and special needs?

Tick.

YES	NO

7. What improvements (if any) do you think need to be made In terms of the following i.e. title, aims, content of the course and course assessment If any, please say why you think these changes need to be made.

   f) Title(s)

   _____

   g) Aims

   _____

   h) Content

   _____

   i) Assessment

   _____

   j) Any other | YES | NO | changes?

   If so, please specify.

   _____

8. Any additional comments you would like to make?

_____

THANK YOU FOR YOUR TIME.

APPENDIX C

Questionnaire for Trained Tutors

Tutor Base-line Survey (trained)

INTRODUCTION

The following baseline survey is being carried out by CRS (Catholic Relief Services) and the Working Group Members in collaboration with Teacher Training Department, Disabilities Action Council, National Institute of Education, Primary Education Department/Special Office of Education, Royal University of Phnom Penh and Partner NGOs. The priority for Teacher Training Department/University in Cambodia and worldwide is to build the capacity of teachers to respond to the needs of all learners, including those with disabilities and special needs in their local contexts, many of whom have poor quality education or no education at all. The concern to address this through quality teacher education programmes, geared towards building such capacity of teachers, cannot be understated. The aim of this survey is therefore to investigate current involvement in inclusive education at Cambodian Teacher Training Department/Universities and to identify existing courses for training professionals (teachers, principals, education managers) to support children with disabilities and special needs, in terms of their aims and content. Our core question is how aims and content of the current teacher education in Cambodia correspondents with participants' understandings of inclusive education. Hence, your responses to this survey, as a tutor who has completed a teacher education course, are invaluable in establishing current thinking and practice at Higher Educational level and to identify priorities for further development. We thank you for agreeing to participate.

RESPONDENT PROFILE

   20. Name: _____

21. Name of institution at which you are now working

_____

22. Your role/ title at your place of work: _____

23. What courses do you teach: _____

24. What is the duration of the courses you teach _____

25. Name of Institution at which you studied OR qualified: _____

26. What levels of study did you complete? (tick)

Undergraduate	Postgraduate	Diploma level certificate	Short courses (CPD)

27. What is the name of the course or programme in Education which you were studying?

_____

28. Duration of the course you studied: _____

VIEWS ON INCLUSION AND INCLUSIVE EDUCATION

29. What is your understanding of Inclusive Education?

_____

_____

30. Where do you think children with disabilities should be educated? Tick the correct box to indicate your answer

	Tick the correct box
Mainstream School	
Special School	
Special units in mainstream schools	
It depends on the type of disability	
Children with severe or profound disability do not need education	
Other	

If 'Other', please explain:

_____

31. What do you see as a main barrier in making education accessible for all? (tick one of 1 2 3 4 5 6 7 8 9 10, 1 not a barrier at all; 10 most significant barrier)

u) Political leadership (e.g. There is not a political leadership and government responsibility established for education for all) 1 2 3 4 5 6 7 8 9 10

v) Attitudinal barrier (e.g. Disability is a negative stigma, parents do not want to send a child with disability to school) 1 2 3 4 5 6 7 8 9 10

w) Environmental barrier (e.g. schools are not accessible, for example barriers for children on wheelchairs) 1 2 3 4 5 6 7 8 9 10)

x) Teachers´ workload (e.g. Teachers in schools are too busy already) 1 2 3 4 5 6 7 8 9 10

y) Teachers´ competencies (Teacher do not have necessary skills how to work with learners with particular disability (for example with blind children) 1 2 3 4 5 6 7 8 9 10

z) Educational policy (e.g. educational policy does not support principles such "education for all") 1 2 3 4 5 6 7 8 9 10

aa) Child labour 1 2 3 4 5 6 7 8 9 10

bb) Financial barriers (education is free, that is only tuition, and parents have to cover other costs)

cc) Planning and evaluation (e.g. There is not a planning and evaluation scheme in educational or/and disability policy 1 2 3 4 5 6 7 8 9 10

dd) Teacher education (e.g. current study programmes on teacher education do not reflect the need to accommodate all learners) 1 2 3 4 5 6 7 8 9 10

Other barrier? Please add:

VIEWS ON THE COURSE(S) YOU HAVE STUDIED

32. Which of the core values below do you think YOU have achieved and understood as a result of the course/programme(s) you studied? Please indicate which values apply by one or more of the relevant boxes below. (1 not achieved at all - 10 – fully achieved)

COURSE OR MODULE TITLE	Valuing Learner Diversity – learner difference is considered as a resource and an asset to education. The areas of competence within this core value relate to: ➤ Conceptions of inclusive education; ➤ The teacher's view of learner difference.	Supporting All Learners – teachers have high expectations for all learners' achievements. The areas of competence within this core value relate to: ➤ Promoting the academic, practical, social and emotional learning of all learners; ➤ Effective teaching approaches in heterogeneous classes.	Working With Others – collaboration and teamwork are essential approaches for all teachers. The areas of competence within this core value relate to: ➤ Working with parents and families; ➤ Working with a range of other educational professionals.	Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning. The areas of competence within this core value relate to: ➤ Teachers as reflective practitioners; ➤ Initial teacher education as a foundation for on-going professional learning and development.

1.				
2.				
3.				
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5.				
6.				

14   What are demands teachers **in schools** face in accommodation all learners? Please write demands in order. Demand which you see as most severe will be in line No. 1. Less severe demand will be in line No. 2 etc.

1	
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15 Do you think the courses/programme(s) respond adequately to the demands teachers in schools face in accommodating all learners, including children with disabilities and special needs?

Tick.

YES	NO

16 What improvements (if any) would you like to see being made to these courses or programmes in terms of the following i.e. title, aims, content of the course and course assessment. If any, please say why you think these changes need to be made.

_____

k)   Any other changes?

     If so, please specify.

_____

17 Any additional comments you would like to make?

VIEWS ON THE COURSES YOU TEACH

YES	NO

l) Title(s)

_____

m) Aims

_____

n) Content

_____

o) Assessment

18 Which of the core values below do you think <u>the teachers you train achieve and understand</u> as a result of the course/programme(s) they study? Please indicate which values apply by one or more of the relevant boxes below. (1 not achieved at all - 10 – fully achieved)

COURSE OR MODULE TITLE	Valuing Learner Diversity – learner difference is considered as a resource and an asset to education. The areas of competence within this core value relate to: ➢ Conceptions of inclusive education; ➢ The teacher's view of learner difference.	Supporting All Learners – teachers have high expectations for all learners' achievements. The areas of competence within this core value relate to: ➢ Promoting the academic, practical, social and emotional learning of all learners; ➢ Effective teaching approaches in heterogeneous	Working With Others – collaboration and teamwork are essential approaches for all teachers. The areas of competence within this core value relate to: ➢ Working with parents and families; ➢ Working with a range of other educational professionals.	Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning. The areas of competence within this core value relate to: ➢ Teachers as reflective practitioners; ➢ Initial teacher education as a foundation for ongoing professional learning and development.

		classes.		
1.				
2.				
3.				
4.				
5.				
6.				

19 Do you think the courses/programme(s) respond adequately to the demands teachers in schools face in accommodating all learners, including children with disabilities and special needs? Tick.

YES	NO

20 What improvements (if any) do you think need to be made In terms of the following. If any, please say why you think these changes need to be made.

p)   Title(s)

_____

q)   Aims

_____

r)   Content

_____

s)   Assessment

_____

t)   Any other changes?

If so, please specify.

_____

21 Any additional comments you would like to make?

THANK YOU FOR YOUR TIME.