



ភាពជាដៃគូរបស់វីនេអង្គការក្រៅរដ្ឋាភិបាល
NGO EDUCATION PARTNERSHIP

RAPID MAPPING OF NGOS WORKING IN EDUCATION FOR CHILDREN WITH DISABILITIES

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It is our deep honor to present the first ever Rapid Mapping of NGOs working in the education sector for children with disabilities in Cambodia. This report has been completed under the coordination of NGO Education Partnership (NEP) in collaboration with the Working Group on Education and Disabilities (WGED). This assignment could not have been undertaken without the substantial effort and cooperation of our WGED members, and so a deep expression of thanks must be extended to all members for their initiation of this project and their substantial support to the research design and methodology. Moreover, we would like to show our gratitude to the respondents (the surveyed NGOs) for the willingness to spend time to fill in the questionnaires.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
ABBREVIATIONS.....	iv
EXECUTIVE SUMMARY	v
I. INTRODUCTION.....	1
1.1 Objectives	1
1.2 Methodology.....	2
1.3 Significance	2
1.4 Limitations.....	2
II. FINDINGS.....	3
2.1 NGOs Working in Education for Children with Disabilities at a Glance.....	3
2.2 NGOs Working in Education for Children with Disabilities by Sub-Sector	5
2.3 Type of Education Services for Children with Disabilities	6
2.4 Education Intervention for Children with Disabilities.....	8
2.5 Types of Impairments/Disabilities that NGOs Focus on.....	8
2.6 Actors that NGOs Work with	9
2.7 Overview of Training and Screening Tools Developed by each NGO	10
2.7.1 Training and Screening Tools.....	10
2.7.2 Teacher Training.....	11
2.8 Policy to Hire Qualified Persons with Disabilities	13
2.9 Challenges and Difficulties in Implementing Programs/Projects in Education for Children with Disabilities.....	13
III. CONCLUSION AND RECOMMENDATIONS	15
3.1 Conclusion.....	15
3.2 Recommendations	16
REFERENCES.....	18
APPENDIXES.....	19

LIST OF FIGURES

Figure 1: Duration of the current program/project related to education for children with disabilities.....	4
Figure 2: Number of NGOs implementing their program/project by province.....	5
Figure 3: Type of education interventions for children with disabilities.....	8

LIST OF TABLES

Table 1: Number of NGOs working on different sub-sector	5
Table 2: NGOs working in education for children with disabilities by sub-sector.....	6
Table 3: Type of education services supported by NGOs.....	7
Table 4: Type of impairment/disabilities focused on by different NGOs.....	9
Table 5: Actors that surveyed NGOs work with.....	10
Table 6: Type of training and screening tools developed in the last 5 years.....	11
Table 7: Type of training and screening tools intended to be developed in the future	11
Table 8: Teacher training and its target.....	12
Table 9: Main challenges faced by NGOs working on education for children with disabilities	14

APPENDIXES

Appendix1: Names and abbreviations of NGOs participating in the study	19
Appendix2: Number and name of NGOs implementing their program/project in each province	20

ABBREVIATIONS

CEFAC	: Commune Education for All Commission
CWD	: Children with Disabilities
DOE	: District Office of Education
DPs	: Development Partners
DTMT	: District Training and Monitoring Teams
MoEYS	: Ministry of Education, Youth and Sport
NEP	: NGO Education Partnership
NGOs	: Non-governmental Organizations
POE	: Provincial Office of Education
RGC	: Royal Government of Cambodia
SSC	: School Support Committee
UN	: United Nations
WGED	: Working Group on Education and Disabilities

EXECUTIVE SUMMARY

NGO Education Partnership (NEP) has mobilized more than 130 education NGOs to join together as members to address common issues in the education sector. In order to convene spaces for policy dialogue and coordination based on technical areas of expertise, NEP has founded sub-sector groups including the Primary Education Sub-Sector Group and the Non-Formal Education Sub-Sector Group. In 2016, with a call from members to further enhance the effectiveness of NGOs working on disability issues and build collective strength, NEP has organized more than 20 NGOs to join the newly formed thematic Working Group on Education and Disabilities (WGED).

To empower the WGED with an understanding of the key actors, areas of focus, beneficiaries, and geographical spread of NGOs working on education and disability issues, a rapid mapping of NGOs working in education for children with disabilities was envisioned as a first step in improved coordination. It is published with the hope of promoting better opportunities for collaboration, decreasing duplication work among relevant NGOs, and providing a resource for development partners and the Ministry of Education, Youth, and Sport (MoEYS) to more deeply understand the dedicated work being undertaken by NGOs to support children with disabilities to access quality education.

With the online survey used in this mapping, 28 NGOs—14 international NGOs and 14 local NGOs—working in education for children with disabilities responded. Most NGOs worked at sub-national level, whereas only 18% of them, particularly international NGOs, worked at the national level. These NGOs have spread their programs/projects across the country, and more than half of them are operating a relevant activity in more than one province. Each NGO implements their program/project in more than one education sub-sector and has provided many types of services and interventions for children with disabilities. Primary Education Sub-Sector and Inclusive Education services are the areas with the highest concentration of NGOs, while awareness raising, teacher training, referral assistance, and material provision are the key interventions provided.

Though the majority of NGOs designed their programs/projects to address a variety of areas, sectors, services, interventions, and types of impairments/disabilities, more than half (61%) of NGOs have been operating their current programs/projects for less than a 5 year period. Additionally, approximately half of NGOs developed training and screening tools in the last 5 years, and more than half intend to develop training and screening tools in the future. The

survey also found that the majority of NGOs focused on teacher training, particularly in-service training at the commune/school level.

Looking into the challenges and experiences faced by NGOs working in education for children with disabilities, lack of training, capacity, and technical skills in dealing with children with disabilities are the most reported challenges. Inadequate resources and weak collaboration are also concerns that cause difficulty in reaching the common goal to improve access to quality education for children with disabilities. In this sense, the opportunity inherent in increased coordination among NGOs in the sector becomes clear – if all actors can identify the strengths of their specific intervention, align on key effective strategies and approaches for each intervention area, and increase the occurrence of joint projects with pooled funding and reduce duplication, many challenges raised may be minimized or solved.

Key Recommendations:

1. NGOs should build sustainability of their interventions through increased partnership with NGOs working in similar areas and work more closely with the government.
2. Donors should take measures to ensure that a funding tradeoff or priority shift will not have a negative impact on recipient NGOs.
3. NGOs should consider conducting a gender analysis of their target beneficiaries to understand distinct challenges and obstacles facing boys and girls with disabilities.
4. Sub-national and grassroots capacity on disabilities research should be developed, including the use of national research or international studies to derive ideas for program intervention.
5. NGOs who will work or have worked directly with children with disabilities should build internal capacity, skills and understanding about the needs and issues of children with disabilities.
6. NGOs who work on teacher training should engage more with teacher training centres and relevant government departments.
7. NGOs who work at the national level should cooperate with local and community NGOs to understand and advocate for grassroots issues related to education for children with disabilities.
8. All actors, including government and NGOs, should devise strategies and forums to engage closely to decrease duplication activities and materials produced, scale up effective strategies, and share lessons learned to promote effective work for children with disabilities.

I. INTRODUCTION

There are many civil society organizations, community based organizations, development partners (DPs), and non-governmental organizations (NGOs) working with and for people with disabilities in Cambodia. However, there remains difficulty getting key information from different actors—international NGOs, local NGOs, and DPs as to who is doing what, where, why, and how (UN, 2013). Given the lack of dialogue among various actors working to strengthen education for children with disabilities, a newly formed Working Group on Education and Disabilities (WGED) was initiated and immediately set out to undertake a rapid mapping of NGOs working in this area.

The mapping aims to identify the services and interventions provided, as well as to determine the target beneficiaries and provinces where each NGO implements education projects/programs for children with disabilities. Such a mapping can contribute to provoking dialogue among relevant NGOs on the opportunities to join together on key interventions, share lessons learned, call for the increased attention to the vast gap in access to education for children with disabilities, and form a unified force for effective policy advocacy.

NGO Education Partnership (NEP), in collaboration with WGED members, has conducted a rapid mapping survey of NGOs that have education programs/projects working for children with disabilities. This survey included NGOs working in education for disabilities categorized by sub-sector, education services and interventions, target areas and beneficiaries of the programs. Additionally, an overview of teacher training programs implemented by each relevant NGO was also highlighted.

This rapid mapping is structured into two main sections. Section I presents an overview of the mapping including objectives, methodology, and the research process. Section II presents the findings, describing in detail the mapping results including the services, target beneficiaries and provinces of work, as well as key challenges faced by NGOs working in education for children with disabilities.

1.1 Objectives

The objective of this mapping is to understand the services and interventions of each NGO in implementing their education programs/projects for children with disabilities, as well as to determine the target beneficiaries and provinces where they focus.

1.2 Methodology

As this mapping is quantitative and rapid in nature, an online tool (Survey Monkey)¹ was used to collect data. With the online tool, a questionnaire consisting of 25 simple questions was developed and designed in a predominantly pre-coded manner with a few open-ended questions.

The online survey was used due to the limited time and resources available as well as serving the purpose of accessing the results quickly. Additionally, it provided a helpful tool to extract data from the survey quickly for analysis. As such, frequency, percentage, and cross-tabulation were used to illustrate the findings throughout the report. With an understanding of the limitations of such methodology to gather in-depth elaborations of supporting reasons to explain the quantitative findings, relevant information from existing research studies was reviewed to support the figures where possible and necessary.

The survey link was sent to 50 NGOs working specifically on education for children with disabilities or having projects/programs for children with disabilities. The data collection took place for a one month period, starting from August 1 and ending on August 31, 2016. During the period of data collection, two emails were sent out by NEP at different intervals to follow up with NGOs who did not complete the survey. Finally, 28 NGOs completed the survey.

1.3 Significance

This report seeks to address the information gaps, in terms of who is doing what and where for children with disabilities. It is meant to serve as a starting point to provide information on the range of NGO activity in the area of education and disability work, and as a basis to continue expanding the WGED to assemble and engage additional NGOs in the future. It is furthermore a great tool for information sharing and awareness raising that could incite a dialogue among relevant NGOs on the opportunities to reduce duplication and collaborate.

1.4 Limitations

The online survey method can only capture limited information, mainly quantitative data with little supporting qualitative data to explain the why and how of the findings. Subsequently, this report covers a preliminary mapping of NGOs working in education for children with disabilities, in terms of their intervention, scope of work, and beneficiaries, without going deeper into the impact and efficiency of each project/program.

¹“Survey Monkey” is an online site that can structure survey questionnaires through a link to an online survey platform which can be posted on a website or sent to survey participants via email.

Though there are numerous NGOs working on disability issues in Cambodia, challenges in accessing the exact number of NGOs working in this field remain. The lack of overall data and information on NGOs working in education for children with disabilities may reflect a lack of collaboration among actors working on similar issues (UN, 2013). Through a synthesis of different reports, AM and Nguon (2014) determined that there are 138 entities identified as working with or for persons with disabilities. However, this data does not provide a clear indication or number of NGOs working on education for children with disabilities. This mapping may therefore have not reached a number of NGOs who work in the disabilities and education field as there is currently no mechanism in place that has identified all active NGOs in Cambodia.

In spite of this fact, WGED members and relevant NEP members have tried to identify and introduce relevant NGOs to this mapping. Reflecting on the number of NGO respondents, it may be that some of those NGOs no longer had programs/projects working on disability issues in the education sector. As this is the very first mapping of its kind emphasizing NGOs working in education for children with disabilities, all the challenges and lessons learned will be taken into account to improve the next mapping exercise.

II. FINDINGS

2.1 NGOs Working in Education for Children with Disabilities at a Glance

Among the 28 NGOs working in education for children with disabilities participating in the survey, there are 14 international NGOs and 14 local NGOs. All NGOs target both males and females as their beneficiaries, with boys and girls each having the same chance of benefitting from their program or project intervention and services. However, it is beyond the scope of this study to assess whether or not gender analysis has been conducted by NGOs before launching each program/project to assess and respond to the different experiences and needs of boys and girls in accessing education. The age groups of beneficiaries targeted by the respondent NGOs is varied as they generally have many programs/projects which target different age groups of children. Mostly, the target beneficiaries are those aged 18 years old and less, and the majority are children aged 6-18 years old.

The duration that each NGO has run their program/project related to education for children with disabilities is varied and depends on donor funding. Eleven (39%) out of the 28 NGOs have the entire duration of their current program/project for more than 5 years, while more than half of the NGOs (61%) have their current program/project duration for less than 5 years (see Figure 1 below). A quarter of NGOs have their current program/project for a 1-2 year implementation period, indicating that they have a very short timeframe to implement and achieve their plan.

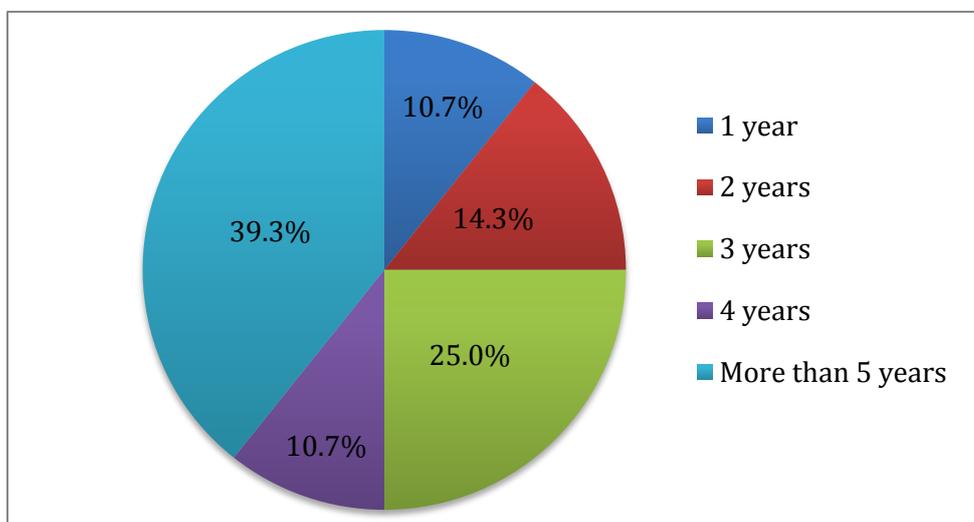


Figure 1: Duration of the current program/project related to education for children with disabilities

NGOs working on education for children with disabilities are spread across the country. More than half of NGOs (17/28) implement their program/project in more than 2 provinces, with the maximum coverage per NGO being 12 provinces including Phnom Penh city. Eleven NGOs implement their project/program in 1 province or city. Though many NGOs are working in more than one target area, only 18% (5 NGOs)—mostly international NGOs such as Aide et Action, The Fred Hollows Foundation, Handicap International, Child Fund Cambodia, plus one local NGO, Cambodia Disabled People’s Organization—have worked at the national level. This indicates an opportunity for increased engagement of NGOs at the national level to bring their diverse experiences to influence national policy and programming related to education and disabilities.

The data reveals that Phnom Penh (10 NGOs), Kandal (9 NGOs), and Siem Reap (8 NGOs) are the three main target areas where NGOs implement their program/project, while Banteay Meanchey and Oddar Meanchey provinces present no NGOs implementing a program/project there (see Figure 2 below). While there are no NGOs participating in the survey reporting implementing activities in education for children with disabilities in these two provinces, NEP’s report presented 42 education NGOs working there (Ang, Meehan, & Chhum, 2016). This implies that there are many NGOs engaging in education sector work in these two provinces, yet they may not particularly concentrate on disability issues or the survey may not have reached NGOs working in these areas. In terms of classifying NGOs which implement their program/project across the regions of Cambodia—Plain, Tonle Sap, Coastal, and Plateau and Mountain (NIS, 2009)—Plain Region has the most NGOs working on education for children with disabilities, whereas Coastal and Plateau and Mountain Region have fewer NGOs as compared to Tonle Sap Region. The name of NGOs implementing their program/project in each province can be found in appendix 2.

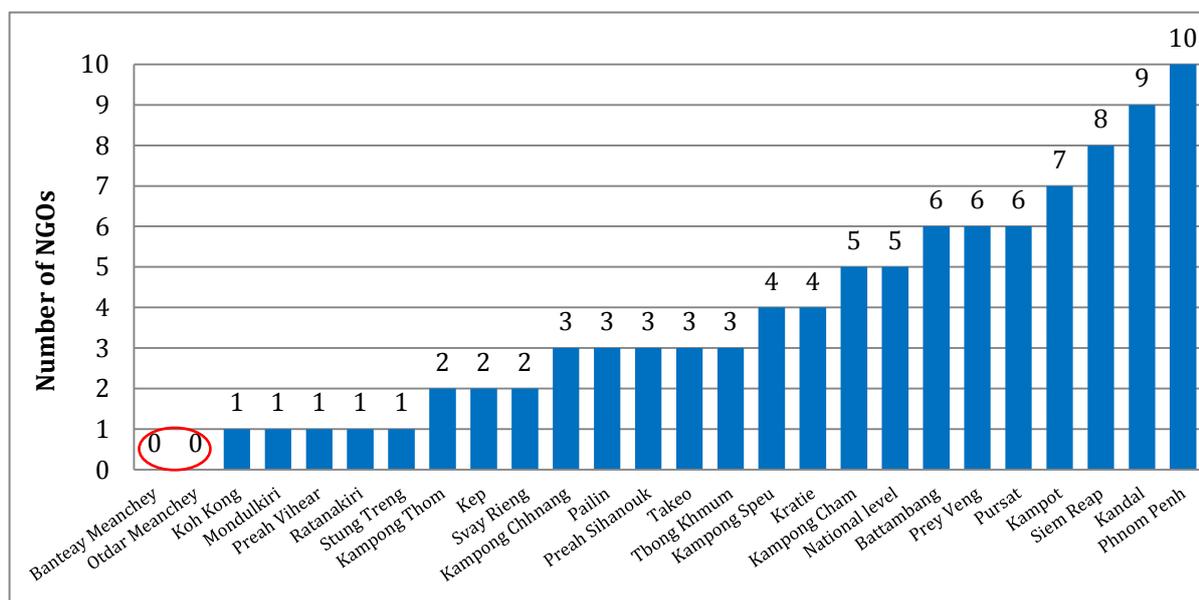


Figure 2: Number of NGOs implementing their program/project by province

2.2 NGOs Working in Education for Children with Disabilities by Sub-Sector

There are 7 education sub-sectors in Cambodia: 1) Early Childhood Education, 2) Primary Education, 3) Secondary and Technical Education, 4) Non-Formal Education, 5) Higher Education, 6) Youth Development, 7) Physical Education and Sport (MoEYS, 2014a). These sub-sectors were used in the survey as the main thematic for each NGO to present their focus. As shown in Table 1 below, generally, each NGO has implemented their program/project for children with disabilities in more than one sub-sector. Twenty-one NGOs have implemented their program/project in the Primary Education Sub-Sector, while many NGOs have also focused on the Early Childhood Education and Non-Formal Education Sub-Sectors.

Table 1: Number of NGOs working on different sub-sector

Sub-Sectors	Number of NGOs
Early Childhood Education	14
Primary Education	21
Secondary and Technical Education	5
Higher Education	4
Non-Formal Education	13
Youth Development	7
Physical Education and Sport	4

While Primary Education has the highest number of NGOs working in the sub-sector, Physical Education and Sport as well as the Secondary and Technical Education Sub-Sectors present the least amount of NGOs. Remarkably, this mapping discloses a very similar result to NEP’s Education NGO Program Intervention Mapping 2015 report which revealed that NGOs put more efforts on the Primary Education Sub-Sector as well (Ang, Meehan, & Chhum, 2016). Therefore,

it calls into question, but remains outside of this mapping scope, why the Primary Education Sub-Sector is the main focus of many NGOs.

Table 2: NGOs working in education for children with disabilities by sub-sector

No.	Name of NGO	Education Sub-Sector						
		Early Childhood Education	Primary Education	Secondary & Technical Education	Non-Formal Education	Higher Education	Youth Development	Physical Education and Sport
1	AAR Japan		√					
2	AEA	√	√					
3	CABDICO	√	√		√		√	
4	CDPO				√			
5	CDMD	√	√		√			√
6	CRS	√	√					
7	Caritas-CCAMH	√					√	
8	CFC		√	√	√		√	
9	CCD		√		√		√	
10	DDSP		√					
11	AE	√	√		√			√
12	EW		√	√		√		
13	GHCC	√			√	√	√	
14	HI	√						
15	HHC				√			
16	KHEN	√	√		√			
17	KPFO	√	√				√	√
18	KT	√	√	√		√		√
19	DDP				√			
20	MCC		√	√				
21	MA	√	√					
22	MT				√			
23	OIC		√					
24	OEC		√	√	√	√		
25	PSE		√					
26	RSO	√	√		√			
27	SC	√	√				√	
28	FHF		√					
	Total	14 NGOs	21 NGOs	5 NGOs	13 NGOs	4 NGOs	7 NGOs	4 NGOs

2.3 Type of Education Services for Children with Disabilities

The term “Inclusive Education” and its associated interventions are used worldwide, including in Cambodia. Integrated Education and Inclusive Education relate to access and quality, but are

understood to have distinct meanings. Inclusive Education tends to focus more on ensuring children with disabilities are learning, whereas Integrated Education focuses more on ensuring that children with disabilities attend school (Mattingly & McInerney, n.d). Before moving forward to explore the education services that NGOs provide to support children with disabilities, each service should be explained as below:

- **Segregated Education:** children with disabilities are educated at special schools or at home.
- **Inclusive Education:** children with disabilities and without disabilities attend schools where the whole system has been changed to meet all children’s needs.
- **Integrated Education:** children with disabilities could attend special classes or units in mainstream schools.

Around half of the NGOs participating in the survey supported more than one education service for children with disabilities. Out of the 28 NGOs working on education for children with disabilities, 82% (23 NGOs) supported Inclusive Education services, whereas only 6 NGOs supported Integrated Education (see Table 3). However, there are 5 NGOs supporting a variety of other services such as training parents to support their children at home, offering remedial education, teaching slow learners and autistic children in hospitals, providing life skills education, delivering training and awareness raising on blindness prevention, restoring sight for children, and mainstreaming disability policies into education. Amongst all these services, the majority of the target beneficiaries are children less than 18 years old.

While the majority of NGOs support Inclusive Education services, this mapping is unable to clarify if this service covers only children with disabilities, as the term Inclusive Education may cover many disadvantaged groups such as children with disabilities, ethnic minority children, girls, children living with HIV/AIDS, overage children, and children engaged in child labor (MoEYS, 2014b).

Table 3: Type of education services supported by NGOs

Type of education services	Percentage	Number of NGOs
Segregated Education	25.0%	7
Integrated Education	21.4%	6
Inclusive Education	82.1%	23
Home or Community-based Education	32.1%	9
Others	17.9%	5

2.4 Education Intervention for Children with Disabilities

As data shows that Inclusive Education is the predominant service supported by most NGOs working on education for children with disabilities, the range of education interventions vary greatly amongst different NGOs. Figure 3 below indicates that the majority of NGOs provide interventions related to awareness raising (23 NGOs), teacher training (19 NGOs), referral assistance (18 NGOs), and material provision (18 NGOs) for children with disabilities. Though less than half of NGOs working on education for children with disabilities focus their interventions on advocacy related to policy, guidelines, and curriculum, their work still may form part of the contribution to influence better policy. Remarkably, very few (3 NGOs) worked on research, which may present a gap in needs analysis as a foundation of successful program design and implementation. Further investigation shall be made during the next study to understand why so few NGOs work on research.

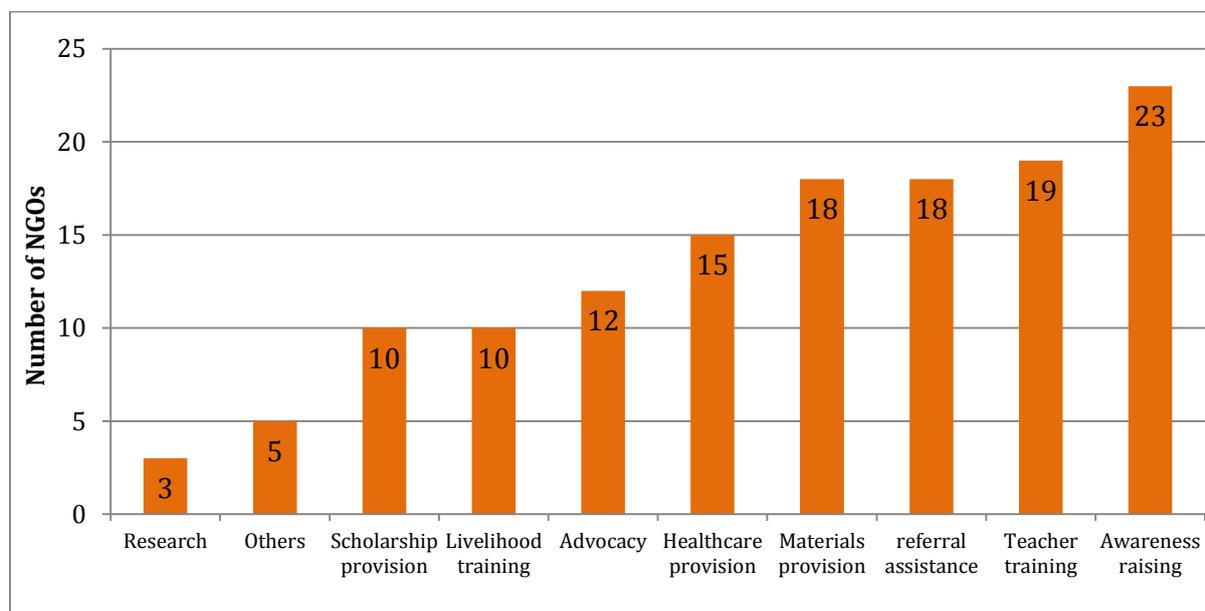


Figure 3: Type of education interventions for children with disabilities

2.5 Types of Impairments/Disabilities that NGOs Focus on

Disability is an umbrella term for impairments, which includes activity limitations and participation restrictions, signifying the negative parts of the interaction between an individual with a health condition and that individual’s contextual factors—environmental and personal factors (AM and Nguon, 2014). The Ministry of Education, Youth and Sport (MoEYS) defines children with disabilities as those “*children who have difficulty with daily life activities as a result of a loss or impairment or lack in physical, intellectual or behavioral function or structure*” (MoEYS, 2008).

Though there are many types of impairments/disabilities, this survey found that many NGOs focus on multiple disabilities/impairments (18 NGOs), intellectual disabilities (18 NGOs), and

developmental disabilities/autism (17 NGOs). With this number, it should be noted that multiple disabilities, intellectual disability, and developmental disabilities are seen as the critical disabilities/impairments that need special attention based on the program priorities of the surveyed NGOs. However, given that many NGOs provided their support and intervention to more than one specific type of disability/impairment, it can be noted that all types of disability need attention. While most NGOs have primarily focused on the abovementioned 3 disabilities/impairments, they have also provided services and interventions to the other type of disabilities/impairments. In other words, each NGO has supported projects/programs for children with disabilities focusing on more than one specific type of disability/impairment.

Table 4: Type of impairment/disabilities focused on by different NGOs

No.	Type of Impairments/Disabilities	Number of NGO	Name of NGO ²
1	Multiple disabilities/impairments	18	AAR Japan, CABDICO, CDPO, CDMD, CRS, Caritas-CCAMH, DDSP, AE, EW, GHCC, HI, HHC, KPFO, MA, OEC, PSE, RSO, SC
2	Intellectual disability	18	AAR Japan, AEA, CABDICO, CDMD, CRS, Caritas-CCAMH, DDSP, AE, GHCC, HI, HHC, KHEN, KPFO, MT, OEC, RSO, PSE, SC
3	Developmental disability (autism)	17	AAR Japan, AEA, CABDICO, CDMD, Caritas-CCAMH, CCD, DDSP, AE, GHCC, HI, HHC, KPFO, MT, OEC, RSO, PSE, SC
4	Physical impairment	13	AAR Japan, CABDICO, CDMD, CRS, DDSP, AE, EW, GHCC, HI, KHEN, OEC, PSE, SC
5	Visual impairment	10	AAR Japan, CABDICO, CDMD, CRS, DDSP, HI, KHEN, KT, SC, FHF
6	Hearing impairment	11	AAR Japan, CABDICO, CDMD, CRS, DDSP, AE, HI, KHEN, KT, DDP, SC
7	Speech impairment	11	AAR Japan, CABDICO, CDMD, CRS, Caritas-CCAMH, DDSP, GHCC, OIC, HI, RSO, SC
8	Mental health	6	AAR Japan, CDMD, Caritas-CCAMH, KPFO, OEC, RSO

2.6 Actors that NGOs Work with

Generally, each NGO participating in the survey has worked to engage more than one actor in their program intervention. Among the various actors, parents and teachers are the main target groups that 24 NGOs and 20 NGOs respectively have worked with (see Table 5 below). Teachers

² Full name of each NGO can be found in appendix 1.

were targeted the most, though very few NGOs work with teacher training centres. Several NGOs have worked with the Ministry of Education, Youth and Sport (MoEYS), Provincial Office of Education (POE), and District Office of Education (DOE), yet the specific activities and ways they worked with these target groups are beyond the scope of this survey.

Table 5: Actors that surveyed NGOs work with

Actors	Number of NGOs
Ministry of Education, Youth and Sport	10
Provincial Office of Education	14
District Office of Education	16
School Support Committee	13
Teachers	20
School Directors	18
Local NGOs	14
Community Based Organizations	8
Disabled People Organizations	9
Parents	24
Commune Council	17
Commune Council for Women and Children	10
Children's Council	6
Teacher Training Centre	3
Others	6

2.7 Overview of Training and Screening Tools Developed by each NGO

2.7.1 Training and Screening Tools

Fifteen out of the 28 NGOs have developed training and screening tools in the last 5 years (see Table 6 below). Each NGO has developed more than one tool, and they have mainly developed teacher training manuals and screening manuals (9 NGOs each) in the last five years. Besides materials for teachers, one NGO (Caritas-CCAMH) reported developing screening tools and materials for health centre staff in the last five years. Further research may seek to explore additional details of training and screening tools, including the reasons behind the tool development, the type of methodology used, and its effectiveness.

Table 6: Type of training and screening tools developed in the last 5 years

No.	Type of training and screening tools	Number of NGO	Name of NGO
1	Teacher training manual	9	AEA, CDMD, CFC, AE, KT, DDP, RSO, SC, FHF
2	Curriculum development	7	AEA, CDMD, GHCC, KT, DDP, RSO, FHF
3	Guidelines development	5	AEA, CDMD, KT, OEC, FHF
4	Screening manual	9	CDMD, AE, GHCC, HI, KPFO, PSE, RSO, SC, FHF

When asked about future plans to develop training and screening tools, 18 NGOs, including NGOs currently engaged in this work and those which are not, have this intention. Moreover, the future plans of NGOs working to develop training and screening tools aligns closely with their current engagement in this work. In addition to the 4 types of training and screening tools outlined in the Table 7 below, one NGO (HHC) intends to develop special materials for children with autism.

Table 7: Type of training and screening tools intended to be developed in the future

Type of training and screening tools (future)	Number of NGO	Name of NGO
Teacher training manual	11	CABDICO, CDMD, CFC, AE, KPFO, KT, DDP, PSE, RSO, SC, FHF
Curriculum development	12	CABDICO, CDMD, Caritas-CCAMH, CCD, AE, KPFO, KT, DDP, MCC, PSE, RSO, FHF
Guidelines development	10	CABDICO, CDMD, CRS, CCD, KPFO, KT, DDP, OEC, PSE, FHF
Screening manual	9	CABDICO, CDMD, CRS, Caritas-CCAMH, CCD, KT, PSE, RSO, FHF

2.7.2 Teacher Training

Effective teacher training is integral to increasing the quality of education services. Indeed, the improvement of pre-service and in-service teacher training is one of the main priority areas identified by MoEYS (MoEYS, 2016). It is clear from this survey that teacher training for children with disabilities has not just been executed by the government, as many NGOs are also implementing their own programs.

Look into the mapping results, the majority (21/28) of the NGOs focused their programs/projects on teacher training, while only 7 NGOs did not. Among the NGOs working on teacher training, the majority (19 NGOs) worked on in-service training and some (5 NGOs) worked on pre-service training. Notably, many NGOs (18/28) targeted their teacher training at

the commune/school level; some (11/28) targeted the District Office of Education (DOE); few (8/28) targeted the Provincial Office of Education (POE); and a couple targeted MoEYS. Generally, each NGO provided teacher training to more than one level with teachers being their main target. Very few NGOs provided teacher training at only one level, though they mainly targeted teachers (see Table 8).

While the majority of NGOs focus their program/project on teacher training, the content/subjects of their training varies from one NGO to another. Most of the content/subject matter of the training is regarding inclusive education, understanding the rights of children with disabilities, identifying the type and concept of disabilities, and addressing how to work with children with disabilities. Within these content and subject areas, the average duration of the training is around 4 days. However, several (7 NGOs) conducted training for 3 days, and a few (4 NGOs) took more than 6 days.

Table 8: Teacher training and its target

No.	Name of NGO	In-service training	Pre-service training	Level of Target	Target
1	CABDICO	√	√	Commune/School	Teacher
2	CDMD	√	√	Commune/School	Teacher, School directors
3	Caritas-CCAMH	√	√	POE, Commune/School	Teacher, Training of trainers, Volunteer for child development in the village
4	AE	√	√	POE, DOE, Commune/School	Teacher, Training of trainers, School directors
5	KT		√	MOEYS	Teacher, Training of trainers
6	AAR Japan	√		DOE, Commune/School	Teacher, School directors, DOE staff, DTMT member
7	AEA	√		Commune/School	Teacher, Training of trainers, School directors
8	CRS	√		POE, DOE, Commune/School	Teacher, School directors, SSC members, volunteer teachers at community pre-school
9	CFC	√		DOE, Commune/School	Teacher, School directors, SSC, CEFAC
10	DDSP	√		DOE, Commune/School	Teacher, School directors
11	HHC	√		POE, DOE, Commune/School	Teacher
12	KHEN	√		DOE, Commune/School	Teacher, School directors, SSC members, parents of CWD
13	KPFO	√		POE, DOE, Commune/School	Teacher, Training of trainers, School directors
14	MCC	√		Commune/School	Teacher
15	OIC	√		Commune/School	Teacher
16	OEC	√		POE, DOE, Commune/School	Teacher, Training of trainers

17	PSE	√		Commune/School	Teacher, Teacher assistant, parents
18	RSO	√		No info ³	Teacher, Training of trainers, School directors, parents, community people
19	SC	√		POE, DOE, Commune/School	Teacher, Training of trainers, School directors, parents of CWD
20	FHF	√		MOEYS, POE, Commune/School	Teacher, Training of trainers, School directors
21	MA	No info	No info	DOE	School directors
	Total	19 NGOs	5 NGOs		

2.8 Policy to Hire Qualified Persons with Disabilities

The Law on the Protection and the Promotion of the Rights of Persons with Disabilities 2009 has encouraged all actors including ministries, institutions, the private sector, and NGOs to respect the rights of persons with disabilities to be employed without discrimination. Notably, many (19/28 NGOs) who work in education for children with disabilities in this survey have their own policy in place to hire qualified persons with disabilities, while 9 NGOs have not. This seems to represent good progress of commitment as many NGOs have ensured their hiring practices explicitly reflect the letter and spirit of the law. While there is a multitude of ways to ensure that persons with disabilities may be employed without discrimination, an explicit policy is an essential step towards enshrining this right within organizational practices, and therefore additional effort is needed amongst the NGO respondents to formulate specific organizational policies to ensure the right of persons with disabilities to be employed without discrimination.

2.9 Challenges and Difficulties in Implementing Programs/Projects in Education for Children with Disabilities

Based on results from an open-ended question in the survey, different NGO have various experiences and challenges implementing their programs/projects on education for children with disabilities. Working with and for non-disabled children to achieve their education attainment is a hard job to do, and working on the needs of children with disabilities requires a distinct set of knowledge, skills, and sensitivities. Children with disabilities and their families know their own needs best, so NGOs and governments should work with them closely and assess the best ways to serve the children's needs better.

Firstly, a lack of training, capacity, and technical skills in dealing with children with disabilities is a major challenge that half of NGOs raised as a concern. This is generally referring to the lack of capacity of both the NGO (implementing staff) and the government (teacher, school, DOE, and

³No info: The NGO participated in the survey skipped answering the question.

POE) who are involved in the programs/projects in education for children with disabilities. Secondly, a lack of resources—including long term funding support from donors, resources such as assistive devices, and accessible school facilities—is also one of the big constraints in project/program implementation. For instance, if an NGO provides awareness raising or supports teacher training, but children cannot access appropriate assistive devices or proper school facilities, the impact of the intervention may be marginal. This further draws attention to the need of NGOs to align their interventions to ensure robust support is provided to maximize the intervention’s impact. Thirdly, a lack of knowledge and understanding on disabilities and support amongst parents to encourage their children to receive education are additional challenges to helping children with disabilities. Fourthly, a lack of collaboration among NGOs who work on the same issues causes difficulty in achieving the common goal in education for children with disabilities. As one respondent mentioned “There is sometimes a conflict of interest amongst various stakeholders in Cambodia who are working to promote and raise awareness of disabilities and education. There is a lack of adequate collaboration, cooperation, and partnership among NGOs.”

There is a great need for all relevant actors, from the community up to the national level, to address the education needs of children with disabilities with a high degree of commitment and willingness. Good collaboration, regular monitoring of project/program interventions, and adapting project/program design based on key lessons learned would strengthen the progress of work on education for children with disabilities among relevant NGOs.

Table 9: Main challenges faced by NGOs working on education for children with disabilities

No.	Challenges	Number of NGOs
1	Lack of training, capacity, and technical skills in dealing with children with disabilities	14
2	Lack of resources—long term funding support from donor and facilities such as available assertive devices, and school facilities which can be accessed by children with disabilities	13
3	Lack of knowledge and understanding on disabilities and lack of support from parents to encourage their children to receive education	8
4	Lack of collaboration among NGOs who work on the same issues	3
5	Difficult to work with children with disabilities e.g. their behavior	3

III. CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

Providing the right and appropriate services and interventions in education for children with disabilities is a goal that all NGOs seek to accomplish within their program/project timeframe. However, as more than half of the NGOs have their project cycle lasting for less than a 5 year period, the period of each program/project may present a challenge to achieving high impact and sustainable outcomes. Moreover, the implementing period of each program/project is linked to sporadic donor funding which presents an immense challenge for sustainability of interventions. It is essential that funds are consistently dedicated to not only continue improving education and disabilities work, but to ensure that a funding cut or priority shift by donors does not negatively impact the communities NGOs support, leaving them in a vulnerable situation after the project ends.

Various services and interventions were provided for both male and female children with disabilities in different provinces across Cambodia. While the study is unable to answer whether gender analyses were conducted by NGOs before their program/project started, it is suggested that the different challenges and obstacles of boys and girls with disabilities in receiving education should be considered, so they can receive services that respond to their particular needs. Additionally, very few NGOs reported engaging in research activities related to education and disabilities, despite working in this area. The lack of research production may affect NGOs capacity to design effective project/program interventions or services which serve the real needs of children with disabilities. In line with this, a need to develop sub-national research capacities and programs on disabilities or support NGOs to identify how to use national research findings or existing studies to analyze and derive ideas for program intervention should be considered.

The main service type observed was Inclusive Education, with the interventions mainly focused on awareness raising and teacher training. Despite the majority of NGOs being engaged in teacher training, very few seem to interact with teacher training centres. Thus, there may be a need to share the resources and good practices with relevant government bodies to further systemize successful interventions. As only 5 NGOs reported working at the national level, there may be an opportunity for increased engagement in policy dialogue based on the diverse and long-standing experiences of NGOs who work at the sub-national level.

A lack of resources, limited capacity and skills, and difficulty in working with children with disabilities, as well as a lack of collaboration among the relevant actors, are the main challenges implementing programs/projects concerning education for children with disabilities. Hence,

building internal capacity and understanding of disability issues among NGOs could lead to more effective interventions.

The challenges facing children with disabilities in accessing education can be improved with the existing range of services and interventions provided. It will, however, take time, money, and a combined effort on the part of many actors. Efforts should be strengthened to overcome these challenges through strong cooperation and discussion among NGOs and relevant stakeholders in promoting education for children with disabilities, engaging both children and their parents together in the program. If all actors can collaborate and engage well in the future, we will surely see an increase in effectiveness amongst NGOs working on education for children with disabilities.

3.2 Recommendations

1. NGOs should take measures to build sustainability of their interventions, including increasing partnership with other NGOs working in similar areas and working more closely with the government to ensure interventions are integrated into the overall education system.
2. Before providing funding, donors should critically consider the period of project implementation and ensure that a funding tradeoff or priority shift will not have a negative impact on the recipient NGOs and leave them and their target beneficiaries in a difficult position to offer continued support to children with disabilities.
3. Before implementing a project, each NGO should consider conducting a gender analysis of their target beneficiaries to understand different experiences of challenges and obstacles boys and girls with disabilities face in accessing education in order to better ensure that they will receive services that suit their needs.
4. Sub-national and grassroots capacity and programs on disabilities research should be developed and funded, including the use of national research or existing international studies to analyze and derive ideas for program intervention. Conducting research into the needs of children with disabilities will help ensure that NGOs work from an evidence-based approach.
5. NGOs who will work or have worked directly with children with disabilities should build internal capacity, skills and understanding about the needs and issues of children with disabilities so they can work more effectively. Mechanisms to effectively share lessons learned amongst key actors in the field should be considered for development.

6. NGOs who work on teacher training should engage more closely with teacher training centres and relevant government departments in order to make sure the training manuals and materials are made consistent and in line with the government framework.
7. NGOs who work at the national level should cooperate and communicate closely with local and community based NGOs to understand and advocate for grassroots findings and needs related to education for children with disabilities to improve policy dialogue based on the diverse and long-standing experiences of NGOs working at the sub-national level.
8. All actors, including government and NGOs, should devise strategies and forums to engage closely to decrease duplication activities and materials produced, scale up effective strategies, share lessons learned to promote effective work for children with disabilities, and ensure sufficient resources are made available for this important work.

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APPENDIXES

Appendix1: Names and abbreviations of NGOs participating in the study

No.	Name of NGO	Abbreviations
1	Association for Aid and Relief, Japan	AAR Japan
2	Aide et Action Cambodia	AEA
3	CABDICO	CABDICO
4	Cambodia Disabled People's Organization	CDPO
5	Cambodian Development Mission for Disability	CDMD
6	Catholic Relief Services	CRS
7	Center for Child and Adolescent Mental Health	Caritas-CCAMH
8	Child Fund Cambodia	CFC
9	Community Council for Development Organization	CCD
10	Disability Development Service Program	DDSP
11	Epic Arts	AE
12	EXCEED Worldwide	EW
13	Grace House Community Centre	GHCC
14	Handicap International	HI
15	Hands of Hope Community	HHC
16	Khmer NGO for Education	KHEN
17	Komar Pikar Foundation Organization	KPFO
18	Krousar Thmey	KT
19	Maryknoll Deaf Development Programme	DDP
20	Mennonite Central Committee	MCC
21	Mission Alliance	MA
22	M'Lop Tapang	MT
23	OIC: Cambodia	OIC
24	Operations Enfants du Cambodge	OEC
25	Pour un Sourire d'Enfant	PSE
26	Rabbit School Organisation	RSO
27	Save the Children	SC
28	The Fred Hollows Foundation	FHF

Appendix2: Number and name of NGOs implementing their program/project in each province

Province	District/Khan		# of NGOs	Name of NGOs
BanteayMeanchey	-	-	0	-
Battambang	Banan	RatanakMondul	6	CDPO, OEC, KHEN, Caritas-CCAMH, KT, OIC
	Battambang	RukhakKiri		
	Bavel	Samlaut		
	Ek Phnom	Sangker		
	Kamrieng	ThmarKaul		
	KoahKralar	MaungRussey		
Kampong Cham	Batheay	Kampong Siem	5	OEC, HI, DDP, Caritas-CCAMH, KT
	ChamkarLeu	Kang Meas		
	Cheung Prey	KohSotin		
	Dambe	KrauchChhmar		
	Kampong Cham	Prey Chhor		
Kampong Chhnang	Baribo	Kampong Tralach	3	OEC, EW, FHF
	Chulkiri	Rolea Pa-ir		
	Kampong Chhnang	SamakiMeanchey		
	Kampong Leng	TeukPhos		
Kampong Speu	Barset	Oudong	4	MA, FHF, AEA, RSO
	Chbar Morn	Phnom Sruoch		
	KorngPisei	SamrongTorng		
	Oral	Thporng		
Kampong Thom	Baray	Sandann	2	FHF, KT
	Kampong Svay	Santouk		
	PrasatBalaing	Staung		
	PrasatSambo	Stung Sen		
Kampot	Angkor Chey	Dangtung	7	MA, DDP, EW, KPFO, AE, AEA, KT
	BanteayMeas	Kampong Trach		
	Chhouk	Kampot		
	Chum kiri	TeukChhou		
Kandal	AngSnuol	Lovea Em	9	HHC, FHF, EW, Caritas-CCAMH, AEA, OIC, CDMD, AAR Japan, RSO
	Kandal Stung	MukKampoul		
	Kean Svay	PonheaLeu		
	KhsachKandal	Sa-ang		
	Koh Thom	Takhmao		
	LeukDek			
Kep	Damnak Chang Oeur	Kep	2	EW, CABDICO
Koh Kong	BotumSakor	KhemrakPhoumin	1	OEC
	KiriSakor	MondulSeima		
	Koh Kong	SreAmbel		
	ThmarBaing			
Kratie	Chhlaung	PrekPrasap	4	OEC, CFC, KPFO, AEA
	ChithBorei	Sambo		
	Kratie	Snuol		
Mondulkiri	No info		1	Caritas-CCAMH
OtdarMeanchey	-	-	0	-

Pailin	Pailin	SalaKrao	3	OEK, AEA, DDSP
Phnom Penh	Chamkar Morn	PrekPneuv	10	CDPO, PSE, DDP, FHF, EW, KPFO, AEA, KT, OIC, RSO
	Dangkor	TuolKauk		
	Daun Penh	SenSok		
	Meanchey	Po Senchey		
	7 Makara	ChroyChangvar		
	RusseyKeo	ChbarAmpeuv		
Prey Veng	Ba Phnom	PeamChor	6	OEK, MA, FHF, MCC, KT, OIC
	KamchayMear	PeamRor		
	Kampong Trabek	Pearaing		
	Kanhchreach	SvayAntor		
	Mesang	SithorKandal		
	Po Rieng	Prey Veng		
Pursat	Bakan	Phnom Kravanh	6	OEK, EW, SC, AEA, OIC, DDSP
	Kandieng	Pursat		
	Krakor	Veal Veng		
Ratanakiri	Banlung	O Chum	1	FHF
	Barkeo	O Yadav		
	Lumphat			
Siem Reap	Angkor Chum	Puok	8	HI, FHF, CABDICO, GHCC, AEA, KT, OIC, RSO
	Angkor Thom	PrasatBakorng		
	BanteaySrey	Siemreap		
	Chi Kreng	SautNikum		
	Kralanh	SreySnam		
Preah Sihanouk	PreahSihanuok	Kampong Seila	3	OEK, MT, EW
	Prey Nup			
PreahVihear	ChoamKsan	SangkumThmei	1	OEK
	Koulen	TbengMeanchey		
	Rovieng	Chheb		
	CheySen			
Stung Treng	Sesan	Stung Treng	1	OEK
	Siembauk	ThalaBarivat		
	Siempang			
SvayRieng	Rumduol	SvayChrum	2	MA, CFC
	RomeasHek			
Takeo	Angkor Borei	Samrong	3	CCD, CRS, CDMD
	Bati	Daunkeo		
	KiriVong	Tramkak		
	KohAndet	Traing		
	Prey Kabas			
TbongKhmum	Dambe	PonheaKrek	3	OEK, DDP, KT
	KrauchChhmar	TbaungKhmum		
	Memot	Suong		

NGO Education Partnership (NEP) is a membership organization that promotes active collaboration between NGOs working in education and advocates on behalf of its member organizations in policy meetings and discussions with the Ministry of Education, Youth and Sport (MoEYS) in Cambodia. Over 140 education NGOs working in Cambodia are members of NEP.

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