



TERMS OF REFERENCE

CONSULTANCY

**Consultancy for the Development of IE Guidelines to
Scale Up Inclusive Education Schools and Establish
Inclusive Education Resource Schools in Cambodia**

March 11, 2025

1. General information

Humanity & Inclusion (HI), formerly known as Handicap International, is an independent NGO dedicated to supporting individuals affected by poverty, exclusion, conflict, and disasters. Established in 1982, HI operates in over 60 countries and is backed by eight national associations in Belgium, France, UK, Germany, Luxembourg, Switzerland, USA, and Canada. HI has gained significant international recognition for its work alongside persons with disabilities and vulnerable populations, helping to meet their basic needs, improve living conditions, and promote respect for their dignity and fundamental rights.

HI focuses on various areas, including disability rights, emergency response, explosive weapons, inclusive health, social inclusion, and rehabilitation. With over two decades of experience in Inclusive Education (IE), HI collaborates with education, social, and health sectors to ensure children with disabilities have access to quality education, primarily within the formal school system. HI advocates for learning environments that address the diverse physical, social, intellectual, and emotional needs of all children, particularly those with disabilities. HI's work in IE focuses on providing direct support to children with disabilities, children from ethnic communities, and those affected by gender-based exclusion, along with their families; strengthening community involvement; improving essential services; and supporting the development of national IE strategies and action plans.

Through a partnership programme with UNICEF, HI's Cambodia Country Office is launching a new project to provide technical assistance to Cambodia's Ministry of Education, Youth and Sport (MoEYS) in scaling up IE schools and developing IE resource schools.

2. Background

The Cambodian government has demonstrated a strong commitment to protecting the rights of persons with disabilities through international and national legal frameworks. It has ratified the CRPD and enacted key legislation, including the Constitution of Cambodia, the Law on Education, and the Law on the Protection of the Rights of Persons with Disabilities. The MoEYS has made significant progress in promoting equal educational opportunities for children with disabilities. The introduction of the 2008 Policy on IE improved the identification and screening of children with disabilities, while the establishment of the National Institute for Special Education in 2017 further strengthened IE practices and teacher training. The government's long-term vision for an IE system is outlined in the 2019–2023 Education Strategic Plan and further reinforced through the recently launched IE Action Plan 2024-2028, which details strategies to ensure children with disabilities receive quality education, engage in lifelong learning, and contribute to society.

However, despite these commitments, gaps persist in translating policy into effective practice. Studies and reports indicate that children with disabilities in Cambodia are three times less likely to attend school than their peers without disabilities. Disability status has a greater impact on school attendance than other factors like gender, location, and socioeconomic status. Many parents believe mainstream schools are ill-equipped to accommodate their children's needs, limiting their enrolment options. Even for those who do attend school,

attendance is often inconsistent due to overcrowded classrooms, long commutes, and transportation challenges. Additionally, only 10% of teachers report having received training in IE, leaving most feeling unprepared to support students with disabilities. While many educators and school leaders express support for IE, a significant portion also believes children with disabilities should learn in separate classrooms. This contradiction likely stems from a lack of understanding of IE or reflects the reality that many schools lack the necessary resources to implement it effectively. Furthermore, disability screening remains inconsistent, as teachers and school administrators bear the responsibility without clear guidelines.

To overcome these challenges and ensure equitable access to IE for every child in Cambodia, it is essential to strengthen the education system by expanding IE schools and establishing IE resource schools. This aligns with one of the country's strategic priorities for 2028. IE schools and resource schools play a crucial role in supporting the education system, as they serve as training hubs for teachers, offer effective teaching strategies, provide necessary resources, and enforce relevant policies. These schools also facilitate collaboration and community engagement, working to break down barriers and foster environments where all children, including those with disabilities, can thrive both academically and socially.

In line with this effort, HI is seeking a consultant to develop three guidelines that will serve as a cornerstone for scaling up IE schools and establishing IE resource schools in Cambodia.

3. Objective of the consultancy

The primary objective of this consultancy is to develop three key guidelines that will support MoEYS in scaling up IE schools and establishing IE resource schools across Cambodia. These guidelines will provide a comprehensive and inclusive approach to enhancing the capacity of schools to cater to the diverse needs of children, particularly those with disabilities.

4. Scope of the work

The consultant will be responsible for developing the following three guidelines:

1. IE School Criteria & Assessment Guide:
 - Develop a set of criteria for schools to assess their inclusivity in the Cambodian context.
 - Provide simple instructions on how schools can assess their capacity for inclusion and identify areas for improvement.
2. Step-by-Step IE School Guide:
 - Create a practical, user-friendly guide for schools outlining the actions required to become inclusive.
 - Ensure that the guide is applicable to both schools with and without children with disabilities, including steps for enhancing accessibility, teacher preparedness, and community engagement.
3. Minimum Criteria for IE Resource Schools:
 - Define a set of essential criteria for the establishment and operation of IE resource schools.

- These criteria should serve as a baseline to ensure that resource schools are equipped to support IE and serve as hubs for training, resource sharing, and policy enforcement.

5. Key deliverables

- **Deliverable 1:** Draft of the IE School Criteria & Assessment Guide.
- **Deliverable 2:** Draft of the Step-by-Step IE School Guide.
- **Deliverable 3:** Draft of the Minimum Criteria for IE Resource Schools.
- **Deliverable 4:** Final versions of all guidelines, incorporating feedback from relevant stakeholders.
- **Deliverable 5:** A final report summarizing the process, methodology, and recommendations for the implementation of the guidelines.
- **Deliverable 6:** A translated version of all three final guidelines from English into Khmer.

6. Consultant responsibilities

The consultant will be responsible for the following tasks:

1. Conduct a review of relevant national policies, existing IE practices in Cambodia, and international best practices in IE.
2. Consult with key stakeholders, including the MoEYS, UNICEF, education experts, teachers, parents, and representatives from local and international organizations.
3. Develop and submit drafts of the three guidelines, incorporating stakeholder feedback at each stage.
4. Provide technical support in finalizing the guidelines.
5. Prepare a final report outlining the methodology, process, challenges, and recommendations for the implementation of the guidelines.
6. Translate the final versions of the three guidelines from English into Khmer, ensuring accuracy and cultural relevance.

7. Qualifications and experience

The consultant(s) should possess the following qualifications and experience:

- At least Master's degree in Education, Inclusive Education, Special Education, or a related field.
- At least 5–7 years of proven experience in developing guidelines, policies, or strategies related to IE.
- In-depth understanding of IE principles, practices, and challenges in low-resource settings.
- Experience working with government ministries, NGOs, or international organizations in the education sector.
- Excellent communication skills, both written and oral, with the ability to engage diverse stakeholders.
- A strong background in policy development, teacher training, and curriculum design.
- Fluency in English and Khmer (preferred), with proven experience in high-quality document translation.

8. Timeline and duration

The consultancy will be completed within **six weeks**, starting from **April 01, 2025**. The key milestones and deadlines are as follows:

- Inception report: [April 04, 2025](#)
- First draft of guidelines: [April 15, 2025](#)
- Feedback from stakeholders: [April 21, 2025](#)
- Final guidelines submission: [April 25, 2025](#)
- Translation of final guidelines into Khmer: [May 02, 2025](#)
- Validation of the final guidelines English & Khmer version: [May 09, 2025](#)

9. Payment and terms

The payment for the consultancy will be based on the following milestones:

- 30% after submission of first draft of the guideline; 40% after submission of the final guidelines; 30% after validation of the final guidelines in english & Khmer version.
- Payments will be made upon satisfactory completion and approval of each deliverable by the HI project team.

10. Confidentiality

All information, documents, and materials related to this consultancy, including the final guidelines, are confidential and remain the property of HI.

11. Reporting and supervision

The consultant will report to the Country Manager of HI. The consultant will work closely with the HI team (project manager & technical specialist) and relevant stakeholders, ensuring that all deliverables meet the expected quality standards.

12. Application process

Interested consultants are invited to submit the following:

- A proposal outlining their approach, methodology, and timeline for the development of the guidelines.
- A CV and consultancy company profile highlighting relevant experience and qualifications, along with a list of previous similar experiences.
- A financial proposal detailing the consultancy fees and expenses in USD (all inclusive, including withholding service tax %).
- HI is committed to equal employment/service opportunities for all applicants. HI is committed to the principle of diversity and particularly welcomes applications from people with disabilities and women.
- The successful applicant will be expected to comply with HI's Code of Conduct; Child Protection Policy; Policy on Prevention from Sexual Exploitation and Abuse; Anti-fraud, bribery, and Corruption Policy; and Disability, Gender, and Age Policy.

13. Deadline and submission

Applications must be submitted through email procurement@cambodia.hi.org by **23rd of March 2025** at 5 PM Cambodia time by addressing position title “**Consultancy for the Development of Inclusive Education Guidelines**”.

The position will be closed once a candidate has been identified. Only short-listed candidates will be contacted for an interview. All application documents will be treated confidentially and will not be returned.

[Women and people with disabilities are strongly encouraged to apply.](#)
[Please provide details in your application form / cover letter if there is any specified support in terms of disabilities needs.](#)