In the process of promoting inclusive education worldwide, empirical data in developed countries have shown that teacher-related factors, such as training and experience, play strong roles in influencing teachers’ perspectives toward educating children with disabilities in inclusive education settings. This study thus seeks to empirically determine and verify the impact of training and experience in Cambodia, as a developing country context.

Surveys were conducted with 448 public school teachers across Cambodia in 2015 to find out teachers’ perspectives on how children with disabilities should be educated and their perspectives on inclusive education for various disabilities. We used Pearson’s chi-square test to determine statistically significant differences of teachers' perceptions on inclusive education, with (i) training on teaching children with disabilities and (ii) experience in teaching children with disabilities as the independent variables. Also, we analyzed these differences according to different types of disabilities.

Main findings reveal that firstly, similar to previous studies in developed countries, the type of disabilities affect teachers' perceptions on the possibility of them being included in regular classes. However, our results show that neither training nor experience of teachers in teaching children with disabilities have a significant impact on teachers' perceptions of inclusion in Cambodia. Thirdly, this study also argues that severe sensory impairments are perceived much more negatively for inclusion in Cambodia as compared to other types of disabilities, and more so than in developed countries. Further interviews and observations with policy makers and teachers in Cambodia also serve to support that the lack of teacher training and support, as well as its unsystematic nature, form part of the interlocking and challenging issues that need to be overcome when introducing inclusive education in developing countries.
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