

Kingdom of Cambodia
Nation Religion King



Ministry of Education, Youth and Sport

Achievements of Education, Youth and Sport Sectors

ASEAN - KOREA Education Fair
Busan, December 11-12, 2014

Table of Content

1. National Development Vision	1
2. Human Resource Development Vision and Education Policies.....	1
3. Achievements in Education, Youth and Sport Sectors in the Academic Year of 2013-2014.....	3
3.1. Early Childhood Education.....	3
3.2. Primary Education	4
3.3. Secondary Education and Technical Education	5
3.4. Higher Education	7
3.5. Non-Formal Education	9
3.6. Youth Development.....	10
3.7. Physical Education and Sport	11
4. International Cooperation.....	12
5. Reform Measures	14

1. National Development Vision: Building a Sustainable, Competitive and Harmonious Economy

The long-term vision of the Royal Government of Cambodia is to build a Cambodian society which is peaceful, with political stability, security and social order; a prosperous nation with long-term economic growth, sustainable and equitable development, enhanced livelihoods of people, and reduced poverty incidence; a society which is committed to environmental protection, enhanced culture and national identity which firmly adheres to the principles of multi-party democracy and shows respect for human rights and dignity; and an advanced society with well-connected social fabrics and well-educated and culturally advanced population who enjoy a good standard of living and live in harmony both within the society and family; and a noble nation with high reputation in international for a and a full-fledged member of the international community.

Cambodia aspires to reach the status of an upper-middle income country by 2030 and a high income country by 2050. The Royal Government has set out four strategic objectives 1) ensuring an average annual economic growth of 7%; 2) creating more jobs for people especially the youth; 3) achieving more than 1 percentage point reduction in poverty incidence annually and 4) further strengthening institutional capacity and governance at both national and sub-national levels.

The Royal Government will focus on human resource development to ensure competitiveness in an increasingly open regional labor market through 1) training of skilled and productive labor to meet market demand and increase value added; 2) building educational and vocational training institutions and developing regulatory frameworks; 3) encouraging private sector participation; 4) strengthening the quality of education and promoting scientific research, technology development and innovation.

2. Human Resource Development Vision and Education Policies

Equitable and quality human resource development is key to supporting economic growth and competitiveness of the country for the time being and the future. To this purpose, human resource development as the building of knowledge, competence, entrepreneurship, skills, creativity and innovation in all sectors but especially science and technology and the ability to manage research and development is essential. At the same time, the aim is to enhance the quality of the health, physical body, moral and spiritual responsibility, patriotic and professional consciousness with zero gender discrimination and a rigorous social security system.

Cambodia has passed into new development stage of education with a need to focus on strengthening basic education and quality within a comprehensive national economic framework. Long-term education vision of Cambodia will focus on all aspects of ECE, to provide a strong foundation for other levels of education. It will focus on students at early

grades of primary education especially building reading and mathematics skills. The education sector will expand its scope of Education for All from primary education 6 years to 9 years basic education. Graduates from basic education will be traced upon their strength to select general secondary education or technical and vocational education. The strengthening of quality will focus on the quality of inputs, teaching and learning processes and student achievement. There will also be a focus on the qualification of teachers who will be upgraded from 12+2 to 12+4 in 2020. And focus on the quality of curriculum at general education and higher education according to the ASEAN quality standards.

The Ministry of Education, Youth and Sport (MoEYS) recognizes the importance of making the whole of the sector, which encompasses education, youth and sport work together in order to respond to the social and economic demands. The focus of the ESP 2014 - 2018 is on consolidating the gains

already made in the previous ESP periods, reaching out to the most disadvantaged, providing learning that is of a high quality and relevant to the national development. Education services are delivered professionally and accountably in order to lay a foundation for knowledge and skills based economy. The sector will develop its sector wide quality assurance framework based on learning and service delivery standards that respond to the needs of children, communities and the labor market.

Three education policy areas are being implemented over a medium term including:

Policy 1: Ensuring equitable access for all to education services

All children have access to all type of ECE services, primary schools, secondary schools and then opportunities to continue learning. For children who are unable to access formal education alternatives will be provided.

Increase the number of children and youth that have access to all education levels with a focused attention on equity and access for the most disadvantaged areas and groups of children. Increase opportunities for children to finish 12 years education with a good knowledge and reasoning and logic skills who can build these skills and knowledge through technical training, higher education and other means.

Policy 2: Enhancing the quality and relevance of learning

All children and youth have a relevant and quality learning experience enabling them to contribute effectively to the growth of the nation. Ensure learning is of high quality and relates learning to socio-economic goals of the country and of local contexts; a quality framework that provides learners, parents, communities, teachers and managers with outcome standards and monitoring and reporting against these.

Policy 3: Ensuring effective leadership and management of education staff at all levels

Education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and subnational level. Management of public education institutions can respond efficiently to emerging needs at school level.

3. Achievements in Education, Youth and Sport Sectors in the Academic Year of 2013-2014

3.1. Early Childhood Education

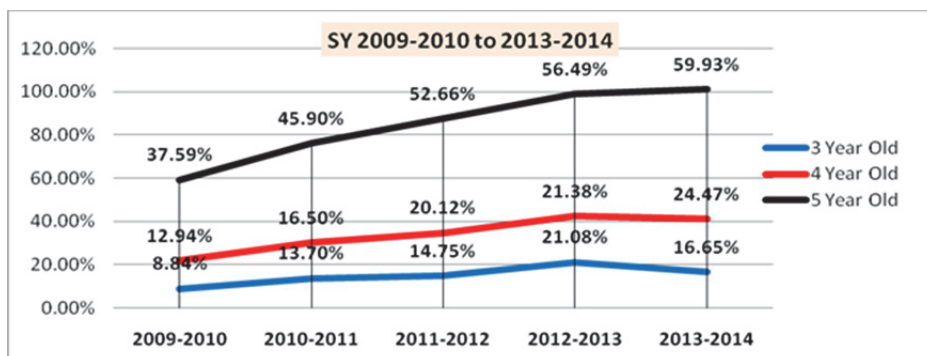
MoEYS formulated the National Policy on Early Childhood Care and Development with a vision to enable all young children from conception to under 6 year of age to access early care and development, especially vulnerable, affected and impoverished young children according to the Constitution of the Kingdom of Cambodia.



MoEYS has improved school and classroom environment and implemented school feeding program to sustain children's learning. The Ministry also expanded pre-school classes in primary schools, community pre-schools, private pre-schools and home-based programs and extended good cooperation with relevant ministries/institutions, local authorities and development partners in the areas of early childhood care and development.

In 2013-2014, there are 5,807 pre-schools, including 3,184 public pre-schools (211 detached pre-schools), 403 private pre-schools and 2,220 community pre-schools

The number of 0-6 year-old children accessing education is 328,723, which is 17.59% of this age group population, 49.50% girls. Three-year old children account for 16.65% compared to only 8.84% in 2009-2010. Four-year old and five-year old children account for 24.47% and 59.93% compared with only 12.94% and 37.59% respectively in 2009-2010. With these figures, Cambodia is expected to achieve the targets set in ESP 2014-2018.



Source: EMIS

3.2. Primary Education

MoEYS introduced a child friendly school (CFS) policy with the vision to provide all school-aged children with enrolment and learning up to at least basic education with quality and effectiveness in order to develop their personality and contribute to national social and economic development.

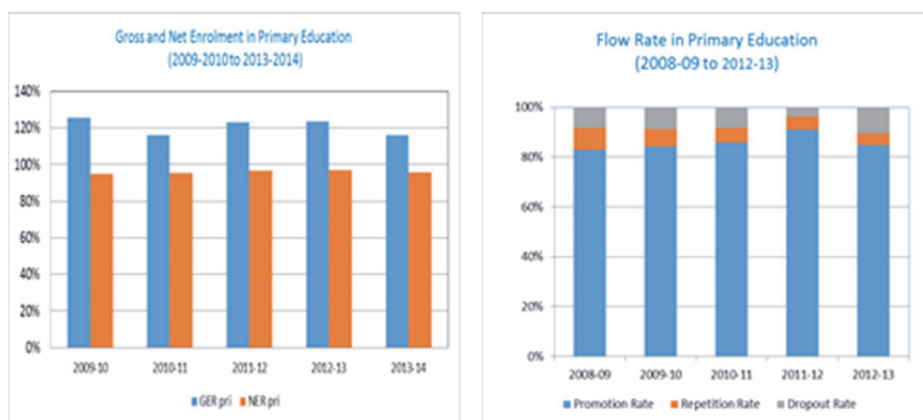


MoEYS has implemented many strategies including bringing schools closer to people's home, school feeding and scholarship for poor students, reading programs for grade 1, 2 and 3, provision of transportation means including motorcycles and engined boats to DTMT, inclusive education program for children with disabilities, CFS program, timely support for schools, school furnishing and supplies of reading books to libraries. These have increased enrolment and survival rates and provided students with a strong foundation in reading and writing. In addition, the Ministry also equipped teachers with knowledge on how to help children with disabilities by their disabilities and provided these children with assistive tools to facilitate their learning.

In 2013-2014, there are 6,993 primary schools and 1,212 clusters. There are 5,068 child friendly schools (medium and developed levels) or 72.47%. There are 816 incomplete primary schools or 11.67% of the total number of primary schools.

There are 2,073,811 primary school students, 47.98% girls. Net enrolment rate is 98.2%, 98.5% for girls. Net admission rate is 98.1%, 98.2% for girls. Net admission rate of private schools is 2.8%, 2.9% for girls. Net enrolment rate is 98.2%, 98.5% for girls. Net enrolment rate of private schools is 2.6%, 2.7% for girls. Promotion rate accounts for 84.7%, 87.6% for girls, while the repetition rate is 4.8%, 4.1% for girls. Dropout rate is 10.5%, 8.3% for girls. Transition rate is 76.8%, 81.4% for girls. Completion rate is 88.94%, 90.19% for girls.

These figures indicate that Cambodia will be able to achieve Education for All Goals by 2015 according to the Millenium Development Goals (Universal Access to Primary Education).



Source: EMIS

3.3. Secondary Education and Technical Education

MoEYS developed a policy on secondary school resource centers with the vision to establish centers of excellence in learning, which provides excellent learning opportunities to communities and builds a strong knowledge foundation to achieve pillars of education on training, further education and human resource development with quality, productivity and equity. At secondary education, MoEYS has focused on promoting quality and effective education by integrating basic vocational education, implementing flexible curriculum allowing students from grade 11 to choose from the two pathways, science and social science, based on their propensity and preference. The introduction of CFS program at lower secondary level has contributed to enhancing internal efficiency. Monitoring, evaluation and improvement of management and teaching and learning have boosted quality of

education. MoEYS has reviewed and revised curriculum and textbooks, established minimum standards on learning outcomes and supplied materials and textbooks to promote the quality of education for the time being and the future.

MoEYS introduced a policy on technical education. MoEYS formulated a framework to issue provisional certificates and technical and vocational degrees levels 3 and developed vocational orientation materials for lower secondary education. Technical education curriculum at secondary level has been approved and officially launched.



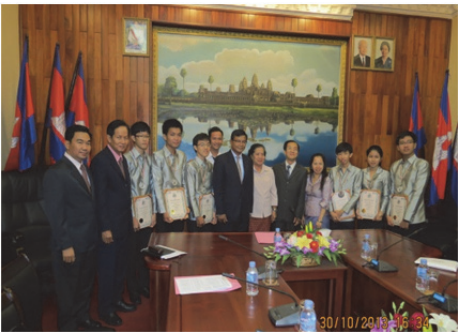
MoEYS has integrated basic life skill education into curriculum including handicraft skills, localized agriculture skills, living etiquette, sanitation and food hygiene, plant growing, tailoring, cooking, animal raising, workshop skill, maintenance, costal environment protection, mainstreaming of awareness on HIV/AIDs, Avian Flu, drug abuse, sexual trafficking, laborl exploitation on women and children, awareness on landmine/UXOs and language education, etc. Life skills have been mainstreamed into the curriculum of Khmer, Math, Social Studies and Science subjects.

In 2013-2014, there are 1,688 secondary education institutions including 1,244 lower secondary schools (grade 7-9) and 444 high schools (grade 7-12), 29 of which are resource high schools. Lower secondary child friendly schools account for 923 or 55.63% of the total number of lower secondary schools. There are 538,626 lower secondary school students, 49.71% girls. Gross enrolment rate is 55.3%, 56.2% for girls, including 1.8%, 1.7% for girls, from private schools. There are 266,293 upper secondary school students, 47.70% girls. Gross enrolment rate is 26.0%, 25.7% for girls, including 1.1%, 1.1% for girls, from private schools.

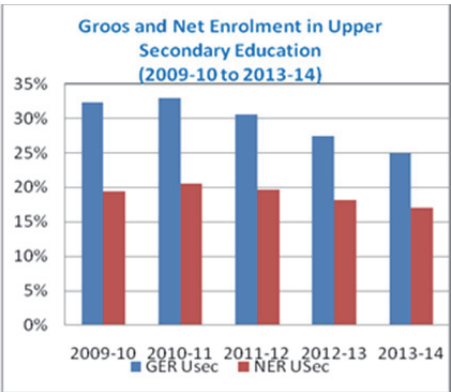
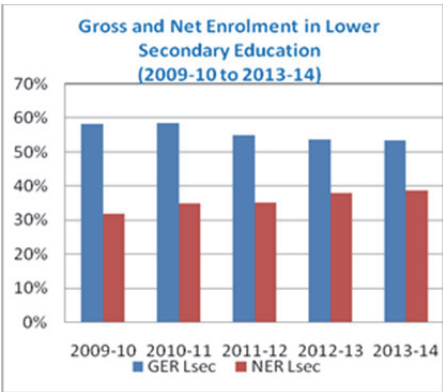
There are 35 private lower secondary schools with 1,828 students, 56.5% girls. There are 87 private high schools with 27,644 students, 46.9% girls. Latrines and safe water are available in 84.8% and 48.6% of lower secondary schools respectively, while the figures for high school is 98.0% and 62.6%.

There are 56,539 students, 59.75% girls, awarded scholarship at lower secondary education and 5,512 at upper secondary education with support from RGC's PB fund and development partners.

Three candidates from Cambodia were awarded bronze medals in the International Olympiad Young Scientist Competition for U -15.



The total number of students at lower secondary education is 538,626, 49.71% girls. Gross enrolment rate is 55.3%, 56.2% for girls including 1.8% of private schools, 1.7% for girls. There are 266,293 students at upper secondary education including 47.70% girls. Gross enrolment rate is 26.0%, 25.7% for girls including 1.1% from private schools, 1.1% for girls.



Source: EMIS

3.4. Higher Education

There are 105 higher educational institutions (HEIs) compared with the figure in 2012. Out of 105 HEIs, 39 are state and 66 are private HEIs located in 19 capital-provinces. There are 65 HEIs under Ministry of Education, Youth and Sport (9 state HEIs and 56 private HEIs), while another 40 are under supervision of another 13 ministries/agencies.



There are 253,764 students taking courses, an increase of 9.45%, 40.12% female. 229,414 students are taking Bachelor Courses, 40.58% female (28,348 scholarship students, 36.46% female and 201,066 tuition-paying students, 41.16% female). 24,350 students are taking Associate Degree Courses, 35.80% female (4,103 scholarship students, 37.29% female and 20,247 tuition-paying students, 35.50% female).

Students taking graduation examination account for 48,549, 40.69% female, of whom, 37,779 are in Bachelor Program, 41% female (4,981 scholarship students, 44.41% female and 32,798 tuition-paying students, 40.48% female) and 10,770 are in Associate Degree Program, 39.61% female (1,850 scholarship students, 46.76% female, and 8,920 tuition-paying students, 38.13% female).



While the number of students is increasing, Ministry of Education, Youth and Sport and Higher Education Institutions have placed greater attention on strengthening of training quality, which is a success factor for labor market competition in the country and in the region.

MoEYS formulated a policy on education research with the vision to build human resources with high knowledge, skill, morality, creativity, innovation and entrepreneurship to contribute to Cambodia's sustainable social-economic development in the context of globalization.

MoEYS has focused on equitable access to higher education by providing scholarships to poor students, female students and students from rural areas. The ministry has constructed 4 dormitories in Phnom Penh, which were inaugurated by **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia** and **Samdech Kitti Prit Bandith**. The dormitories will accommodate female students from poor families and from far-away provinces.

3.5. Non-Formal Education

Non-formal education is one of the official education systems to contribute to achieving education for all and giving people with lifelong education opportunities to build a learning society with equity, justice and development. Literacy rate of young people at 15-24 years of age has increased to 92.0% in 2012 from 4% in 2008.



Functional literacy program: 1,277 literacy classes have been organized across the country. 23,277 learners finished the course and were awarded functional literacy cards, which accounted for 79.02% of all learners, 68.35% female. In 2013, MOEYS organized the National and International Literacy Day, September 8, under the theme “Literacy contributes to community development”, which was participated by 1,117 people, 44.76% female.

Post-literacy program: has been implemented across the country. There are 39 libraries and 294 reading centers, of which 35 libraries and 279 reading centers are functioning. There are 114,938 readers, 59.22% female.

Re-entry program: has been implemented across the country, except in Uddor Meanchey province. There are 17,397 students in total, 45.91% female. There are 15,052 students finishing the program, 45.94% female. 14,899 students were sent back to formal school, which is 85.64% of all re-entry program students, 45.07% female.

Income generation program through community learning center: has been implemented across the country. There are 348 community learning centers, of which 323 centers are operating. There are 642 skill courses. There are 10,893 learners, 58.25% female, of whom 7,703 or 70.71% (62.49% female).

Life quality improvement program through mobile school: 13 life skill courses were organized through mobile vehicles in 13 provinces with 1,859 participants, 71% female.

Equivalency-complementary program: Non-formal equivalency program for primary level has been implemented in Phnom Penh, Preah Sihanouk province and Siem Reap province with 15 classes. The total number of students enrolled in these classes is 759, 55.46% female. 759 students or 100% (55.46% female).

MoEYS has strengthened and expanded awareness on non-formal education through the national radio and TV outlets and taught ICT through mobile vehicles.

3.6. Youth Development

The Royal Government formulated a National Policy on Youth Development in Cambodia with the vision to congregate all forces in the society to contribute to more positive youth development and provide them with opportunities to develop their potentials in the areas of education, health, participation in decision making and contribution to the development of their families, communities, the country and the world as a whole.

MoEYS has introduced three good movement contest “Good Child, Good Student, Good Friend” for school children and young people across the country. The Ministry organized global youth camping joined by young people from HEIs in the Kingdom of Cambodia and foreign students with Cambodian origin as well as study tours for children and young people every year.



MoEYS has been implementing the Royal Decree on the Organization and Functioning of the Cambodian Council for Youth Development and the Sub-decree on the Organization and Functioning of the General Secretariat of the Cambodian Council for Youth Development to promote cooperation with relevant ministries dealing with youth development. MoEYS has also extended cooperation to promote scout movement in social work including facilitating traffic, moral education for young people, environmental protection and other assistance to the communities.

MoEYS assessed the training needs of youth management officers at national and sub-national levels. MoEYS provided short courses on entrepreneurship and volunteerism to young people in youth centers and cooperated with the international youth coalition to organize camping for international youths and UN volunteers and the second national forum on volunteerism and the International Volunteer Day, Dec 5.

3.7. Physical Education and Sport

The Royal Government developed a National Policy on Physical Education and Sport with the vision to provide all citizens with good health and wellbeing, strong body, sharp will, perseverance, discipline, team spirit, creativity and determination to achieve good results in competitions and life in harmony.



MoEYS has included physical education sessions in all education levels and organized sport championship competition at primary and secondary education levels at provincial and national levels and championship competition at specialized education and higher education levels. MoEYS has introduced “Sport for All” for health, solidarity and mass congregation and also revived traditional sports.

MoEYS has organized regional public sport championship competitions at regional and national levels and repaired sport fields in provinces. The Ministry has mobilized national teams, trained them and sent them to international competitions. As a result, 16 gold

medals, 18 silver medals and 49 bronze medals have been obtained from SEA games, Asian games and other international competitions. At the same time, the Royal Government has awarded prizes to the champions as determined by the government.

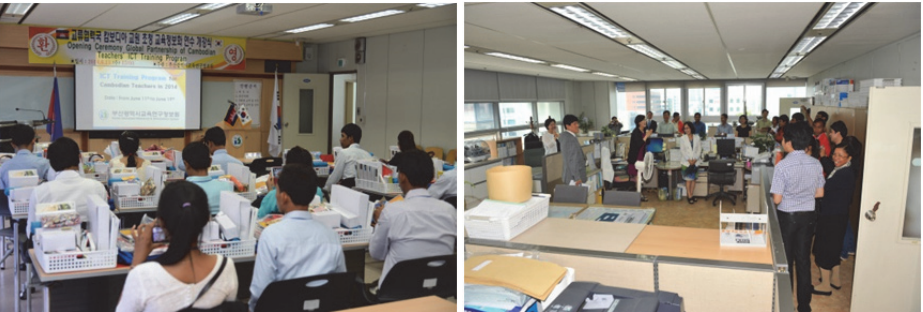


4. International Cooperation

Promotion of cooperation in education, youth and sport sectors is done through the agreements with countries in the region and the world, especially with members of SEMEO-ASEAN and Francophonie countries, development partners, national and international organizations, international human resource training centers and private sector in the form of bilateral and multilateral education cooperation.

In Particular, Cooperation between Cambodia and Korea

MoEYS and Busan Metropolitan City Office of Education signed a Memorandum of Understanding on ICT Cooperation in education sector to build capacity of lower and upper secondary school teachers and provide computers to target schools to serve learning and teaching purposes.



MoEYS and Korea International Cooperation Agency (KOICA) signed a Record of Discussion on the Construction of Cambodian Human Resource Development Center in the compound of the Royal University of Phnom Penh (RUPP) under financial support from KOICA. The center is named as Cambodia-Korea Cooperation Center and was already inaugurated.



MoEYS and Korea International Cooperation Agency (KOICA) signed a Record of Discussion on the Project for Strengthening the CLMV Capacity for the ASEAN - ROK CYBER University in Cambodia in the Institute of Technology of Cambodia (ITC) . The project was launched already.



Computer Lap



Meeting Hall



The Opening of the 2nd Workshop on Developing Technical Education at Upper Secondary Level
 Presided over by His Excellency Dr. HANG CHUON NARON, Minister of Education, Youth and Sport and
 Ms. Baek Sook Hee, Representative of KOICA Cambodia Office
 Phnom Penh Hotel, 30-31 October 2014



Since 2003, MoEY has received 186 volunteers from KOICA. 51 of them have been working in education sector, which accounts for 81% of KOICA volunteers working in Cambodia.

5. Reform Measures in Education, Youth and Sport Sectors

Building on RGC's policies and National Strategic Development Plan as outlined in the Rectangular Strategy, Phase III and the recommendations of **Samdech Prime Minister** on in-depth reforms in all sectors of the Royal Government of the 5th Legislature of the National Assembly, MoEYS has introduced 9 priority measures for education, youth and sport sector reforms:

- **Strengthening staff management:** Implement civil service reform, increase salary and ensure merit-based appointment of civil servants.
- **Promoting quality of education:** Develop a national framework for quality control and establish implementing mechanisms including mechanisms to measure students' learning outcomes through regular class-based testing and grade 3 learning assessment, which will be later rolled out to grade 6 and 8. Promote

quality and relevance of learning by reviewing curriculum, core textbooks and other learning materials regularly in a systematic manner.

- ***Strengthening examination process:*** Strengthen quality of examination based on the four principles of lawfulness, fairness, transparency and acceptable outcomes.
- ***Higher education reform:*** Reform higher education systematically according to regional and international standards and promote quality of teaching and research in science, technology, engineering, arts and maths.
- ***Education financial management and financing reform:*** Develop capacity in organizing and implementing budget, procurement, decentralizing budget management to school level, improving financial management and strengthening audits.
- ***Technical skill and soft skill development for youths:*** Increase enrolment in technical education and technology and science education. Technical skill competition is aimed at preparing for ASEAN integration in 2015 to address the needs in labor market and increase employability.
- ***Physical education and sport development to prepare for SEA Game in 2023:*** Develop a strategic plan for sport development and establish implementing mechanisms.
- ***Establishment of education research council:*** Establish education research council and develop a concept on the establishment of education research council.

