



KINGDOM OF CAMBODIA
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MINISTRY OF EDUCATION, YOUTH AND SPORT

CAMBODIA'S EDUCATION 2030 ROADMAP



SUSTAINABLE DEVELOPMENT - GOAL 4

February 2019

PREFACE

Cambodia has attained a new development stage of education sector response to the global and regions context which has very broad and ambitious scope refers to equitable quality, inclusive and lifelong learning in a comprehensive framework covering all types and levels of education, particularly in line with the development perspectives becoming upper-middle income countries by 2030 and high-income countries by 2050. With Cambodia achieved educational results and best practice from Education For All and Cambodian Millennium Development Goals, which are fundamental to achieve education 2030.

Education plays an important role in the human resources development with the knowledge and strong ability to fit an innovative spirit of entrepreneurship, innovation and high ethical contributions to promote industrial development, which helps to maintain sustainable economic growth and inclusive through economic diversification, strengthen competitiveness and promote productivity.

In this regard, education for 2030 will focus on providing quality services, equity, inclusive early for childhood, primary and secondary education, including technical and vocational education, especially life-long learning, to improve quality effectiveness, job productivity in line with the technological age of promoting economic and social prosperity.

The Roadmap of Cambodia Sustainable Development Goal 4-Education (CSDG4) is has been developed in consultations and rigorous analytical work between ministries, institutions, stakeholders, and development partners to ensure coherence with existing policies, leading to further clarity and consistency of vision, policy and strategies to achieve CSDG4 by 2030.

The successful implementation of the Roadmap will require dedicated and concerted efforts by all Royal Government of Cambodia ministries and agencies, development partners, private sector, civil society organizations, and other relevant stakeholders. The objectives of the Roadmap will be addressed through the medium-term Education Strategic Plans.

The Ministry of Education, Youth and Sport is strongly committed to its mission of developing global citizens and human capital to respond to the Cambodian development context. The MoEYS acknowledges with thanks to the active engagement and support of officials at all levels, development partners, and stakeholders, and UNESCO Capacity Development for Education 2030 (CapED) in formulating this Roadmap.



Phnom Penh, 12 February 2019

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TABLE OF CONTENTS

1.	Introduction	1
1.1	Background	1
1.2	The Roadmap formulation process	1
1.3	Structure of the Roadmap	2
2.	The Context of Development of Cambodia	4
2.1	Demographic and social features	4
2.2	Economy	5
2.3	Key development priorities and challenges	5
3.	The Context of Education Development in Cambodia	9
3.1	Constitutional and legal framework	9
3.2	Education system structure	9
3.3	Education governance and financing	9
3.4	Education policies/strategies	10
3.5	Education sector achievements and challenges	11
3.6	Alignment between SDG 4 targets and Cambodia’s education policy objectives	16
3.7	Cambodia’s education performance: A comparative perspective	18
4.	Education Sector Vision, Policy Priorities and Strategies	20
4.1	Cambodia’s development vision	20
4.2	National education objectives	21
4.3	Education sector vision	21
4.4	Overarching goal of Education 2030 Roadmap	23
4.5	Policy priorities for 2030	23
5.	Financing	47
5.1	Projections	47
5.2	Financing SDG4	48
6.	Monitoring and Evaluation	51
6.1	M&E structure and process	51
6.2	Monitoring of SDG 4-Education 2030	52
6.3	Key Results Framework	55

TABLES

Table 1	Basic demographic indicators	4
Table 2	Rectangular Strategy Phase IV 2018 - 2023	10
Table 3	Extent of alignment between components parts of SDG4-Education 2030 targets and Cambodia's ongoing education policies and programmes	17
Table 4	A comparison between Cambodia and upper-middle income countries on a set of education indicators	18
Table 5	Comparing education sector spending of Cambodia with that of upper-middle income countries	19
Table 6	Key target and benchmarks for ECCE and pre-primary education	25
Table 7	Strategies for improving the access and quality of ECCE and pre-primary education	25
Table 8	Key target and benchmarks for primary and lower-secondary education	27
Table 9	Strategies for improving basic education	28
Table 10	Key targets and intermediate benchmarks for upper-secondary education	31
Table 11	Strategies for improving upper-secondary education	32
Table 12	Strategies for improving TVET at the upper-secondary level	34
Table 13	Key target and benchmarks for higher education	36
Table 14	Strategies for improving higher education	36
Table 15	Strategies for improving TVET	39
Table 16	Target and benchmarks for literacy	41
Table 17	Strategies for improving youth and adult literacy	41
Table 18	Strategies for improving school management	43
Table 19	Strategies for strengthening the governance and management of education sector	44
Table 20	Strategies for improving education management information system	46
Table 21	Population projections for selected years 2016-2030	47
Table 22	Enrollment projections for selected years for different levels of education 2016-2030	48
Table 23	Teacher requirements for selected years	48
Table 24	Resource available for the education sector (available resource estimate)	49
Table 25	Costs projections (recurrent and capital) for selected years 2016-2030	49
Table 26	Funding gaps	50
Table 27	Summary of the national indicator framework for monitoring SDG4-Education 2030	54
Table 28	Result matrix	56

ACRONYMS AND ABBREVIATIONS

ADB	Asian Development Bank
APMED	Asia-Pacific Meeting on Education
AOP	Annual Operation Plan
ASEAN	Association of Southeast Asian Nations
CANPRO	Cambodian Analysis and Projection
CLC	Community Learning Centre
CNQF	Cambodia National Qualifications Framework
CRC	Convention on the Rights of the Child
CSES	Cambodia Socio-Economic Survey
CSOs	Civil Society Organizations
D&D	Decentralization & De-concentration)
DGPP	Directorate-General of Policy and Planning
DOEs	District Education Offices
ECCE	Early Childhood Care and Education
EFA	Education for All
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESD	Education for Sustainable Development
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEMR	Global Education Monitoring Report
GER	Gross Enrolment Rate
GPI	Gender Parity Index
GTHSs	General and Technical High Schools
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IDP	Industrial Development Policy
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
JTWG	Joint Technical Working Group
LMIS	Labor Market Information System

M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoEYS	Ministry of Education Youth and Sport
MoLVT	Ministry of Labour and Vocational Training
MTR	Mid-Term Review
NEP	NGO Partnership Education
NER	Net Enrolment Rate
NGO	Non-Government Organization
NSDP	National Strategic Development Plan
NTB	National Training Board
OECD	Organization for Economic Cooperation and Development
PCR	Primary Completion Rate
POEs	Provincial/Municipal Offices of Education
PTR	Pupil-Teacher Ratio
RGC	Royal Government of Cambodia
ROK	Republic of Korea
SDG	Sustainable Development Goal
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nation Education, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UPE	Universalization of Primary Education

1. INTRODUCTION

1.1 Background

The global education community, represented by over 1,600 participants from 160 countries, including 120 Ministers, heads and members of delegations, representatives of multilateral and bilateral organizations, civil society organizations, teacher unions and business leaders, adopted the Incheon Declaration on 21 May 2015 at the World Education Forum held in Incheon, Republic of Korea (ROK). This historic event echoed the call made at the World Conference on Education for All held in Jomtien, Thailand in 1990, which was further accentuated in Dakar, Senegal in 2000 along with the adoption of six Education for All (EFA) goals. The Incheon Declaration marks the beginning of a renewed global education vision for 2030 and aims to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all." This new commitment for global education development embraces a more comprehensive and ambitious agenda that is 'holistic, inclusive, aspirational and universally relevant.' The 2030 education agenda represents the fourth Sustainable Development Goal (SDG 4) – one among the 17 Sustainable Development Goals - that constitute the 2030 Agenda for Sustainable Development adopted at the 70th United Nations General Assembly in September 2015. The amalgamation of Education 2030 vision with SDG 4 represents one single global education agenda and is referred to as 'SDG4-Education 2030 Agenda.' The new agenda extends the six EFA goals shifting focus from enrolment to learning that is inclusive, equitable, effective and relevant while recognizing that learning occurs throughout life and provides a broad framework covering all levels and types of education.

In response to this global call and cognizant of the need to transform its education sector, the Ministry of Education, Youth and Sport (MoEYS) of Cambodia embarked on the formulation of the Cambodia Education 2030 Roadmap (hereinafter referred to as the Roadmap). The Roadmap provides Cambodia's educational vision for 2030 in realization of becoming an upper-middle income country by 2030 and a high-income by 2050. It affirms Cambodia's commitment to achieving SDG 4 targets in order to address the country's development priorities. The Roadmap provides the overarching framework for a long-term holistic sector-wide approach for the development and delivery of education services. It sets priorities and strategies on how Cambodia will achieve these targets. It discusses possible options and approaches to the implementation of the Roadmap and analyzes challenges and opportunities in implementing the Roadmap. The document was prepared with technical assistance from UNESCO within the framework of the CapEd Programme, which assists member states to strengthen their national capacities in order to achieve their SDG 4 targets. Within the framework of SDG 4-Education 2030 agenda, this document takes a sector-wide approach covering all levels of education and all SDG 4 targets in a holistic lifelong learning perspective.

1.2 The Roadmap formulation process

The Roadmap was formulated under the overall leadership and strategic guidance of a Task Force led by Education Minister **H.E. Dr. Hang Chuon Naron**. The 35-member Task Force consisted of senior officials of the Ministry of Education, Youth and Sport, key line ministries and representatives of development community and civil society organizations (CSOs). A technical working group headed by State Secretary of Education **H.E. Dr. Nath Bunroeun**, provided technical guidance and assistance for the drafting of the Roadmap. The working group consisted of 42 members drawn from various line ministries, line departments of MoEYS, development partners and CSOs. Alongside, with 23 members a separate technical working group, chaired by Director-General of Policy and Planning **H.E. Lim Sothea** coordinated discussions on statistics

and indicators. A core planning team from the Policy and Planning Division provided operational support.

The document is the result of extensive national consultations on SDG 4 localization and rigorous analytical work carried out over a period of several months by both the Royal Government of Cambodia and development partners. It was prepared in consultation with civil society and key development partners.

A number of exercises fed into the process of preparing this Roadmap. The EFA Review undertaken by MoEYS as part of national EFA review in 2014-2015 and the Rapid Education Sector Analysis undertaken by IIEP/UNESCO with UNICEF's assistance provided in-depth understanding of the education sector's performance. The EFA review, in particular, provided an assessment of lessons learned from the implementation of EFA and education-MDG. Within the education sector, MoEYS and its line departments have prepared a number of policy documents and frameworks (e.g., teacher policy, new curriculum framework, Higher Education Master Plan) articulating both the long and short-term visions of the government for the education sector as a whole as well as for various components/sub-components of education. Outside the education sector, several national policy documents (e.g., Industrial Development Policy, TVET Policy) have set long-term development visions that have implications for education development. The Roadmap draws heavily from these existing key policy documents.

The scope and complexity of Education 2030 targets required active mobilization of a broad range of stakeholders in priority setting. MoEYS organized a series of national and provincial consultation meetings with stakeholders to solicit inputs on education sector challenges and future priorities. Among the key national events were the National SDG 4 Consultation Workshop held in 2016 and the National Education 2030 Localization Workshop held in February 2017. The Joint Technical Working Group (JTWG) Annual Retreat held in June 2017 discussed the framework of Roadmap and provided guidance for setting national education priorities, targets and strategies. The SDG 4 Consultation Meeting held in August 2017 provided in-depth inputs and feedback on the draft.

The Royal Government of Cambodia played a significant role in the development of Education 2030 agenda and was a strong leader among developing countries in the discussions that took place both at the regional and international level leading up to the adoption of the agenda and subsequent regional discussions at the Asia-Pacific Meeting on Education (APMED) held in Bangkok.

Looking back, Cambodia has substantial experience in advancing the Universalization of Primary Education (UPE) agenda through the EFA and MDG efforts and is in a favorable position to implement the SDG 4. Cambodia over the years has strengthened its capacities in leading the setting education agenda, mobilizing resources, coordinating development partners and managing reform initiatives. These achievements put Cambodia in a better position to lead and effectively implement Education 2030-SDG4 than it was during the past 15 years through which it implemented EFA.

1.3 Structure of the Roadmap

Following a short introduction of the Roadmap in Chapter 1, Chapter 2 summarizes the context of development and key aspects of the socio-economic and political context under which education system operates. This will help understand some of the trends that have characterized the education system in the recent past. Chapter 3 provides a detailed account of the context of education sector development in Cambodia, including its achievements and challenges. Chapter 4, which is the substantive part of the Roadmap, introduces the education sector vision, policy

priorities, targets and strategies. Chapter 5 provides an overview of the financial requirement for the SDG 4 period. And, finally, Chapter 6 sets out how the implementation of SDG 4 reviewed and monitored and how programme impact will be evaluated. It will also introduce the results framework.

2. THE CONTEXT OF DEVELOPMENT OF CAMBODIA

2.1 Demographic and Social Features

The population of Cambodia that was only 11.5 million in 1998 increased to 13.5 million in 2008 and 14.7 million in 2013. In 2016, the total population of Cambodia was estimated at 15.6 million. Based on this trend, the forecast of population growth is estimated to be 18 million by 2028 and around 21 million by 2048. The decadal rate of growth of the population registered a decline from 2.12 percent to 1.54 percent during 1998-2008 and from 1.54 percent to 1.46 percent during 2008-2013. The sex ratio of the population has marginally increased from 940 to 943 males per 1000 females between 2008 and 2013. The population density that was 75 persons per km² in 2008 has increased to 82 persons per km² in 2013. Likewise, the dependency ratio of the population has witnessed a remarkable change during the inter-censal period 1998-2008 and in 2013. The overall dependency ratio that was 86 persons per 100 workers in 1998 has declined to 61 persons per 100 workers in 2008 and 52 persons in 2013 with male dependency being higher than female dependency. Major decline has been witnessed in the young age dependency ratio from 80 to 54 persons during 1998-2008 and to 45 persons in 2013 due to rapid decline in total fertility rate, from around 4.0 in 1998 to around 2.8 children per woman in 2013. According to 2008 census, Cambodia's elderly who are 65 and over account for about 5% of the total population and is expected to be around 10% by 2038. Table 1 shows basic demographic indicators for 1990 and 2016.

Table 1: Basic demographic indicators

Indicators	1998	2016
Population (thousands)	11,438	15,405
Annual growth rate (%)	2.49	1.44
Fertility rate (births per woman)	5.3	2.6
Sex ratio (males per 100 females)	93.0	94.9
Population under 15 years (% of total)	42.8	28.7
Density of population (persons per Sq km)	64.0	86.8
Urban population (% of total)	15.7	21.4

Sources: NSDP MTR 2016

The demographic profile of the country is still quite young. In 1998, 42.8 % of Cambodians were under 15 years of age which came down significantly to around 28.7% in 2016. The proportion of people under 15 years is estimated to decline to 25.9% in 2028. The working age-population (15-64 years) increased from 54 percent to 62 percent in 1988-2008 and will increase to 67.3% in 2028. The changing age-structure of youth transiting into the working age group and the growth rate of working age group remaining higher than overall and dependent age-groups open up the demographic window of opportunity for Cambodia. The rapid demographic transition has opened up the demographic window of opportunity wherein a large number of youth are of the working ages and getting ready to enter the labor market or are already in. This young population forms a potential 'demographic dividend' from which the country can benefit economically with sufficient investments made in education, training, youth employment, access to health services including sexual and reproductive health. A low fertility rate will also further reduce dependency ratio over the next three decades and contribute to GDP growth.

Cambodia's population remains predominantly rural with about 80% living in rural areas and 20% in urban settlements. This distribution is likely to change in the near term due to high rate of migration out of rural areas. The Census 2008 enumerated nearly 3.6 million across the country as migrants. This movement is rapidly changing the structure of rural society as elderly people become primary care providers for children whose parents have migrated. This implies the need for a shift in policies, programming and interventions to address issues affecting the education, health and overall well-being of children. At the same time the expansion in urban population will increase the need for investments in social services, including education.

2.2 Economy

Based on a national reconciliation among different erstwhile warring factions, the Paris Peace Agreement was reached in 1991, and the first general elections in 1993 followed thereafter. Through the 'Win-Win Policy' of the RGC, peace was finally established in 1998. Along with the peace, Cambodia marked the opening of the market and its economic integration with ASEAN and the global economy. During the last two decades, Cambodia has achieved remarkable economic growth and its gross domestic product (GDP) has expanded at an average of 7.7% a year and reduced the poverty rate to 13.5% in 2014. This makes Cambodia one of the fastest growing economies, often being referred as Asia's new tiger economy by.

With gross national income per capita reaching around US\$ 1,300, Cambodia achieved the middle-income status as of 2015 as a result of more than two decades of sustained economic growth. In 2016, the total GDP of the country was US\$ 19.86 billion, a substantial increase from US\$ 15.23 billion in 2013. Per capita GDP has increased from USD 731 in 2009 to USD 1,302 in 2016. The poverty rate has declined from 47.8% in 2007 to 13.5% in 2014. These trends enable Cambodia to have optimism to achieve long term goals for becoming upper middle income country in 2030 and high income in 2050.

Economic growth has been fueled by private sector investments in agriculture, garment manufacturing, construction and tourism as well as public sector investments in rural and urban infrastructure. A stable macro-economic environment has helped facilitate sustained economic growth. It has effectively leveraged its land and water resources that has contributed to boost agricultural production. Cambodia offers an attractive low-cost production site for garment producers and is a popular tourism destination in Southeast Asia.

Cambodia continues to enjoy the 'demographic dividend' and has so far been very successful in creating jobs for youth and women in labor-intensive industries, which promote economic growth and population income. In 2015, the labour force participation rate in Cambodia was about 83%, including about 77% for women and about 89% for men. The unemployment rate is low but this masks high level of informal employment, despite an increased trend toward formalization.

2.3 Key Development Priorities and Challenges

In 2004, the RGC adopted the Rectangular Strategy for Growth, Employment, Equity and Efficiency as the main framework of the country's socio-economic development. The Rectangular Strategy Phase III identifies inclusive growth as an overarching development priority for the period 2014-2018. The strategy recognizes that inclusive growth is a function of all people having equal access to human development, including social protection and opportunities for meaningful employment. Importantly, good governance is at the core of the rectangular strategy, including social service, legal and judicial, public finance and administration, and decentralization and deconstruction (D&D) reforms. With good governance at the center, the Strategy identifies four priority areas for addressing social, economic and human development challenges; capacity building and human resources development, development of physical infrastructure, promotion

of agriculture sector and private sector development and employment. Economic growth, job creation, equitable distribution, and effective public institutions and resource management are identified as the means for further pursuing and strengthening sustainable development in the country. The Rectangular Strategy Phase IV continues with the priority focus by further strengthening the implementation mechanisms. The National Strategic Development Plans (NSDP) 2014-2018 and 2019 – 2023 serve as the important tool for the implementation of the Rectangular Strategy.

Cambodia's 10-year Industrial Development Policy 2015-2025 sets out a roadmap for promoting 'country's industrial development that will help maintain sustainable and inclusive high economic growth through economic diversification, strengthening competitiveness and promoting productivity'. The RGC's vision is to transform and modernize Cambodia's industrial structure from a labor-intensive industry to a skill-driven industry by 2025. The policy recognizes the need to create a critical mass and skills mix of workers, technicians, engineers and scientists to advance the manufacturing sector development agenda. A number of policy documents, including the analyses prepared Cambodia's development partners, have identified the following among the core development challenges.

2.3.1 Human capital formation

Despite its demographic advantage, Cambodia's labor force is characterized by low-education and low-skills. As a result, Cambodia finds itself in the challenging process of economic transition as it aims to move beyond low-skill, low-value activities and expand its industrial base to generate broad-based inclusive growth. Multiple studies have pointed to skills mismatches and shortages in the labor market, especially lower to middle skills. The shortage of educated and skilled labor will make it difficult for Cambodia to compete with neighboring countries for foreign direct investment. The Industrial Development Policy clearly recognizes the need to develop a proper human resource capacity. Cambodia should as a priority develop its much needed technical know-how and capital to diversify the production into higher value-added activities and improve the country's skills base. Nutrition, early childhood and quality primary and basic education, TVET and higher education among others are the foundation for skill development.

2.3.2 Inclusive growth

Despite significant progress in economic growth and poverty reduction, benefits are still not equitable across the regions. Poverty levels are still much higher in rural areas compared to urban areas. Most people moving out of poverty remain vulnerable to potential economic shocks and fluctuations such as diseases and natural disasters. Addressing the issues of poverty and inequality is among the core priorities of the RGC. In order to achieve the inclusive growth, Cambodia needs more social protection to reduce poverty on a more sustainable basis, which will enable vulnerable families to cope with the effects of various crises. Inclusive growth calls for better targeted and more efficient public and private investments to increase productivity and incomes and create employment opportunities for men and men both in rural and urban areas.

2.3.3 Social development and social protection

Cambodia's social protection system is challenged by fragmentation and limited in coverage and often attributed to insufficient investments and weak coordination amongst key actors combined with lack of prioritization and poor targeting. A sizeable number of poor and vulnerable households is not adequately covered. Apart from the coverage, utilization is also a challenge and major interventions are needed to increase the utilization of health services by poor, vulnerable populations through targeted health information and effective health education. There is a need to better serve women's social protection needs through better targeting. In the

education sector, there is an urgent need to further increase access to ECCE as well as lower and upper secondary education and improve the quality and relevance of all levels of education. Major efforts are needed to enhance the complementarity among policy initiatives to ensure better quality health service delivery, nutrition, early childhood development, education and social protection as well as gender mainstreaming.

2.3.4 Sustainable development

Cambodia's rapid economic development has affected its environment and natural resource base. The expansion of cultivated areas, economic land commission and illegal harvesting and trafficking of timber will be the leading cause of this environmental impact. Further, the large scale infrastructure projects such as the construction of hydroelectric dams, irrigation schemes, as well as new industries and property development activities in urban and peri-urban areas are causing pressure on water resources and affect its quality and availability. The key pillars of Cambodia's economy notably agriculture, fisheries, forestry and tourism are largely climate-sensitive. Often poor and vulnerable populations in rural and urban areas, a significant proportion of whom are women and children, are at risk of extreme weather events associated with climate change. The Government recognizes that a proper balance is needed between the trade-offs associated with economic development and the country's resource base. Cambodia has taken significant steps to ensure sustainable development through enactment of a number of legal and regulatory frameworks. More strategic efforts are needed to enforce the existing laws and regulations, including the technical capacity and human and financial resources. There is a need to implement adaptive social protection measures to increase the resiliency of rural and urban communities against the adverse effects of climate change. Cambodia has prepared a comprehensive climate change strategic plan that aims to mainstream a climate change response across government agencies.

2.3.5 Governance reform

Good governance is at the core of the Rectangular Strategy Phase III and Phase IV of the RGC. Good governance focuses on four reform areas: judicial and legal reform; public administration reform including decentralization and de-concentration; anti-corruption reform; and reform of the Armed Forces. Major reforms are needed in public administration to create a merit-based administration system in which civil servants are more accountable and respond to the needs and expectations of the public. RGC has taken steps to establish appropriate salaries for civil servants in order to motivate better performance and reduce the risks of corruption. The D&D reforms have created opportunities for people increasingly to turn to local councils to address their community problems. This engagement at the local level should be sustained. Continued progress in reforming public financial management, including increased tax revenue and more efficient and transparent expenditures, will be required to mobilize resources to sustainably provide good quality social services, especially for poor, vulnerable and marginalized groups.

2.3.6 Gender equality and women's participation

The Royal Government of Cambodia has been commended for the MDGs, particularly the achievements of MDG-3 on promoting gender equality and the empowerment of women, with targets such as (1) Reducing much more gender disparities in secondary and higher education; (2) Eliminating gender disparities in wage employment in all sectors; (3) Eliminating gender disparities in public institutions and (4) Reducing much more any form of violence against women and children. As a result, women representatives in the National Assembly have increased in the last five mandates to 20.33% in 2013. The female senators have increased to 16.4% in 2015. The number of women in the position of Deputy Prime Minister is one (10%), three Ministers

(10.7%), 38 Secretary of State (20.54%) and 48 Under Secretary of state (17.6%). The proportion of female civil servants have increased from 38% in 2014 to 40% in 2016 (NSDP MTR report, 2016). Despite these achievements, social norms on gender relations continue to be a major challenge that hamper the increase of opportunities for women and girls to continue education and vocational training and to engage and get public services. Lack of support and encouragement from families and communities in pushing women to take part in development. Cambodia has demonstrated traditions of women entrepreneurship with potential to create and expand small and medium-sized businesses, but there are still significant constraints related to possibility of getting finance and business development services, and most women are in low-productivity industries, low wages, and unfavorable employment conditions. Gender-based violence continues to persist in Cambodia reflecting and reinforcing gender inequality.

Education and training is among the most vital strategies to achieve Cambodia's sustainable development objectives. Evidence form research and experiences from different nations around the world has demonstrated education's power to alleviate poverty, improve lives, help people obtain decent work, raise their incomes and generate productivity gains that fuel economic development. It is one of the most powerful means of achieving gender equality and improving people's health and is crucial in promoting democracy and human rights and enhancing global citizenship, civil engagement as well as sustainable development. Above all, education and training is the only solution for developing much needed human capital to foster innovations and leapfrog development stages from being labor intensive economy to knowledge based economy. It is in this context Cambodia prepares its Education 2030 Roadmap.

3. THE CONTEXT OF EDUCATION DEVELOPMENT IN CAMBODIA

Cambodia embarked on the rebuilding of its political, social and economic structures and institutions as soon as the internal turmoil and conflict ended. With its strong track record for tackling major challenges in a short period of time, Cambodia has been able to re-establish and reorganize its national system of education with clearly articulated policy objectives, functional governance mechanisms and a huge network of educational institutions across the country. Its education system serves hundreds of thousands of students, parents, teachers and adult learners across the country. Through strong national commitment, partnerships and well targeted interventions there is tremendous opportunity to ensure all children have access to education. This section discusses the context of education development, including the sector's achievements and challenges.

3.1 Constitutional and Legal Framework

The 1993 National Constitution of Cambodia recognizes the right to education for all, with the State taking responsibility of protecting citizens' rights to quality education at all levels. Article 65 of the Constitution states: "The State shall protect and update citizens' rights to quality education at all levels and shall take necessary steps for equal education to reach all citizens." Article 66 of the Constitution highlights the core principles of the education system and it states: "The State shall establish a comprehensive and standardized educational system throughout the country that shall guarantee the principles of educational freedom and equality to ensure that all citizens have equal opportunity to earn a living." In accordance with the provision of Constitution, Cambodia's Education Law promulgated in December 2007 stipulates that every citizen has the right to free public education of at least nine years in duration. The government of Cambodia subscribes to the notion that education is a basic human right and as such plays a crucial role in the holistic development of its citizens. Cambodia ratified the Convention on the Rights of the Child (CRC) in 1992 and the Convention on the Rights of Persons with Disabilities in 2012.

3.2 Education System Structure

The Cambodian public education system consists of (a) three years of pre-school education; (b) six years of primary education (grades 1-6); (c) six years of secondary education, with three years of lower-secondary (grades 7 to 9) and three years of upper secondary (grades 10 to 12) and (d) higher education level (four years of under-graduate education, two years of Master's education and three-six years of Ph.D.). The system also includes a non-formal education system focusing mainly on adult literacy, post-literacy and equivalency to formal education. There are a range of technical, vocational and skills orientation programme operating under MoEYS and MoLVT.

3.3 Education Governance and Financing

The education sector is managed by the Ministry of Education, Youth and Sport consisting of 7 Directorates General, 37 line departments, 25 provincial education departments and 197 district education offices. The country has around 13,000 education institutions comprising pre-schools, primary and secondary schools. There are 23 teacher training colleges and over 121 public and private institutions offering higher education. The Ministry is responsible for formulating, directing and monitoring education policies, plans and programmes. Provincial/Municipal Offices of Education (POEs) are responsible for supporting the Ministry in implementing education policies and programmes, preparing and submitting plans for further development of education, providing data and statistics and managing education staff. District Office of Offices (DOEs) have a major role in ensuring the implementation of education policies and programmes. School directors prepare development plans and annual plans and oversee the day-to-day operation of the school.

In terms of financing, the national education budget derives predominantly from the central government funding. In addition, the education sector receives from a number of other sources, including non-governmental funding, foreign loans, technical assistance and grants, and local revenues generated by each school community and the school. The proportion of GDP dedicated to education stands at 3.47% in 2018. The share of national budget allotted to education has shown some rise in recent years. In 2013, education’s share in the national education budget was 15.5%, which increased to 18.3% in 2016.

3.4 Education Policies/Strategies

Cambodia recognizes that education is critical in its ambition to seek transition from a lower-middle income to an upper-middle income country by 2030 and a high-income country by 2050. To attain this vision, the overall development of the educational policies and strategies are guided by the Royal Government’s Rectangular Strategy. The Rectangular Strategy Phase III (2014-18) and Rectangular Strategy Phase IV (2018 – 2023) both accord top priority to People. In line with the Rectangular Strategy top priority to the people, the National Strategic Development Plan (NSDP) 2014-2018 and draft NSDP 2019 – 2023 push for development of high quality and capable human resources to support economic growth and competitiveness of the country. See tables below:

Table 2: Rectangular Strategy Phase IV 2018 - 2023

<p>Rectangle 1 - Human resource development:</p> <ol style="list-style-type: none"> 1) Improving the quality of education, science and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection. 	<p>Rectangle 3 – Promotion of private sector development and employment:</p> <ol style="list-style-type: none"> 1) Job market development; 2) Promotion of SME and entrepreneurship; 3) Public-private partnership; and 4) Enhanced competitiveness.
<p>Rectangle 2 - Economic Diversifications:</p> <ol style="list-style-type: none"> 1) Improving logistics system and enhancing transport, energy and digital connectivity; 2) Developing key and new sources of economic growth; 3) Readiness for digital economy and industrial revolution 4.0; and 4) Promoting financial and banking sector development. 	<p>Rectangle 4 – Inclusive and sustainable development:</p> <ol style="list-style-type: none"> 1) Promotion of agricultural and rural development; 2) Strengthening sustainable management of natural and cultural resources; 3) Strengthening management of urbanization; and 4) Ensuring environment sustainability and readiness for climate change.

The Education Strategic Plan (ESP) for the period 2014-2018 is designed as a further step in putting in place the necessary human resources and infrastructure to contribute to the achievement of these national vision and goals, which are to be further strengthened in the subsequent ESPs 2019-2023 and 2024 – 2028 and so on. The ESP accords a high priority to equitable access to high quality basic education services. The ESP has three policy pillars which aim at ensuring: a) equitable access for all to education services; b) quality and relevance of learning and c) effective leadership and management of education staff at all levels. A set of measures have been proposed to enhance the access of marginalized children youth to different levels of education.

Governance reform is a core feature of the ESP. Major reform measures are under implementation to improve teacher capacity and accountability, including through rigorous implementation of the Teacher Code of Conduct. Education sector management is to be made efficient, transparent and results-oriented through improvement in budget management that links financial resources with results, staff development, enforcement of performance standards, capacity development of staff at all levels and improved partnership between the Government and communities and parents, the development partners, the private sector and non-governmental organizations.

Following two and half years of implementation of the ESP, the MoEYS undertook a mid-term review (MTR) in 2016 to determine whether the goals and objectives laid down under the ESP were being achieved effectively. The review also aimed to bring adjustments to the ESP in accordance with the Education 2030/SDG 4 targets. The MTR proposed to revise the medium-term education policy objectives from three to two. With this revision, the MoEYS formally adopts SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) as the first policy and change old third policy to second policy.

3.5 Education Sector Achievements and Challenges

Pre-primary education

Cambodia accords a high priority to pre-primary education and has implemented a number of programmes and strategies to expand children's access to pre-primary education. Available data show that 68.5% of Cambodia's five-year of children were enrolled in one or other form of ECCE or pre-primary school education programme in SY 2017/18. A large majority of pre-primary children (two-third or so) are in public pre-schools, while others attend community (17.5%) or private (10%) pre-schools. There has been significant increase in the number of public pre-schools in recent years. The number of public pre-schools was reported to be 4,176 in SY 2017/18 as opposed to 1,634 in SY 2007/08. Likewise, there were 2,955 community pre-schools and 456 private schools in SY 2017/18. The number of teachers has also increased significantly from 2,960 in 2007/08 to 5,398 in 2017/18. According to the Rapid Education Sector Analysis conducted by IIEP in 2016, pre-primary enrollment grew by almost 2.5 times between 2005/06 and 2014/15 (from 101,559 to 248,348). Gender Parity Index (GPI) during the 2007-2016 period remained around 1.0.

Despite this achievement, there are major challenges in the sub-sector. Children living in rural and remote areas, especially the poor and disadvantaged have limited access. A low level of pre-primary enrollment affects school readiness for the majority of young children. Teacher shortage is serious. Teacher recruitment has not kept pace with student enrolment. In recent years, enrollment in public pre-schools has increased at a rate of 10.3% per annum, whereas the corresponding growth of teacher size has been around 5.5%. This has put pressure on the pupil-teacher ratio (PTR), which increased from 26.9 in 2007/08 to 39.8 in 2017/18.

Quality of ECCE remains a major concern for the MoEYS. Many of these access and quality related challenges can be attributed to the lack of appropriately trained and qualified teachers/early childhood educators, limited regulation and monitoring institutional and staff capacities in various ECCE settings, insufficient financing, weak policy framework, poor coordination among the various sectors, inadequate monitoring, and lack of adequate learning materials.

Primary education

Cambodia has achieved remarkable success in terms of universalizing access to primary education as exemplified by a net enrollment ratio of nearly 97.8% in 2017/18. Primary schools are largely available in all geographic locations. MoEYS data suggest that between 2007/08 and 2017/18, 713 schools were added. During this period, average school size decreased from 357 to 281 pointing to increased accessibility of schools. The number of incomplete primary schools has also decreased from 952 in 2012/13 to 532 in 2017/18. The internal efficiency of primary schools, as represented by repetition and dropout rates, has also improved in recent years. The repetition rate that stood at 10.6% in 2007/08 went down to 6.5% in 2017/18. The repetition phenomenon is common among first graders and among rural students. Boys are likely to repeat than girls. There has been improvement in the % age of out of school children, which declined from 22.8% in 2004 to 13.2% in 2012.

Despite these gains, the sub-sector faces several challenges. One key concern is the fluctuating enrollment trend in primary education. For example, Cambodia's NER declined from 98.4% in 2015/16 to 97.8% in 2017/18. Those who are not in schools are children with disabilities, children from poor families and ethnic minority children. The primary completion rate (PCR), which showed increasing trend in recent years, saw a drastic decline from 88.9% in 2013/14 to 82.7% in 2017/18. PCRs are much lower in the north-western districts (70% or so). Low primary completion often takes place in places with high dropout rate. Boys are less likely to complete primary education than girls.

Learning assessments show that those who are in school are not learning sufficiently. Early Grade Reading Assessments (EGRA) conducted in 2010 and 2012 suggest that children in Cambodia are not adequately prepared for primary schooling. In the 2012 EGRA test, half of grade 1 students could not recognize any letter and two-thirds could not read any familiar word. Likewise, half of grade 2 students were unable to read a familiar word. Similarly, of the total grade 3 children who took the Khmer and Math tests in 2012 only 54.1% and 48% answered correctly respectively. The assessment conducted in 2014 was even more disappointing as only 35.2% of the total grade 3 children taking the Khmer test demonstrated correct performance. The pattern of under-performance is also found among the 6th graders. Only 45.7% of the total grade 6 children who took the test in Khmer responded correctly whereas in Math only 43.4% did so in 2013. Analysis shows variations in student performance in terms of sex, socio-economic background and geographic location. There are multiple explanations for students' underperformance in learning assessments. A study undertaken by NGO Partnership Education (NEP) in 2013 reported that a large part of teaching hours in the schools is lost as a result of teacher absenteeism, excessive official holidays and lessened contact hours during teaching days, which is often fueled by weak school management and leadership capacities.

Secondary education

Enrollment in lower secondary and upper secondary education has remained rather stable over the years. GERs at lower secondary and upper secondary level stood at 59.2% and 28.5% respectively in SY 2017/18. The government has been able to expand the number of lower secondary schools in recent years, thus lowering the size of lower secondary schools from 489 in 2007/08 to 353 in SY 2017/18, an evidence of increased accessibility of lower secondary education. The number of lower secondary teachers has also increased steadily from 23,158 teachers in 2007/08 to 33,181 in SY 2017/18, which contributed to a sharp decline in the PTR from 27.53 in 2007/08 to 22.4 in 2017/18. Likewise, there has been significant increase in the number of upper secondary schools. The average size of schools in 2007/08 was 828 as opposed

to 594 in SY 2017/18. The number of teachers has also increased in recent years at the upper secondary level. In 2007/08, there were 6,784 upper secondary teachers. This number rose to 13,223 in SY 2017/18. The increase in the number of teachers has led to bring down the PTR to 21.6 in SY 2017/18 from 38.47 in SY 2007/08, which can be expected to enhance the quality of teaching and learning.

While there have been positive developments in secondary education in recent years, Cambodia's achievement in secondary education however struggles to maintain the progress and gains made in the primary sub-sector. Enrollment trends in both lower and upper secondary do not demonstrate very encouraging picture. The GER at the lower secondary level stood at 59.2% in SY 2017/18 was about 5 points lower than in SY 2007/08. Completion rate in lower secondary education was 46.5% in SY 2017/18 against the ESP target of 44.6%. Dropout poses a particular challenge at the lower secondary level as nearly 20% children are reported to drop out of schools. The dropout rate varies across districts ranging from 21.9% to 34.2%.

Participation in upper secondary level remains low as illustrated by the GER and NER. Over the years, enrollment pattern at this level shows a fluctuating trend, often attributed to increasing availability of employment opportunities for young people in urban areas. Dropout rates at this level are recorded as high as 27.5% in SY 2014/15 and 18.3% in SY 2017/18. Dropout is particularly high in grade 12 (38.6%). It is to be noted that almost one in two male students in rural areas drop out before completing the last grade of upper secondary education.

Poor learning achievement of students poses even more serious challenge at the secondary level. A national assessment of student learning of Grade 8 students undertaken in 2013/14 show that only 55.6% of the total students taking the test responded correctly to the Khmer test. In the case of Math, only 44% were able to answer correctly. In Physics, only half of the students demonstrated correct response. In all the tests, a large percentage of students performed below the basic level. A number of factors such as sex, location and socio-economic background are reported to relate to learning achievement. Results of national examinations administered at the end of upper secondary level show a disturbing pattern. The passing rate of grade 12 examination, which was as high as 86.8% in SY 2012/13, dropped to 40.6% in SY 2013/14, and increased to 67.07% in SY 2017/18. Low passing rates in recent years were the result of an ambitious but successful examination reforms initiated by the Minister resulting in the improvements in the administration of examination.

Technical and Vocational Education (TVET)

In 2005, the responsibilities for formal TVET programmes were transferred from MoEYS to Ministry of Labor and Vocational Training (MoLVT). MoLVT is officially mandated to manage and regulate both formal and non-formal TVET programmes. The National Training Board (NTB) provides the overall policy formulation, consultation and monitoring of the TVET system in Cambodia. It has a mix of policy making and oversight functions. The Government has developed the Cambodia National Qualifications Framework (CNQF) that aims to enable uniform certification processes among public and private providers, across ministries, and between formal and non-formal TVET systems. Very recently, MoLVT has developed its new TVET policy.

Formal TVET provision in Cambodia consists of four levels: (a) Certificate level (short courses from a few weeks to less than a year leading to certificates); (b) diploma level (post grade 9 trade training leading to diplomas of one to three years duration); (c) higher diploma level (post grade 12 entry plus two years of study leading to higher diploma in polytechnics or technical institutes); and (d) Bachelor level (post grade 12 plus four years (4.5 years for engineering) leading to a bachelor degree or higher diplomas plus two years of training).

Formal TVET programmes are mainly provided through polytechnics and technical institutes. As per 2013 Policy Review of TVET in Cambodia undertaken by UNESCO, there are 14 polytechnics and technical institutes providing formal TVET courses at certificate, diploma and degree level. Data on the features of the TVET system are largely unavailable.

A small number of upper secondary schools provide technical education. MoEYS plans to integrate life skills across the secondary curriculum and it is planned that by 2018, 30% of the total upper secondary schools would implement life skills program.

A number of providers are engaged in delivering non-formal TVET programmes ranging from public institutions such as provincial training institutions, community learning centers, NGOs, Women's Development Centers, private providers and small businesses. There are 22 provincial training centers offering agriculture, craft and basic vocational skills programmes. CLCs offer literacy and basic vocational training for income generation. There are a number of non-formal skills development programmes provided by the government and donors under various training funds.

The TVET sector in Cambodia is faced with a number of challenges relating to access, quality and institutional capacity. The existing TVET system is quite limited and is not able to meet the demands of industry. TVET institutes can annually produce 2500 qualified graduates which is not enough to meet the skills demand. As a result of high dropout rates at the primary and lower secondary education levels, there are not enough candidates who are eligible to join TVET or interested in TVET. Many TVET institutions report that the quality of grade 9 completers is poor in terms of basic literacy and numeracy.

Bridging programmes providing out of school youth a second chance to complete secondary education and pursue TVET are limited. Financial constraints such as course fees constrain participation and completion of formal TVET. TVET institutions can offer certificate and diploma programmes in a limited number of fields and course offerings are not diverse enough. Many courses focus on traditionally male-dominated occupations and TVET options for girls and women are constrained. Most public TVET institutions lack adequate, industry-relevant equipment and training facilities, and the quality of TVET instructors is low. Formal TVET programmes are loaded with theoretical contents with limited practical application. There is limited use of systematic labor market information and employer surveys to identify skills shortages to inform course offerings. According to the TVET Policy Review, TVET programmes follow a supply-driven approach and there are weak links between TVET institutions and enterprises.

Attractiveness of TVET is a key concern. There is an obvious lack of interest among young people to join TVET despite the fact that it is provided free of charge in public institutes. Many young people are not willing to give up work to study full-time TVET programmes. There is also a generally negative perception of TVET. TVET programmes are believed to be for blue-color workers and low paying jobs. This makes it difficult to attract young people to TVET as there are no opportunities to progress to higher levels in existing specializations.

The TVET Policy Review notes that the absence of continuous coordination and a strong and consistent sectoral approach hampers institutional progress in key areas such as identification skills needs, provision and supervision of non-formal TVET, enhancing the strategic planning and relationship between TVET and general secondary education and organization and delivery of secondary education.

Higher education

The Government of Cambodia has recognized higher education as a key strategy for achieving its development aspirations. To this end, the government has taken a number of initiatives to expand access to higher education. In the last three decades or so, there has been substantial growth in the number of higher education institutions and student enrollment. From a single university in 1979, the number of higher education institutions in the country increased to eight in 1997, 70 in 2009 and 121 in 2018. With a very low level of participation (only 1% of college-aged youths) in the early 1990s, the gross enrollment rate at the tertiary level rose to 6% in 2006 and 10% in 2018. In the year 2014/15, Cambodia recorded a tertiary GER of 15% but there was immediate drop in the GER owing to the reduction of secondary school graduates, which resulted due to strict examination reforms launched by the government. Despite this growth, Cambodia's higher education enrollments remain lowest among ten ASEAN and East Asian countries and inequities based on gender and host of other factors persist.

Cambodia's higher education system consists of universities, institutes or technical institutes, and a Royal Academy offering associate degrees, bachelor degrees, master degrees and doctors of philosophy degrees. These institutions operate within the purview of different government ministries/agencies. Until 1997, all higher education institutions were public. Following the adoption of new policy changes allowing the establishment of higher education institutions in the country, there has been a proliferation of branch/off-shore campuses that are associated with both public and private universities.

The higher education sub-sector however is faced with serious challenges in terms of access, quality, equity, relevance, funding and management and administration. These challenges are documented in the Cambodia Higher Education Roadmap (2017-2030) prepared by MoEYS in 2016. While there has been rapid expansion of higher education, this has been in an unplanned and uncoordinated manner without long-term, strategic policy interventions. A number of government ministries and agencies are involved in providing higher education in Cambodia, making it difficult to coordinate among government agencies in terms of quality control, administrative overlap and information sharing.

With international focus on primary and basic education (EFA, SDG 4), higher education has historically been neglected and public funding to higher education is low by all standards (percentage of GDP, share of government recurrent expenditures for education, per student expenditure). External donor funding to higher education has also been minimal or non-existent. The Roadmap recognizes that both government and donors while recognizing the importance of higher education are not ready to raise investments in it significantly.

The quality and the relevance of Cambodia's higher education has often been questioned. It is said that higher education is not relevant to the needs of the labor market and society. Enrollments are concentrated in the Social Sciences, Business, Law, Humanities, which comprise almost three quarters of higher education enrollments, as opposed to the Science, Technology, Engineering, Arts and Mathematics (STEAM). Relatively little information is available about quality. The Higher Education Roadmap notes that Cambodian HEIs lack qualified faculty members to accelerate the advancement of higher education system. Most faculty members have very limited academic training at the graduate level, possibly one or two years of graduate studies after finishing the under-graduate degrees. Such limited training is insufficient to enable faculty to teach at the tertiary level much less carry out research. For instance, in 2008 the average higher education instructor had 5.4 years of post-secondary education in public higher education institutions and 5.5 years of training in private higher education institutions.

Most HEIs are teaching universities and carry out very little research and extension functions. Faculty members are not adequately trained for advanced research and innovation nor there incentives and support to the faculty members for these functions. For higher education to be of high quality and relevant to the economy and the society as a whole, research and extension functions should be well integrated.

3.6 Alignment between SDG 4 Targets and Cambodia's Education Policy Objectives

With the above background information about the various sub-sectors of education, this section attempts to briefly assess the extent to which SDG 4 targets and their constituent components are aligned with Cambodia's existing national education policies. It examines the gaps between SDG 4 targets and Cambodia's education policies and strategies and identify areas that require national attention. More specifically, this gap analysis examined how well existing plans and programmes are aligned with the SDG 4 targets both in content and ambition. In doing this, the landscape of existing plans and programmes was compared against the SDG 4 targets and their constituent components. The exercise clearly demonstrates that many education concepts that the SDG 4 is seeking to advance are already present in Cambodia's policy documents. There are some targets that are not covered by current efforts and interventions and will need continued efforts in the coming years.

Alignment between the global agenda and national policies can be examined in many ways. A simple framework that might serve for this purpose is proposed as follows:

- a. Conceptual alignment: This looks at whether the existing national education policy discourse captures the new and emerging education concepts/initiatives that the global agenda proposes (e.g., global citizenship).
- b. Priority alignment: Whether and to what extent the core priorities of the global agenda are characterized or adopted as national policy priorities?
- c. Policy alignment: Whether the policy changes proposed by the global agenda (e.g., compulsory education) are already addressed?
- d. Performance alignment: This looks at the current level of education performance against the globally proposed targets.

To examine the various forms of alignment, a rapid content analysis was undertaken. What is evident from the analysis is that the concepts of quality education, equity, gender equality, skills, high quality teachers, etc. underpin both the SDG 4 targets and Cambodia's current policy documents (e.g., ESP 2014-2018, MTR report). On a conceptual level, one can observe a high degree of convergence between the national education policy objectives and global education objectives.

In terms of prioritization, Cambodia has adopted the SDG 4 among the two policy objectives of the Education Strategic Plan of Cambodia (ESP) 2014-2018. As stated in the Mid-Term Review Report of the 2016 Education Strategic Plan, Cambodia proposes 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' as it's first Policy Priority for the remaining period of the ESP. Among the 15 priority reforms are: teachers, learning outcomes, lower and upper secondary education, learning environment, technical education, leadership and governance of schools, etc. The MoEYS has proposed five reform pillars which include teacher policy reform, curriculum and textbook reform and improvement of learning environment, strengthening inspection, learning assessment and higher education reform. A rapid content analysis reveals that not all targets are equally prioritized in the current ESP. Among the targets that are accorded high priority in the current educational interventions are 4.1, 4.2, 4.3 and 4.c, whereas 4.5, 4.4, 4.7, 4a and 4.b would need careful attention.

In terms of policy alignment, some SDG 4 targets call for major policy reforms which require commitment from Government's highest level e.g. the Prime Minister. Nine year of compulsory education and one year of compulsory pre-school education are such examples. It is evident that current education priorities are insufficient to meet such global calls. So, gaps are noted where the targets demand major legislative reforms. Achieving targets that call for policy reforms will require extra efforts. Given Cambodia's level of education performance, gaps are noted in a number of areas. While quantitative target related to 4.1, 4.2, 4.3, 4.6 and 4c appear to be achievable or close to be achievable, a number of other targets particularly related to 4.5, 4.4, 4.7, 4.a and 4.b present the largest stretch.

A qualitative assessment was also undertaken to ascertain the degree of alignment between SDG 4 targets and its components parts and the ongoing education policies and programmes of Cambodia. Table 3 shows the results. The table shows a number of areas which are already addressed or aligned as well as those that are yet to be aligned. As shown, many targets and their component parts fall between aligned somewhat and partially aligned.

Table 3: Extent of alignment between components parts of SDG4-Education 2030 targets and Cambodia's ongoing education policies and programmes

Target	Related sub-targets	Fully aligned	Aligned somewhat	Partially aligned	Needs alignment
4.1	12 years of free public education	√			
	Nine years of compulsory				√
	Completion of full cycle with learning outcomes			√	
	Elimination of gender disparities		√		
4.2	Access to ECCE		√		
	One year of free pre-primary		√		
	Compulsory pre-primary				√
4.3	Access to TVET		√		
	Tertiary education		√		
	Lifelong learning for youth and adults			√	
	Minimizing gap between education and labor market			√	
	Equitable access to tertiary for older adults				√
4.4	Access to TVET		√		
	Acquisition of transferable skills			√	
4.5	Gender disparity at all levels	√			
	Elimination of barriers for vulnerable groups		√		
4.6	Proficiency in functional literacy and numeracy		√		
4.7	Full integration of ESD and GCED			√	
4.a	Adequate education facilities		√		

	Elimination of violence, harassment and abuse			√	
4.b	Increased aid for scholarships				NA
	Increased number of disadvantaged people benefitting		√		
4.c	Qualified and trained teachers		√		
	Teaching as the attractive first choice		√		
	Policy dialogue between government and unions			√	

3.7 Cambodia's Education Performance: A comparative perspective

This section compares Cambodia's education performance with that of upper-middle income countries on a set of indicators. As can be seen in Table 4 Cambodia has done relatively well with respect to Net Enrolment Rate at the primary level and the survival rate to the last grade of primary. Cambodia reports a NER of 98% whereas for middle income countries it is 96%. Survival rate to the last grade of primary education remains almost equal. On three other indicators net enrollment rate one year before the official entry age, pre-primary GER and net enrollment ratio at lower secondary, upper middle income countries are ahead of Cambodia. Cambodia needs to make particular efforts to improve participation rate in upper secondary and tertiary. Cambodia's enrollment in TVET programmes is also low as a percentage of total secondary enrollment. Only 2% of the total secondary enrollment is in TVET as compared to nearly 18% in East Asia Pacific or 10% in upper middle income countries.

Table 4: A comparison between Cambodia and upper-middle income countries on a set of education indicators

Indicator	Cambodia Now (%)	Upper Middle Income Countries Now (%)	Education 2030 target (%)
Adjusted net enrollment ratio (one year before the official entry into primary school)	66.35	77.75	100
GER at pre-primary	41.0	73.74	100
Adjusted net enrolment rate primary	97.7	95.49	100
Survival rate to the last grade of primary	78.7	79.32	100
Net enrolment rate lower-secondary	41.9	93.03	100
GER at upper secondary	26.5	63.66	100
GER at tertiary	14.0	43.85	
Percentage of students enrolled TVET programmes as a % of total secondary enrollment	2.0	10.02 (17.5% East Asia Pacific)	

Despite recent improvements, Cambodia falls short in terms of public education expenditure and per child spending which is US\$ 217 in Cambodia as opposed to US\$ 1,200 in Asia Pacific (Table 5). Cambodia's expenditure per student at the primary level on average is US\$ 208, while they reach US\$ 1,207 in Viet Nam and US\$ 3,564 in Thailand. At the lower secondary level, Cambodia's per student spending reaches US\$ 467 but is it over three times higher in Viet Nam and seven times higher in Thailand.

Table 5: Comparing education sector spending of Cambodia with that of upper-middle income countries

Indicator	Cambodia Now	Upper Middle Income Countries Now	Education 2030 Global 2030
Share of public education expenditure as a % of GDP	2.3%	3.72%	4 to 6% of GDP
Education sector expenditure as % of total government expenditure	18.3%	13.7%	15 to 20%
Government expenditure per student (\$PPP) at the primary level	217.2	1,200.7	

As a country with an ambition to become an upper-middle county by 2030 and a high income country by 2050, Cambodia needs to build a highly skilled workforce that is able to compete in the ASEAN region and beyond. Cambodia would therefore need a very different but strong system of education for a different type of economy. Cambodia will need to significantly improve the effectiveness, efficiency, quality and equity of its education system in order for the country to contribute to a different type of economy. The chapter that follows describes the vision, policy priorities and strategies that Cambodia would need to achieve development objectives.

4. EDUCATION SECTOR VISION, POLICY PRIORITIES AND STRATEGIES

4.1 Cambodia's Development Vision

The Rectangular Strategy Phase III (2014 – 2018) and Phase IV (2019 – 2023) represents the socio-economic vision of the Royal Government of Cambodia (RGC), which envisions to elevate the status of Cambodia from a lower-middle income to an upper-middle income country by 2030. While during the Phase III, People became the top priority, followed by Road, Electricity and Water, for the Phase 4, RGC has decided to continue to focus on the same “4 Priority Areas”, but gives the top priority to People. With four strategic objectives of growth, employment, equity and efficiency, the Strategy aims at achieving economic growth at the rate of at least 7% annually, promoting employment for the youth, reducing poverty incidence by 1% annually and strengthening institutional capacity and governance and improving public services. The Rectangular Strategy is the government's the blueprint that ‘guides the activities of all stakeholders to further pursue and strengthen long-term sustainable development aimed at economic growth, creating jobs, and equitable distribution of the fruits of growth, and ensuring effectiveness of public institutions and management of resources.’ Good governance is at the core of the Strategy and the priorities in Phase III include: Fighting corruption, legal and judicial reforms, public administration reform, and reform of the armed services. The four priority areas that will guide development efforts of the country to achieve the above objectives are (a) agriculture development, (b) development of physical infrastructure, (c) private sector development and (d) capacity building and human resource development. All in all, it envisions that Cambodia will be a prosperous country with a strong economy that is diversified, dynamic and resilient.

The National Strategic Development Plan 2014-2018 and NSDP 2019-2023 provide a development framework and a roadmap for the implementation of Rectangular Strategy Phase III and IV and expresses the government's political commitment to translate its development aspirations into reality. As articulated in the NSDP 2014-2018, the principal aim of the Royal Government of Cambodia is to ‘maintain peace, political stability and social order to promote rule of law and protect human rights and dignity, and multi-party democracy, sustainable long-term equitable economic growth and increased outreach, effectiveness, quality and credibility of public services.’ Building on the achievements, the draft NSDP 2019 – 2023, identifies the need to “Continuing to strengthen institutional and human resource capacities” as one of the top priority areas of the six areas.

The Industrial Development Policy 2015-2025 aims to promote the country's industrial development to maintain its sustainable and inclusive high economic growth through economic diversification, increased competitiveness and productivity. The aim of the IDP is to transform and modernize Cambodia's industrial structure from a labor-intensive industry to a skills-based industry by 2025, linking with global value chain, integrating into regional production networks and developing cluster, while strengthening competitiveness and improving productivity of domestic industries. This also aims at developing a modern technology and knowledge-based industry. Among the strategies adopted by the government is the development of human resource, technical training. Skills and human technologies are critical for Cambodia's deeper integration within ASEAN.

The Royal Government of Cambodia recognizes that efforts in addressing poverty reduction of the people and economic development cannot be separated from climate change. In its attempt to address economic and social development challenges, climate change should be a key consideration. In this context, the Cambodia Climate Change Strategic Plan 2014-2023 aims at

developing Cambodia towards a green, low-carbon, climate-resilient, equitable, sustainable and knowledge-based society.

Many of these policy documents of Cambodia look up to education to address their development challenges. Education's role as a catalyst for socio-economic development, industrial growth and instrument for empowering the poor is well recognized. In sum, Cambodia's long-term vision is to fundamentally transform the country into a prosperous country, with an internationally competitive, dynamic economy supported by a productive, skilled workforce. One core element of this vision relates to the development of human resources and the creation of the knowledge-based economy. The education sector has a fundamental role in ensuring that Cambodia can achieve these aspirations.

National Development Vision of Cambodia

A prosperous upper-middle income nation by 2030.

To achieve the status of an upper-middle income country by 2030 and a high income country by 2050 and transform the country into a knowledge-based, peaceful and democratic society with increased regional and international competitiveness.

4.2 National Education Objectives

Cambodian education system aims to achieve the following objectives:

1. To inculcate and nurture national consciousness, integrity and a sense of national pride through fostering common ideas, values, aspirations in order to forge national unity and national identity;
2. To develop learners in a holistic and integrated manner who are physically, intellectually, emotionally, aesthetically and spiritually balanced;
3. To produce knowledgeable, skillful and competent human resources as required by the labor market for a diverse, knowledge-based economy who can compete globally and regionally; and
4. To prepare lifelong learners for an interconnected and interdependent world who can act effectively and responsibly at local, national, regional and global levels for a more peaceful and sustainable world.

4.3 Education Sector Vision

A strong education system is the foundation of a prosperous nation. Cambodia's policy documents have recognized that education plays a central role in the country's transition from a low-income to an upper-middle income country and eventually to achieve the status of a developed, peaceful, inclusive and democratic nation. The aspirations of Cambodian society can be as good as its education system. This section, prior to setting education targets and priorities for 2030, discusses how each and every component of the education system should look like in 2030 and beyond. The vision statements that follow have been derived from a careful review of a number of policy documents and through discussions with the policymakers and practitioners.

A. Cambodia's vision for its education system in 2030

A strong and regionally competitive education system for a knowledge-society.

The national education vision of Cambodia is to contribute to the creation of a knowledge-society through the development of human resources who are knowledgeable, competent, well-rounded,

skillful, creative, innovative and entrepreneurial and have high moral standards and cherish the national aspiration for unity and solidarity. Cambodia intends to develop a well-resourced, well-governed and well-balanced education system with equity, inclusion, efficiency and high quality standards as its core principles. Cambodia will be a nation of lifelong learners who have the motivation and capacity to become so. To this end, Cambodia will undertake a holistic and sector-wide reform in which all sub-sectors and components of the education system will be designed to cater to lifelong and life-wide learning. This means creating learning opportunities in all settings or modalities (formal, non-formal and informal) for people of all ages.

B. Vision for the Ministry of Education

To be the Ministry of excellence in providing quality education and lifelong learning for all so that education becomes a catalyst for socio-economic development.

The MoEYS will be a professionally competent Ministry able to carry out both technical (e.g., planning, monitoring, curriculum development, teacher training, assessment) as well as sector governance functions (e.g., management). Its capacity will be developed so that it can develop and implement education policies and plans; set major objectives, norms and standards for all levels and components of education; and coordinate management reform amongst various components of education (administration, academic affairs, finance and human resources). The Ministry shapes the direction of education development; ensures good governance of all education providers and monitors the performance of the education system to achieve the education objectives of the country. The system aims at ensuring better access and equity, quality and relevance and good governance and management of in all types of education institutions at all levels.

C. Cambodia's vision of a school for 2030

To be a learning organization ensuring high quality education for all.

Schools will be administratively and financially autonomous and will be accountable for high quality learning outcomes for all. They will be equipped with professionally competent and motivated teachers and visionary instructional leaders and will provide safe, healthy, gender-responsive, inclusive, technology-supported high quality teaching-learning environments.

D. Cambodia's vision of a teacher for 2030

A competent, motivated and well-supported professional who supports learners for a high quality education.

Cambodian education system will have teachers who are professionally competent, motivated and supported and are equipped with sufficient academic contents as well as pedagogical skills and have a passion for teaching and love for their students. The status of teaching profession will be enhanced so that it can attract and retain the most qualified and well-motivated people. Teachers will be supported continuously to develop the knowledge and competencies that best promote student learning. Teaching will be an ethical profession in which teachers perform consistently with the highest moral and professional standards to ensure the success of all students.

E. Cambodia's vision of a classroom 2030

Smart classrooms that provide students with the best opportunity to learn.

School classrooms in Cambodia will be gradually transformed into smart classrooms that are well equipped with educational and technological resources and provide carefully organized, safe and conducive learning environments for all. Teachers' roles change to that of facilitators of learning creating learning opportunities for all through effective use of a variety of interactive and collaborative instructional methods and pedagogical approaches.

F. Cambodia's vision of a student for 2030

Healthy, motivated and committed learner: the future of Cambodia and the world.

Cambodia will have healthy, well-prepared and motivated learners who are committed to learn regardless of their background and are provided with conducive learning environments. They will be supported by professionally competent and qualified teachers as well as their family and community members. When they graduate, they will be equipped with both hard and soft skills, sound moral judgement, emotional intelligence as well as a strong sense of national and global citizenship that enables them to contribute to and actively participate in the society.

4.4 Overarching Goal of Education 2030 Roadmap

The overarching goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4.5 Policy Priorities for 2030

This section sets out the policy priorities of the RGC in the education sector for the period 2018-2030. It also provides the results to be achieved under each priority. A set of strategies has been detailed for each result. Through a careful review of SDG 4 targets as well as ongoing education policies and programmes and in consultation with the stakeholders, Cambodia has established five policy priorities for 2030 as indicated below. This section introduces each policy priority and accompanying results, strategies and activities.

Priority 1: All girls and boys have access to quality ECCE and pre-primary education and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes.

Priority 2: All girls and boys complete upper-secondary education with relevant and learning outcomes and a substantial number of youth have increased access to affordable and quality technical and vocational education.

Priority 3: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Priority 4: All youth and adults achieve literacy and numeracy and learners in all age groups have increased life-long learning opportunities.

Priority 5: Governance and management of education improves at all levels.

4.5.1 Priority One: ECCE and Basic Education

Priority 1:

All girls and boys have access to quality ECCE and pre-primary education and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes.

A quality education is the foundation of sustainable development. As a policy intervention, education has a transformative power to improve people's livelihoods, boost economic growth, enhance skills, increase gender equalities and social inclusion, foster environmental sustainability and improve governance. As mandated by the global education agenda, the RGC seeks to achieve universal access of young children to ECCE and pre-primary education and promote universal completion in basic level of education (primary and lower secondary) while ensuring learning outcomes for all children. Within this, access to ECCE and pre-primary education will be substantially expanded for all children, while progress in providing primary and lower secondary education will be consolidated with particular focus on universal completion.

Priority one of the Roadmap will lead to the following results:

- 1.1 All young children under 5 years of age have increased access to quality early childhood development, care and pre-primary education and are fully prepared for primary education.
- 1.2 All girls and boys complete nine years of free, publicly funded, inclusive equitable, and quality basic education (primary and lower-secondary) and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential.

A. ECCE and pre-primary education

Expected result 1.1

All young children under 5 years of age have increased access to quality early childhood development, care and pre-primary education and are fully prepared for primary education.

ECCE provides the foundation for children's long-term development, well-being and health. It serves as the foundational pillar of lifelong learning by building competencies and skills that enable people to learn throughout life and to earn a livelihood. A large body of international research demonstrates the importance of early years for later development in life. Investments in human capital yield the highest returns in the pre-school age. Evidence tends to suggest that ECCE programmes benefit children from disadvantaged backgrounds in terms of academic preparation, better educational outcomes (test scores, grade repetition, survival), improved health and wellbeing, better labor market outcomes and civic participation. ECCE is more than pre-schooling. It is comprehensive in that it includes care and stimulation within the home, adequate provision of health and nutrition, protection from violence, community and school environments and attention to cognitive, linguistic, physical and socio-emotional development. Given the importance of human capital formation to realize Cambodia's socio-economic vision and to address poverty and different forms/types of disadvantages, it is imperative for Cambodia to make investments in ECCE. Cambodia's national ECCD policy provides a framework to ensure a holistic and integrated approach to the development of young children. To this end, the Roadmap proposes a number of strategies, among which, include implementation of multi-sector ECCE policies, enactment of legal frameworks and expansion of quality ECCE services, especially in rural and disadvantaged areas. MoEYS will take important steps towards improving the quality of ECCE/pre-primary education through professional preparation of facilitators, development of safe and inclusive learning environment, parental/community engagement, distribution of good quality learning materials, and close coordination with other sectors to establish school safety nets (e.g., early screening, school feeding, health programmes), etc. The proportion of qualified and trained ECCE/pre-primary facilitators will be increased. Current initiatives on monitoring of reading and Math will be further strengthened. The RGC will undertake preparatory work to implement free and compulsory attendance at pre-primary level in concert with the global call.

It is projected that the GER in pre-primary level will increase from the current level of 41.3% to 51.8% by 2030, with the benchmarks for 2019-2023 and 2024-2028 being 45.7% and 50.1% respectively. The government will make sure that those who enter the first grade of primary level have at least one or other form/type of ECCE experience. It is also projected that 82.8% of the children who are enrolled in Grade 1 will have attended at least 1 year of formal ECCE by 2030. Table 6 presents the 2030 target and intermediate benchmarks for 2023 and 2028.

Table 6: Key target and benchmarks for ECCE and pre-primary education

Indicator	Baseline 2018	Benchmark for 2019-2023	Benchmark for 2024-2028	2030 Target
Gross pre-primary enrollment ratio	41.3%	45.7%	50.1%	51.8%
%age of Grade 1 children who have attended 1 year of formal ECCE program	65.0%	74.5%	80.3%	82.8%

Proposed strategies and activities

Table 7 outlines the strategies and activities that will be adopted to achieve the results related to ECCE/pre-primary education.

Table 7: Strategies for improving the access and quality of ECCE and pre-primary education

Strategies	Activities
1.1.1 Design and implement integrated multi-sector ECCE policies and strategies by strengthening coordination among various line ministries responsible for various sectors and secure adequate resources for implementation.	1.1.1a. Review the existing ECCE policies, coordination mechanisms and develop multi-sector ECCE policies and strategies for strengthening cooperation.
1.1.2 Devise appropriate strategies, legal frameworks and clear delineation of roles and responsibilities to ensure one year of free and compulsory pre-primary education for five-year old children and implement free and compulsory pre-primary education in a phased manner.	1.1.2a. Undertake a feasibility study to examine the prospect of introducing at least one year of free and compulsory pre-primary education paying special attention to reaching girls, children with disabilities, ethnic minority children and poorest and most disadvantaged children.
	1.1.2b. Develop relevant legal frameworks, including a clear plan of implementation for one year of free and compulsory education in a phased manner making pre-school education an integral part of basic education (k-9).
1.1.3 Expand the provision of integrated ECCE programmes, services and infrastructure covering education, health, nutrition and child protection needs especially for children with disabilities, ethnic minorities and children living in rural, disadvantaged communities and poorest households.	1.1.3a Undertake a national school mapping exercise to assess the extent of current coverage of ECCE services.
	1.1.3b Establish required number of centers (home-based community, or public) that provide integrated ECCE services, including nutrition, child care, health services based on mapping data.
	1.1.3c Improve ECCE facilities that are child,

	<p>disability gender sensitive targeting the rural, disadvantaged areas and ethnic minority communities.</p> <p>1.1.3d Develop and implement multilingual education in ethnic minority communities to ensure learning in early years in the home or first language.</p> <p>1.1.3e Develop capacity to improve the responsiveness and accountability of local bodies in terms of implementing ECE programmes under the decentralization process and mobilize local communities and parents.</p> <p>1.1.3f. Develop a regulatory framework for the establishment, operation and management of ECCE programmes in public and non-public sectors.</p>
<p>1.1.4 Improve the quality of ECCE programmes by establishing national ECCE quality standards; developing a national ECE curriculum; improving the quality, professional qualification, status and working conditions of ECCE personnel and through regular monitoring of quality standards of different types of providers.</p>	<p>1.1.4a Develop quality standards for ECCE consistent with the principle of integrate approach for holistic child development.</p> <p>1.1.4b Develop/update the national ECCE curriculum framework.</p> <p>1.1.4c Design and implement a programme to improve academic qualifications, working conditions, incentives and professional development of ECCE/pre-school staff/facilitators, especially for those working in the rural, disadvantaged areas.</p> <p>1.1.4d Design and implement parental education programmes to train/enable families to serve as children’s first caregivers.</p> <p>1.1.4e Monitor/assess the quality standards of different types of ECCE and pre-school education providers (home-based, community, public and private).</p> <p>1.1.4f Develop and implement a tracking system to measure school readiness at school entrance age, including learning, health, psycho-social well-being.</p>

B. Basic education

Expected result 1.2

All girls and boys complete nine years of free, publicly funded, inclusive equitable, and quality basic education (primary and lower-secondary) and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential.

According to Article 65 of the Constitution of Cambodia, it is the obligation of the State to ‘protect and promote citizens’ rights to quality education at all levels and shall take measures, step by step, to make quality education available to all citizens in public schools.’ The Constitution also guarantees nine years of free primary and secondary education to all citizens. Cambodia has ratified a number of international conventions and treaties that guarantee different types of rights to citizens and call for an end to discrimination. As per its constitutional obligation, Cambodia has made significant efforts in terms of expanding educational opportunities. A net enrollment ratio of nearly 97.8% in 2017/18 at the primary level suggests that this level of education is almost universal. With universalization of Primary education, RGC’s priority focus will be in increasing access and coverage of lower-secondary education nationwide.

A continued focus will be placed on the acquisition of functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills. The aim will be to substantially increase the percentage of students meeting minimum achievement standards. Baselines will be established during the first two years of the next ESP (2019-2023). Attention will be given to increasing the percentage of teachers who meet new qualification standards and professional training. In lower secondary, immediate task is to improve the efficiency of the education system by reducing dropout and repetition.

Efforts will be made to improve completion rates at the basic level of education, particularly for the poorest and disadvantaged groups and to reduce repetition and dropout. Key policy strategies will include expansion of the coverage of lower-secondary education; addressing all forms of disparities based on gender, disability status, location (rural/urban), ethnicity/language or income level; improving education facilities so that they are child, disability and gender-sensitive and provide safe, inclusive and effective learning environments; and ensuring that schools are deployed with professionally qualified, well trained, motivated and well supported teachers. School curricula will integrate the knowledge, skills and values that are needed to lead sustainable lifestyles and function as global citizens. A phased plan will be developed to support the implementation of new curriculum framework. Student assessment system will be strengthened moving away from the current practice of assessment of learning to assessment for learning which will combine a variety formative and summative assessment tools to measure both cognitive and non-cognitive skills. Schools will be led by school directors trained in school based management, schools will be well resourced to provide learning opportunities that are responsive to the needs of learners. The MoEYS will establish necessary groundwork to implement free and compulsory attendance at the basic level of education.

Key targets and intermediate benchmarks for primary and lower-secondary education

In accordance with Target 4.1 of SDG 4-Education 2030 and the RGC’s national priority, Cambodia proposes to achieve universal completion at the primary level by 2030 (Table 8). At the lower-secondary level, however, Cambodia’s target is to increase the completion rate from the current level (46.5%) to 61.1% by 2030.

Table 8: Key target and benchmarks for primary and lower-secondary education

Indicator	Baseline 2018	Benchmark for 2019-2023	Benchmark for 2024-2028	2030 Target
Primary completion rate	82.7%	86.2%	89.7%	91.1%
Lower-secondary completion rate	46.5%	52.6%	58.7%	61.1%

Proposed strategies and activities

Table 9 outlines the strategies and activities that will be adopted to achieve the results related to basic education (primary and lower-secondary).

Table 9: Strategies for improving basic education

Strategies	Activities
<p>1.2.1 Devise comprehensive inclusive education policies to address all forms and types of disadvantages, targeting girls, children with disabilities, ethnic minority children and children from poor and disadvantaged communities.</p>	<p>1.2.1a Assess policies, plans, curricula and textbooks, budgets, teacher training and other materials from a gender and equity perspective to ensure that basic level of education promotes equality, non-discrimination, gender equality and fairness.</p>
	<p>1.2.1b. Develop comprehensive and multifaceted policies, standards and norms to ensure that schools are safe, child friendly, gender inclusive and disability sensitive and free from violence.</p>
	<p>1.2.1c Design and implement gender mainstreaming strategies in education policies, contents, etc.</p>
<p>1.2.2 Devise appropriate policies and legislations that guarantee nine years of free and compulsory basic education and implement it in a phased manner.</p>	<p>1.2.2a Undertake a feasibility analysis for implementing nine years of basic education, and prepare an action plan for introducing compulsory education in a phased manner by clearly alienating the roles and responsibilities of different levels of government and financing arrangements.</p>
	<p>1.2.2b Launch communication and advocacy campaigns to educate the public of compulsory attendance.</p>
<p>1.2.3 Improve children’s access, participation and retention in basic level of education through appropriate interventions.</p>	<p>1.2.3a Introduce the provision of scholarships, mid-day meals and other targeted interventions especially for girls, children with disabilities, ethnic minorities, poor children and disadvantaged groups linking compulsory education with the poverty reduction strategy.</p>
	<p>1.2.3b- Implement an early warning system (dropout identification and prevention) and build a community-based support and intervention system.</p>
	<p>1.2.3c Develop and implement alternative/non-formal modes of learning, including equivalency and bridging programmes to ensure the participation of out-of-school children.</p>
	<p>1.2.3d Develop and implement physical improvement plan to ensure that schools have the basic facilities (water, electricity, gender-</p>

	segregated toilets...) as per the guidelines and meet the basic standards.
1.2.4 Improve the quality and relevance of basic education.	1.2.4a. Undertake consultative reviews of school curriculum to ensure it is standards-based, clear, coherent and relevant and support learner-centered strategies.
	1.2.4b Improve school curriculum with clear definition of relevant learning outcomes both in cognitive and non-cognitive domains, including values, skills and competencies.
	1.2.4c Introduce comprehensive evaluation of schools based on defined quality assurance standards and build school capacity to undertake comprehensive self-evaluation and improvement.
	1.2.4d Develop curriculum materials/ resources on ESD and GCED and/or integrate ESD and GCED into relevant subject areas.
	1.2.4e Support the transition of lower-secondary students to upper-secondary/TVET through curriculum alignment, guidance and counseling and educational advice.
	1.2.4f Develop a national plan to establish ICT infrastructure and connectivity in all schools and development of digital learning materials, including the use of ICT to transform the quality of teaching and learning.
	1.2.4g Train/orient teacher trainers, teachers and other types of education personnel in order to improve their skills to integrate ESD and GCED in education policy, curriculum contents, teacher training, pedagogy and assessment.
	1.2.4h Design and implement a comprehensive plan to strengthen the existing national assessment system and widen the scope of assessments to cover both cognitive and non-cognitive skills and introduce/strengthen formative, school-based assessments, including the use assessment data to improve policy, programmes, instruction.
1.2.5 Develop or further strengthen appropriate policies and legislations to enhance the overall social status, attractiveness and quality of teaching profession, including professional development teacher pay, working conditions, social security benefits, recognition, career pathways and improve teacher management.	1.2.5a Review the implementation of existing policy requirement that demands higher qualifications for teachers.
	1.2.5b Review and strengthen teacher management system, including competitive selection, inspection, performance appraisal, recognition of effective performance, career

	advancement and develop a teacher deployment strategy to ensure equitable distribution of teaches across different regions.
	1.2.5c Strengthen standards for teacher training institutions/systems (pre-service and in-service), including qualification frameworks for teachers, teacher educators/ trainers and other kinds of education personnel.
	1.2.5d Increase teachers' access to on-the-job learning through professional support programmes, continuous professional development programmes, teacher mentoring, online support, self-study programmes and action research.
	1.2.5e Equip teacher training institutions with modern training facilities, library resources, computer labs, online resources.
	1.2.5f Improve pre-service teacher education curriculum, both in-service and pre-service to include new and modern pedagogical approaches and integrate ICTs, GCED and ESD.
1.2.6 Improve the quality of teaching and learning of physical education and promote provide sports facilities in all schools.	1.2.6a Provide for adequate teachers, teacher support and training and curriculum resources to successfully implement the physical education curriculum.
	1.2.6b Improve sports fields, sports facilities and sports equipment in all schools.

4.5.2 Upper-secondary education

Priority 2:

All girls and boys complete upper-secondary education with relevant and effective learning outcomes and a substantial number of youth have increased access to affordable and quality technical and vocational education.

Secondary education, particularly upper-secondary education, plays a key role between primary education, tertiary education and the labor market. This level of education determines future educational and job opportunities for young people. In Cambodia, access to secondary education is particularly important as it will determine the availability of qualified and skilled human capital that the country needs for its economic success. However, Cambodia's secondary completion rates are significantly lower than the average for middle-income countries. Against this background, Cambodia recognizes upper secondary education as a core priority of the proposed Roadmap and proposes a number of strategies to enhance access and to improve the quality of this level of education. Table 10 displays the key targets and intermediate benchmarks related to upper-secondary education.

Table 10: Key targets and intermediate benchmarks for upper-secondary education

Indicator	Baseline 2018	Benchmark for 2019-2023	Benchmark for 2024-2028	2030 Target
Upper-secondary completion rate	23.6%	32.5%	41.4%	45.0%
Gross enrollment ratio in TVET programmes (15-24 year olds)	0.03% (2016)	18.7%	30.3%	35.0%

Expected Results

Under this priority, two results are proposed:

2.1 All girls and boys complete free, publicly funded, inclusive equitable, and quality upper-secondary education and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential.

2.2 A substantial number of youth have increased access to affordable and quality technical and vocational education.

A. Upper-secondary education

Expected result 2.1

All girls and boys complete free, publicly funded, inclusive equitable, and quality upper-secondary education and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential.

As mandated in the SDG 4-Education 2030 agenda, universal completion of quality upper-secondary education is among the top education priorities of Cambodia. To this end, Cambodia will adopt a number of strategies, including the provision of a free, publicly funded and inclusive upper-secondary education. Upon completion of the cycle of upper-secondary education, children should have acquired basic literacy and numeracy skills, including content knowledge and cognitive and non-cognitive skills. The provision of free upper-secondary education should include removal of cost-related barriers to secondary education and targeted scholarships. Inclusive education strategies will be implemented to ensure that all children regardless of sex, ethnicity, language, origin, disability status and those in vulnerable situations have access to upper-secondary level of education. Appropriate policies and system-wide interventions/ programmes are needed to mainstream/promote GCED and ESD in various programmes of formal, informal and NFE (education policies, teacher training, curriculum, pedagogy, assessment). Schools should will be provided with adequate learning resources and physical infrastructure which are inclusive, gender-sensitive and accessible. A number of reforms undertaken by the MoEYS to improve the quality of teachers will be further deepened and strengthened. Schools will be provided with computers, electricity and access to the internet, including the libraries and science laboratories. An increased proportion of students in upper secondary will be enrolled in STEM courses.

In terms of 2030 target, it is projected that upper-secondary completion rate will increase to 45% from the current rate of 23.6%.

Proposed strategies and activities

Table 11 displays the strategies and activities that are proposed for achieving results related to upper-secondary education.

Table 11: Strategies for improving upper-secondary education

Strategies	Activities
<p>2.1.1 Improve children’s access, participation and retention in upper secondary level through appropriate policy interventions.</p>	<p>2.1.1a Launch a massive national awareness campaign and enrollment drive using all forms of media, including social media, door-to-door campaign etc. explaining the value of upper secondary education</p>
	<p>2.1.1b Introduce the provision of scholarships, mid-day meals and other targeted interventions especially for girls, children with disabilities, ethnic minorities, poor children and disadvantaged groups.</p>
	<p>2.1.1c- Implement an early warning system (dropout identification and prevention) and build a community-based support and intervention system.</p>
	<p>2.1.1d Develop and implement alternative/ non-formal modes of learning, including equivalency and bridging programmes to ensure the participation of out-of-school children.</p>
	<p>2.1.1e Develop and implement physical improvement plan to ensure that schools have the basic facilities (classrooms, library, labs, water, electricity, gender-segregated toilets...) and are child, gender and disability sensitive and free from violence.</p>
<p>2.1.2 Improve the quality and relevance of upper secondary education.</p>	<p>2.1.2a. Undertake consultative reviews of upper-secondary curriculum to ensure it is standards-based, clear, coherent and relevant and support learner-centered strategies.</p>
	<p>2.1.2b Improve school curriculum with clear definition of relevant learning outcomes both in cognitive and non-cognitive domains, including values, skills and competencies, including GCED and ESD.</p>
	<p>2.1.2c Introduce comprehensive evaluation of schools based on defined quality assurance standards and build school capacity to undertake comprehensive self-evaluation and improvement.</p>
	<p>2.1.2d Undertake a systematic review of New Generation Schools and develop an expansion strategy with a clear investment</p>

	<p>plan, including possible lessons learned for quality enhancement in public schools.</p>
	<p>2.1.2e Support the transition of upper-secondary lower-secondary students to higher education/TVET through curriculum alignment, guidance and counseling and educational advice.</p>
	<p>2.1.2f Use the assessment data from national and international assessments to improve policy, programmes, instruction.</p>
	<p>2.1.2g Develop a national plan to establish ICT infrastructure and connectivity in all schools and development of digital learning materials.</p>
	<p>2.1.2h Strengthen teaching learning of STEM/STEM subjects, especially girls by creating positive atmosphere and improving student motivation, raising awareness of STEM careers, strengthening links between schools and industries.</p>
<p>2.1.3 Develop or further strengthen appropriate policies and legislations to enhance the overall social status, attractiveness and quality of teaching profession, including professional development teacher pay, working conditions, social security benefits, recognition, career pathways and improve teacher management.</p>	<p>2.1.3a Ensure the supply of qualified and trained teachers in all upper-secondary schools covering all subject areas.</p>
	<p>2.1.3b Revise and strengthen teacher management system, including competitive selection, inspection, performance appraisal, recognition of effective performance, career advancement and develop a teacher deployment strategy to ensure equitable distribution of teaches across different regions.</p>
	<p>2.1.3c Increase teachers' access to on-the-job learning through professional support programmes, continuous professional development programmes, teacher mentoring, online support, self-study programmes and action research.</p>
	<p>2.1.3d Improve pre-service teacher education curriculum, both in-service and pre-service to include new and modern pedagogical approaches and integrate ICTs, GCED and ESD.</p>

B. Upper-secondary technical and vocational education

Expected result 2.2

A substantial number of youth have increased access to affordable and quality technical and vocational education.

As the country strives for further economic development, the importance of TVET has gained increasing prominence on Cambodia’s development agenda. The RGC has long recognized that a skilled labor force is a key for advancing economic aspirations of young people. Among the several strategies adopted by the RGC for human capital development is the introduction of TVET at the upper secondary level. Currently, General and Technical High Schools (GTHSs) in three provinces are providing TVET courses on the same school premises in a number of trades and the MoEYS intends to expand such schools in at least seven areas by 2018. Only a small fraction of students at the upper secondary level attend the TVET schools. Updating and implementing the master plan for technical education in upper secondary schools with the aim of enhancing career orientation and expanding technical education coverage nationwide in line with the concept of **“One province has at least one general education and technical high school in the medium term and one district has at least one general education and technical education high school in the long term”**; promoting private sector participation in the form of Public-Private Partnership (PPP).

The aim will be to prepare a workforce with strong foundational skills in basic literacy and numeracy, as well as transferable skills such as communication, problem solving, ICT, etc. Upper secondary TVET curricula will be updated/developed to make it competency-based with increased private sector development, including industry, employers, tertiary institutions. There will be emphasis on practical training. The relevance of upper secondary TVET will be assessed.

Available data show that in 2016 GER at the TVET stream of upper secondary was as low as 0.03%. With this low beginning, the MoEYS plans to expand TVET enrollment at this level substantially. It is projected that by 2030, GER at the upper secondary level will increase to 35%.

Proposed strategies and activities

Table 12 outlines the strategies and activities that will be adopted to achieve the results related to TVET at the upper-secondary level.

Table 12: Strategies for improving TVET at the upper-secondary level

Strategies	Activities
2.2.1 Increase level of student enrollment substantially in TVET programmes at the upper-secondary level.	2.2.1a Launch media campaigns, awareness raising programmes to improve the image of TVET and increase its attractiveness among students and their families, employers and other stakeholders.
	2.2.1b Expand and strengthen TVET schools and equip them with necessary facilities, equipment, labs and workshops and ensure that TVET facilities meet the quality standards.
	2.2.1c Design and implement student support schemes, incentives or scholarships, especially for girls, children from poor households and disadvantaged communities.
2.2.2 Improve the quality and relevance of TVET programmes at the upper-secondary level.	2.2.2a Develop quality standards for TVET programmes, trainers, facilities and graduates
	2.2.2b Align TVET programmes with Cambodia Qualifications Framework (CQF) and allow flexible pathways for students.

	2.2.2c Develop, revise and update TVET curricula, textbooks and learning resources in subjects/areas to meet the needs of the labor market.
	2.2.2d Upgrade qualifications and professional qualifications of TVET teachers and instructors.
	2.2.2e Design and implement school-to-work transition programmes.

4.5.3 Tertiary education

Priority 3:

Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy. Tertiary education contributes to social and economic development through the formation of human capital, knowledge development and transmission of knowledge. The scope and importance of tertiary education has changed significantly in recent years. It is much more diversified and encompasses all types of institutions such as universities, colleges, polytechnics or technological institutes. It is through tertiary education institutions a country meets the human resource requirements of all types and levels. With its vision of becoming an upper-middle income country in 2030 and high income country in 2050, it is high time for Cambodia to develop a comprehensive and coherent vision for the future of tertiary education and to guide tertiary education's future development in harmony with the social and economic objectives. This will require ensuring that tertiary education institutions have adequate capabilities not only for teaching and learning but also for research and development (R&D) and innovation. It is important that there is national commitment to improve quality and relevance and ensure equity. With these principles in mind, the RGC intends to promote equal access for all women and men to affordable and quality vocational and tertiary education, including university – one of the core targets of SDG 4.

A. Higher education

Expected result 3.1

All women and men have increased access to affordable and quality higher education.

Higher education is often described as the engine of development in the new knowledge economy. New modes of economic production are increasingly dependent on knowledge and information technology. Experience from some East Asian countries suggests that massive investments made in education in general and in higher education in particular contributes to rapid economic growth. Higher education is particularly important as countries seek to modernize and diversify their economy and shift to a more high-value production model. It should however be noted that investment in higher education alone is not sufficient. As important as the investment in higher education is, attention must be paid to the efficiency and effectiveness of that investment which includes ensuring that there are appropriate linkages with the labor market needs of the economy. It is within this context and in accordance with the spirit of target 4.3 of SDG 4-Education 2030, Cambodia proposes to increase access of affordable and quality higher education to all women and men.

Cambodia has seen rapid quantitative expansion of higher education in recent years. With a view to improving the quality of higher education and enhance higher education’s relevance to the needs of the labor market and society, Cambodia has developed a Roadmap for higher education comprising a set of reform strategies to improve coordination, governance, financing and autonomy. The Roadmap aims to achieve a balanced development of higher education. A number of strategies are proposed to develop higher education institutions of Cambodia as the centers of excellence that foster innovation to meet the needs of the workforce, strengthen research capacities, advance knowledge by increasing higher education opportunities to young people.

It is recognized that higher education is well governed and properly coordinated, more inclusive and equitable in terms of access, more diversified and financially sustainable through a number of appropriate financing and partnership schemes. Partnerships will be developed with regional and international universities to strengthen the capacity of Cambodian higher education institutions in the area of quality, joint research, faculty training, etc. Scholarship and loan schemes will be implemented to provide access to girls, students from poorer households, ethnic minorities, and disabilities. There will be focus on improving capacity for research and development to promote a culture of innovation to support economic transformation. There will be emphasis on delivering high quality research in partnership with the private sector. The quality of research and training will be strengthened, particularly in the area of science and technology. National research funds will be established to promote research and innovation.

It is estimated that there will be twice as many students in Cambodia in higher education in 2030 compared to 2018 enrollment (Table 13). Gross enrollment ratio in higher education is only 11.6% at the moment and it is projected that it will increase to 25% in 2030.

Table 13. Key target and benchmarks for higher education

Indicator	Baseline 2018	Benchmark for 2019-2023	Benchmark for 2024-2028	2030 Target
Gross enrollment ratio in higher education	11.6%	16.9%	22.7%	25.0%

Proposed strategies and activities

Table 14 outlines the strategies and activities that will contribute to the improvement of higher education.

Table 14: Strategies for improving higher education

Strategies	Activities
3.1.1 Expand the provision of higher education through a number of interventions to increase enrollment in higher education by allowing both needy and competent students access higher education irrespective of their social and economic background.	3.1.1a Develop/improve infrastructure development of HEIs to increase their capacity enroll larger number of students, including the provision of student support services (counseling, library, dormitory, medical facility).
	3.1.1b Design and implement needs-based and merit-based scholarships and set up a national loan scheme for higher education students targeting girls, students with disabilities and poor and disadvantaged students.
	3.1.1c Establish a national scholarship scheme by mobilizing the private sector, development

	partners, international agencies, philanthropic agencies and CSOs to increase the number of scholarships for in-country and overseas study in key subject areas in response to the Industrial Development Policy.
3.1.2 Improve the quality of higher education programmes through professional/academic upgrading programmes for faculty members, curriculum improvement and aligning curricula with the globally changing needs and demands, improving academic and physical facilities.	3.1.2a Develop select universities/institutions as Centers of Excellence (COE) to promote quality instruction, research, innovation and high quality learning that meet regional/international standards.
	3.1.2b Implement capacity development programmes for faculty members to equip them to modern pedagogical approaches, methodologies and techniques and enhance their ability to use ICTs.
	3.1.2c Develop, upgrade/revise curricula, textbooks and learning materials to align higher education with labor market needs, including the integration of both cognitive and non-cognitive skills, values, competencies within the framework of Cambodia National Qualifications Framework (CNQF).
	3.1.2d Create learning flexibility through full credit transfer schemes allowing to switch between work and higher education and pursue studies while working.
	3.1.2e Strengthen the research function in tertiary and university education and develop staff and student capacity to conduct research, including the launch of doctoral programmes in priority subjects and improvement of university-industry.
	3.1.2f Promote the use of technology in higher education, including the internet massive open online courses and other modalities.
	3.1.2g Promote STEM in higher education by strengthening teaching learning of STEM subjects and expanding STEM programmes to meet the national development needs.
	3.1.2h Establish a National Research and Innovation Fund to promote research and innovation.
3.1.3 Improve the governance and management of higher education sector by strengthening coordination, planning, financing, administration and monitoring functions.	3.1.3a Formulate appropriate legal frameworks for overall coordination, leadership and governance of higher education institutions/universities and create mechanisms for institutional autonomy and accountability.
	3.1.3b Strengthen the capacity of regulatory and supervisory bodies to regulate, accredit, supervise

	and support the development of the higher education sub-sector, including the management and non-academic staff.
	3.1.3c Develop a higher education management information system and introduce quality assurance system (internal and external).
3.1.4 Promote internationalization of higher education in order to strengthen the overall quality, competitiveness, visibility and innovation, in particular with higher education institutions in the ASEAN region	3.1.4a Promote in-bound and out-bound student and faculty mobility and exchange
	3.1.4b Design and launch joint degree programmes/ twinning arrangements and establishment of branch off-shore programmes in strategic fields and make credit transfer arrangements with foreign universities, especially with universities within ASEAN and Asia-Pacific region.

B. Technical and vocational education

Expected result 3.2

All women and men have increased access to affordable and quality technical, vocational education and have acquired relevant skills to respond to the needs of the labor market.

The education and training system of Cambodia falls short in terms of meeting the demands of industries and enterprises which, in part, can be attributed to a number of challenges, including high dropout rates, poor graduation rates in TVET programmes, often obsolete and irrelevant curriculum, perceived poor social image of TVET and weak linkages between TVET and industries. TVET programmes focus on narrow work-specific skills that reduce people's abilities to adapt to rapidly changing labor market.

The Roadmap proposes that TVET programmes should be demand-driven providing skills and competencies required for employment. TVET curricula will be revised and updated to ensure that it is competency-based and meets labor market needs. Programmes that place emphasis on high level cognitive and non-cognitive or transferable skills such as creativity, problem solving, team work, communication skills and conflict resolution will be prioritized. Hence, Cambodia proposes to restructure the sub-sector for a more relevant, responsive and high quality TVET and to ensure that skilled workers are able to achieve the international and ASEAN TVET standards. It is expected that access to affordable and quality technical and vocational education will substantially increase and those who graduate from TVET programmes will acquire relevant skills in tune with the needs of the labor market.

Proposed strategies and activities

A number of strategies are proposed for achieving results that relate to TVET (Table 15).

Table 15: Strategies for improving TVET

Strategies	Activities
<p>3.2.1 Expand the provision to increase access to TVET paying special attention to the needs of women, marginalized groups, poor youth, dropouts, etc.</p>	<p>3.2.1a Create flexible pathways as provided in the Cambodia National Qualifications Framework through recognition of prior learning, bridging programmes, innovative timetabling, etc.</p>
	<p>3.2.1b Establish a scholarship programme including a clear fee policy and a loan scheme to support the poor and needy students in particular girls and women.</p>
	<p>3.2.1c Improve the image of TVET to increase its attractiveness to students, families, employers and other stakeholders and increase the awareness of TVET system and its importance within all levels of society through media-based awareness raising programmes, consultation, career guidance, community outreach, etc.</p>
<p>3.1.2 Improve the quality and relevance of TVET programmes to meet the needs of the labor market</p>	<p>3.1.2a Strengthen the implementation of quality assurance system based on Cambodia Qualifications Framework.</p>
	<p>3.1.2b Improve/revise TVET curricula and training programmes to enhance their quality, relevance and responsiveness by incorporating both work-related skills and non-cognitive, transferable skills, including entrepreneurial and ICT skills.</p>
	<p>3.1.2c Design and launch training programmes to improve the quality of teachers and trainers in new teaching methodology, learning assessment, and use of new technologies, including technical skills.</p>
<p>3.1.3 Promote public-private partnerships and strengthen partnership with different providers/ partners.</p>	<p>3.1.3a Review the public-private partnerships arrangements and strengthen public-private partnerships arrangements for increased exchange, sharing and involvement in terms of development of TVET curriculum, internship, apprenticeship, infrastructure development, etc.</p>
<p>3.1.4 Strengthen the management, coordination and governance of TVET.</p>	<p>3.1.4a Develop a plan to improve and strengthen TVET planning, policy development and monitoring and evaluation.</p>
	<p>3.1.4b Develop and strengthen TVET management information system and labor market information system (LMIS) and use the information for preparing plans and programmes.</p>
	<p>3.1.4c Strengthen the role of National Training Board to improve coordination amongst line ministries, relevant agencies, private sector and NGOs</p>

4.5.4 Youth and adult literacy

Priority 4:

All youth and adults achieve functional literacy and numeracy and learners in all age groups have increased lifelong learning opportunities.

Literacy is a fundamental human right and the foundation for lifelong learning. Literacy is critical for social and economic development and it transforms lives. For individuals, families and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world. In today's world, rudimentary literacy and literacy skills are not enough. The fact that the nature of work is changing as a result of globalization of markets and the transition to an information economy, knowing how to read and how to write is not adequate to ensure work performance (OECD 2000). Adults with poor literacy and numeracy skills face multiple source of disadvantage. Low literacy skills are a concern for many countries, including middle income and high income countries. For these reasons, target 4.6 proposes that 'by 2030 all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent achieved at successful completion of basic education' (p.18).

A. *Functional literacy*

Expected result 4.1

All young people and adults have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.

Literacy is integral to succeed in modern times and is considered a fundamental human right. It provides the foundation for lifelong learning. Literacy has multiple social and economic benefits. Literacy contributes to economic growth, reduces poverty, promotes democracy and increases civic engagement and prevents diseases. Literacy skills are critical for environmental protection, social development and overall sustainable development. Adults with low literacy and numeracy skills experience multiple disadvantages. Literacy is a dynamic concept and it is evolving to encompass skills that extend beyond reading and writing. It is in this context, the Education 2030 agenda calls for ensuring that all young people and adults have achieved functional skills at a level that is equivalent to basic education. In line with the global agenda, the MoEYS projects the adult literacy rate to rise from 82,5% to 95.7%.

Literacy promotion strategies will focus on reducing disparities by gender, age group, geographic location (rural/urban) and among ethnic minorities. CLCs will be equipped with the necessary resources, including ICT facilities. Literacy facilitators will be trained based on the national norms and standards. Literacy achievement standards will be developed and the scope of literacy curriculum will be widened to include multiple literacies, including digital literacy, financial literacy. Literacy assessments will be conducted regularly to monitor programme effectiveness. A culture of lifelong learning will be supported by increased access to learning materials for all kinds of learners. Literacy promotion target and benchmarks are provided in Table 16.

Table 16. Target and benchmarks for literacy

Indicator	Baseline	Benchmark for 2019-2023	Benchmark for 2024-2028	2030 Target
Adult literacy rate (15+ years old)	82.5% (2017)	88.0%	93.5%	95.7%

Proposed strategies and activities

Table 17 outlines the strategies and activities that will be undertaken to improve youth and adult literacy.

Table 17: Strategies for improving youth and adult literacy

Strategies	Activities
4.1.1 Increase access of young people and adults to functional literacy and numeracy skills and lifelong learning opportunities.	4.1.1a Expand the provision of functional literacy and numeracy programmes as well as post-literacy, equivalency and re-entry programmes targeting young people, women, people with disabilities, disadvantaged groups, etc. through Community Literacy Centers (CLCs). Scale up literacy and skills programmes by involving civil society, industries and enterprises.
	4.1.1b Link skills programmes with literacy programmes and scale up such activities by involving civil society, industries, enterprises
	4.1.1c Equip CLCs with physical, educational, technological and human resources to develop them as lifelong learning centers and ensure learning sites are safe, child friendly and gender and disability sensitive.
	4.1.1d Improve/strengthen NFE data system, including data on literacy and numeracy levels disaggregated by gender to support planning and monitoring.
4.1.2 Adopt a system-wide approach to literacy and lifelong learning by strengthening its role within the national education system through appropriate legislations, institutional framework, better governance, coordination, financing, etc.	4.1.2a Redefine the roles and responsibilities of all stakeholders in the context of lifelong learning and develop partnership guidelines and strengthen coordination, partnership and collaboration among different line ministries, the private sector, CSOs, and development partners for promotion of literacy and lifelong learning.
	4.1.2b Revisit and strengthen the Cambodia Qualifications Framework and further develop it as the main framework to bring together the qualifications earned through school education, TVET, higher education and non-formal education into a single comprehensive system and support flexible pathways between sectors and lifelong learning.

	4.1.2c Develop learning cities as a strategy for promoting lifelong learning and implement it as a pilot.
4.1.3 Improve the quality and relevance of literacy and post-literacy and lifelong learning opportunities.	4.1.3a Revise, update and improve the literacy and numeracy curriculum to enhance its quality and relevance by integrating relevant life skills, competencies, values, including ESD and GCED.
	4.1.3b Improve the quality and motivation of literacy facilitators /instructors through professional development, increased incentives and support.
	4.1.3c Promote the use of /ICT, mobile technologies in literacy/numeracy programmes.
	4.1.3d Develop literacy assessment framework and tools to evaluate proficiency levels.

4.5.5 Governance and management of education

Priority 5:

Governance and management of education improves at all levels.

Governance processes and mechanisms set the basic conditions and parameters through which all educational functions are carried out with desired level of accountability, transparency, stakeholder participation, efficiency, and professional integrity. Education policies, decisions and programmes formulated at the national level have far-reaching consequences for learning in schools. The extent to which educational inputs such as curriculum, textbooks, teachers, learning materials, financial resources or other elements will contribute to an equitable, efficient, relevant and responsive quality education will depend on the overall quality and efficiency of governance and management. Education governance consists of multiple layers from the central down to the school level with various actors and stakeholders holding varying degrees of powers and interests. For quality learning, every level of the system has an important role. Hence, it is critical that governance and management capacity improves at all levels of education. It requires addressing capacity at individual, institutional and systems level to ensure that the education sector has adequately equipped personnel.

A. Improved school management

Expected result 5.1

Schools/educational institutions have increased autonomy, professionalism and accountability.

The quality of education, among other things, depends on the way schools are governed and managed. School capacity to improve teaching and learning is strongly mediated by the quality school leadership demonstrated by the school leader (school director). Much effective school research has demonstrated that the actions and activities that take place at the school level shape the pace and tone of learning. Governance is what ensures that qualified, motivated and accountable teachers are in place; learners are provided with high quality and relevant curriculum materials and they are engaged in learning and get adequate support from their teachers; parents and local community members participate in decision-making and contribute to learning processes and the school has the physical and emotional climate and atmosphere that supports learning.

In the above context, MoEYS is moving towards school-based management which entails developing schools as autonomous institutions administratively and financially. This would also mean local actors (teachers, parents, community members) are involved in decision-making on issues that are important for school development, and decision-making is located closer to school. Making schools autonomous would also mean that teachers and schools are accountable for their results. MoEYS is also aiming to develop management and instructional leadership ability of school directors or heads. Effective leadership and management of schools/educational institutions will create an environment for learning. Local structures have been created that allow the participation of parents, teachers and community members in resource mobilization and development. Community participation in the governance of schools will be promoted and there will be increased opportunity for parents and community members in the management of schools. A school inspection system is in place to ensure that core businesses of school operation such as leadership and management, teaching and learning, student learning and achievement, school assessment/school development plan, etc. are supporting the objectives of the school. The Roadmap proposes to further deepen and strengthen many of these ongoing initiatives that aim at building the institutional capacity at the school level.

Proposed strategies and activities

Table 18 outlines the strategies and activities to improve school management.

Table 18: Strategies for improving school management

Strategies	Activities
5.1.1 Improve the institutional capacity of schools to function as autonomous institutions	5.1.1a Develop a national strategy for education decentralization and school-based management through devolution of more authority and responsibilities to the schools and provide them with greater autonomy and flexibility in their daily operations, budget, resources management and planning for school development.
	5.1.1b Redefine the roles, responsibilities school directors to strengthen their administrative and instructional leadership role, with increased incentives, training, powers and accountability.
	5.1.1c Develop professional standards for school directors and design and implement leadership development programmes.
	5.1.1d Strengthen the role of school support committees (local school management committees or boards) in school decision-making with greater involvement of parents.

B. Improved governance of the education sector

Expected result 5.2
 Governance and management of education is transparent, accountable, participatory, efficient and competent

This result under Priority Five is concerned with the governance and management of education sector to ensure that it is fit for purpose and produces effective results. Good governance in education promotes effective delivery of education services, which demands that governance and management processes are transparent, accountable, participatory and efficient. It should be noted that the institutional performance of the education sector is influenced by Cambodia’s overall governance context and its effectiveness. The RGC has taken measures to address governance challenges in the public sector as a whole. Public sector management reform aims at building governance structures and processes that are accountable, predictable and transparent to the general public, which respect the rule of law, encourage citizenship engagement, and protect and promote human rights. A number of other initiatives such as financial management reform, public administration reform, decentralization, civil society engagement also contributes to governance reform. The results-based planning and budgeting mechanism adopted in the ESP is a major step towards improving education service delivery. Strategies proposed in improving governance and management of education sector are linked to a number of ongoing government initiatives. The management of policy, information, finances and human resources across the system will be improved to ensure effective and efficient service delivery.

There have been numerous efforts in the past to improve the capacity of educational personnel (e.g., central, provincial and district level officials; curriculum specialists, textbook writers, planners, NFE experts, M&E experts) at all levels of education. Such capacity development programmes should be guided by a long-term vision of education development. Therefore, the MoEYS will develop and implement a comprehensive capacity development programme to strengthen the professional capacities of education personnel using a range of approaches.

Proposed strategies and activities

Table 19 outlines the strategies and activities that will be adopted to strengthen the governance and management of the education sector.

Table 19: Strategies for strengthening the governance and management of education sector

Strategies	Activities
5.2.1 Establish mechanisms, procedures and technical capacities to drive, coordinate and stimulate interventions for education development at various levels and across sectors; strengthen coordination mechanisms; engage traditional and non-traditional partners in the planning, implementation and monitoring of education policies and strategies.	5.2.1a Undertake a functional review (institutional analysis) of the MoEYS and its constituent bodies/departments (horizontally and vertically) and management processes to ascertain if the existing structures and processes provide for synergy and conducive environment for better educational outcomes.
	5.2.1b Develop a comprehensive capacity development plan to strengthen the capacity of education personnel at all levels.
	5.2.1c Strengthen the capacity of central authorities to formulate sector-wide policy and planning and allocate financial resources, ensure the legislative framework reflects the strategic directions, conduct and disseminate research, and support the overall development and functioning of the education sector.
	5.2.1d Strengthen the capacity of provincial and

	district authorities to deliver educational services, inspect schools to ensure compliance with national standards and regulations, and monitor regularly and report accurately on school performance.
	5.2.1e Strengthen accountability systems through clear definition of benchmarks/performance standards and collect adequate information about education service provision for performance monitoring.
	5.2.1f Engage local governments and/or decentralized bodies, strengthen their capacity and clarify roles and responsibilities vis-a-vis the delivery of education services.
	5.2.1g Develop clear policies on public-private partnerships in education service delivery based on the lessons from the New Generation School initiative.

C. Improved management information system

Expected result 5.3
 Accurate and reliable data is timely available for educational planning and policymaking

The availability of accurate, valid, reliable and timely information is a pre-requisite for planning, policymaking and monitoring. Educational planners and managers at all levels require accurate, timely information to effectively operate and develop an education system. The new education agenda requires reliable, timely and comparable data from both traditional and new data sources. Given its focus on the measurement of outcomes (quality) and equity, more and better data and statistics will be needed not only to track progress but also to formulate evidence-based policies. The MoEYS recognizes the importance of education statistics and has taken several measures to improve the existing EMIS and M&E system. Most recently, Cambodia has embarked on the formulation of national strategies for development of statistics, a strategic approach led by UIS that brings together different data users and producers. The EMIS system is being strengthened in line with the data requirements of SDG 4, including the indicators framework. Among the strategies proposed for improving education statistics and monitoring include building data production systems that can provide quality and relevant information, strengthening coordination among various ministries and agencies and enhancing the capacity of technical and human resources.

Proposed strategies and activities

Table 20 outlines the strategies and activities that strengthening education management information system.

Table 20: Strategies for improving education management information system

Strategies	Activities
<p>5.3.1 Strengthen the national EMIS system with its clear strategies, linkages with various relevant data systems.</p>	<p>5.3.1a Devise data collection system from the village to national level; increase data collection capacity and analysis skills at all levels from school-level, district-level, and provincial level to strengthen local service delivery, management and decision-making.</p>
	<p>5.3.1b Establish a data platform by strengthening collaboration and linkages between data systems/sources and sectors or line ministries with delineation of roles and responsibilities.</p>
	<p>5.3.1c Develop a system that maximizes the use of ICT opportunities and data connectivity for real time information sharing, analysis and reporting as well as feedback mechanism to ensure that the voices and concerns learners, parents, educators and the public as a whole are heard and they feed into planning, policy making and services delivery.</p>
<p>5.3.2 Strengthen the capacity of managers at all levels to measure and monitor quality, equity and inclusion and use data for planning and monitoring.</p>	<p>5.3.2a Design and implement capacity building programmes to train managers at all levels in data collection, data disaggregation, analysis, use, monitoring, etc.</p>
<p>5.3.3 Strengthen the existing monitoring and evaluation system for continuous monitoring, follow up and review of education sector progress.</p>	<p>5.3.3a Update the national indicator framework and ensure that the framework is comprehensive enough to monitor all aspects of Education 2030 and that all essential data is available required for monitoring.</p>
	<p>5.3.3b. Under periodic reviews of SDG 4 progress and prepare national review reports.</p>

5. FINANCING

5.1 Projections

The projections presented in this chapter were prepared using the CANPRO simulation model of the MoEYS. The CANPRO is a customized simulation model, which is tailored to the specificities of the Cambodian education system. The model projects student numbers based on demographic data and education inputs which, in turn, are guided by the policy priorities/ expected results. A number of cost drivers are considered in the costing model such as (a) student numbers; (b) teachers' salaries and classroom construction which consume substantial part of education inputs; (c) education norms such as pupil-teacher ratio and promotion rates – the two key variables that can change the number of students and teachers in the system. The figures presented in this chapter are sector-wide and cover the entire scope of this Roadmap. The baseline year was 2016 and simulation results are projected up to 2030, the final year of SDG 4.

Population projections

Population projections suggest that various cohorts of school-age population as well as the age population will increase. As the roadmap covers long period up to 2030, and the 2008 census data being dated and updated census data to be available in 2020, these projections should be considered indicative. As shown in Table 21, the population in the age cohort of 3-5 is projected to increase from 910,964 to 1,097,828 between the base year of 2016 and 2030. The 6-11 cohort population which stood at 1,857,454 in 2016 is projected at 2,219,782 in 2030, an increase of 362,328. Similar growth patterns are projected for the other age cohorts as well. This suggests that as compared with the base year there will be more children/youth who are eligible to join schools/colleges in subsequent years, implying that there will be need for expanding access to different levels of education.

Table 21: Population projections for selected years 2016-2030

Age cohort	Base year 2016	2019	2023	2028	2030
3-5	910,964	948,489	999,743	1,068,754	1,097,828
6-11	1,857,454	1,930,265	2,029,964	2,163,623	2,219,782
12-14	1,051,973	1,093,053	1,149,303	1,224,712	1,256,397
15-17	1,113,918	1,158,589	1,219,680	1,301,782	1,336,333
18-22	2,272,245	2,344,707	2,494,469	2,393,416	2,777,922

Enrollment projections

Table 22 displays the projected enrollment for different levels of education for selected years of the 2016-2030 period. As compared to the base year, in view of the past trends enrollment in different levels of education is projected to increase minimally for ECCE and Primary. As the RGC's efforts to universalize Basic Education during this period, significant increases in lower-secondary, upper-secondary (both general and TVET) and subsequently in higher education is expected.

Table 22. Enrollment projections for selected years for different levels of education 2016-2030

Level	Base year 2016	2019	2023	2028	2030
Pre-primary	332,704	400,172	456,881	535,112	568,846
Primary	2,105,903	2,141,201	2,154,201	2,215,065	2,237,859
Lower secondary	558,621	648,999	715,621	806,895	846,227
Upper secondary	266,449	340,753	401,662	486,849	523,862
Higher education	207,434	288,579	412,141	611,198	694,481

The enrollments projected above will have to be revisited once again upon the finalization of the Cambodia's National Census in 2019/2020 to have an updated information on the student population by different age group. Based on this updated population a detailed projection of class-rooms, schools, teachers and other facilities can be determined.

Further, the MoEYS is expected continuously review and update its standards and norms in line with international best practices which is going to impact the class-size, student teacher ratio, student class-room ratio, teacher class-room ratios etc. Hence, the projections below are just indicative as examples.

Teacher projections

Table 23: Projection of teacher requirements for selected years

Level		Base year 2016	2019	2023	2028	2030
Pre-primary (Public and community combined)	Total teachers required	15,075	15,100	15,162	15,224	15,249
Primary	Total teachers required	59,206	59,226	59,252	59,285	59,299
Lower secondary	Total teachers required	28,404	28,438	28,484	28,542	28,564
Upper secondary	Total teachers required	13,440	13,755	13,775	13,800	13,810

5.2 Financing SDG4

Projection of economic performance and financing up to 2030 is very challenging. Assuming the over-all economic growth and stability, this section presents a picture of resource estimates that will be available to the education sector during the 2016-2030 period. The model makes following assumptions when projecting the resource envelope for this period (Table 24). First, Cambodian economy has performed very well over the last several years and it is projected that the growth rate will be maintained until 2030. According to available International Monetary Fund (IMF) projections, Cambodia's GDP growth will remain between 7% to 8% between the 2016-2030 period. Second, education allocation as a percentage of GDP will also grow steadily from 2.3% in 2016 to 4.5% in 2030. Likewise, education sector expenditure as a percentage of total government expenditure will increase from 18.3% in 2016 to 20% in 2030. These projections

show that Cambodia is set to meet the international benchmark of education spending. Evidently, education sector will benefit from the expected GDP growth.

Table 24: Resource available for the education sector (available resource estimate)

Items	Base year 2016	2019	2023	2028	2030
Projected GDP growth (IMF)	7%	7.3%	7.5%	7.8%	8%
GDP (US\$)	19,855	24,474	32,599	47,236	55,035
GDP at constant 2000 price (US\$) millions	11,516	14,171	18,833	27,214	31,854
Education sector share as % of GDP	2.3%	3.5%	3.9%	4.3%	4.5%
Ed sector share as a % of government expenditure	18.3%	18.6%	19.1%	19.7%	20%
MoEYS share in US\$	524	915	1,159	1,464	1,586
Education PIP	106	105	101	101	101

Table 25 shows the estimated overall financial requirement (capital and recurrent) for selected years during the 2016-2030 period. The costs are broken down by sub-sector/level of education to enable MoEYS to identify and disaggregate financial resources as required. In the base year of 2016, education sector's financial requirement is estimated at US\$ 764 million, which will rise to US\$ 1,285 in 2023 and US\$ 1,727 million in 2030. This rapid increase in projected requirement between 2016 and 2030 reflects the planned expansion in all sub-sectors but most particularly in basic and lower-secondary. As presented in Table, the primary education sub-sector makes the greatest demand on the education budget over the life of Roadmap (48.4%), followed by secondary (28.0%). The other two sub-sectors (pre-primary and higher education) have a share of around 9% each.

Table 25: Costs projections (recurrent and capital) for selected years 2016-2030 (millions USD)

Level	Base year 2016	2019	2023	2028	2030
Pre-primary	69.52 (9.1%)	93.60	115.65	143.91	155.43
Primary	369 (48.3%)	503.46	624.63	777.27	839.49
Secondary and technical education	213.12 (28.0%)	291.51	360.18	448.20	484.08
Higher education	70 (9.2%)	95.73	118.22	147.11	158.88
Non-for Education	22.16 (2.9%)	29.64	35.98	44.77	48.36
Youth development	2.3 (0.3%)	3.17	4.626	5.76	6.22
Physical education and Sport	16.8 (2.2%)	22.88	25.7	31.98	34.54
Total budget required	764	1,040	1,285	1,599	1,727

Funding gaps

Table 26 shows the difference between projected financial requirements and funds projected to be available for the education sector. Comparing projections of resources available with financial requirement shows a financing gap of US\$ 112 million in the base year which decreases to US\$ 20 million in 2019, the first year of upcoming ESP 2019-2023. In 2023, the last year of ESP 2019-

2023, funding gap is US\$25. The financing gap are US\$35 and US\$45 for year of 2028 and 2030.

Table 26: Funding gaps

Items	2016	2019	2023	2028	2030
Total resource available for education (US\$ million)	546	915	1,159	1,464	1,586
ESP financial requirement	764	1,040	1,260	1,564	1,682
Education PIP	106	105	101	101	101
Shortfall	-112	-20	-25	-35	-45
Funding gap as % of total financial requirement	14.7%	1.92%	1.98%	2.23%	2.67%

Overall, recent developments indicate that domestic resources will play a significant role in SDG 4 financing in Cambodia. Economic growth trends suggest that the government will be able to sustain growth during the SDG period. It can be expected that SDG 4 will provide a strategic platform for resource mobilization in the education sector. Development partners have contributed significantly towards Cambodian education in the past and it can be hoped that this will continue over the coming 10-12 years. In view of its improved capacity to own the education sector development agenda and ability to manage/coordinate development funds, including recent adoption of strategic planning and results-based management, Cambodia will continue to receive external support from both traditional and emerging donors. Should the necessary resources not be available, the government should seek alternative funding to meet the shortfall. The government should continue to invite encourage and encourage the non-state actors such as NGOs CSO as well as the private investors to participate in the delivery of some education services (e.g., skills training, literacy, ICT, higher education). The public-private partnership policy adopted by the government will also help in mobilizing additional resources for education.

6. MONITORING AND EVALUATION

Continuous follow-up and monitoring is critical for successful implementation and attainment of SDG 4 targets. One important lesson from EFA/MDGs is that a systematic follow-up and review process is key to inform policy. Hence, the 2030 education agenda proposes a comprehensive, integrated follow-up and review framework, covering reviews at national, regional and global levels, each serving different purpose but complementing to each other. Given its focus on learning outcomes, SDG 4 monitoring requires a multi-dimensional approach to measuring progress covering inputs, process, outputs and outcomes with the help of good quality data. In order to measure and monitor equity in education, it is critical that disaggregated data is available to policymakers and planners covering all forms and types of disadvantages. Four levels of indicators are proposed: global, thematic, regional and national for SDG 4 monitoring.

The Global Education Monitoring Report (GEMR), previously GMR, constitutes the global mechanism for monitoring and reporting on SDG 4 and on education on other SDGs. It will also report progress of implementation of national, regional and international strategies. Reviews will also be held at the regional level mainly for the purpose of sharing lessons and best practices and peer learning. UNESCO Bangkok has long provided a good platform for regional review of EFA progress and will continue to undertake this role providing a link between national and global reviews. Regional forums such as APMED will support the implementation of SDG 4 in the region while boosting regional cooperation and peer learning.

6.1 M&E Structure and Process

The Directorate-General of Policy and Planning (DGPP) under the MoEYS takes the overall responsibility of planning/managing the education management information system and monitoring. The Directorate consists of four departments covering four areas such as planning, policy, EMIS and M&E. At the regional level, the Provincial Office of Education (POE) has the monitoring role in addition to its planning, administrative and development functions. At the district level, the District Office of Education (DOE) oversee the implementation of education policies and programmes and monitor teaching learning processes and manage the implementation of programme budget for schools and monitor their use.

Under the Education Strategic Plan (ESP, 2014-2018), there are three levels for monitoring education sector objectives (IIEP 2016). The first level of M&E involves a mid-term and final review of ESP with the help of a set of Core Breakthrough Indicators comprising system-wide as well as sub-sector wide outcome indicators.

At the second level, there exist two mechanisms for monitoring and/or reviewing education sector progress such as the annual National Education Congress and the annual Provincial Congress. The Education Congress brings together staff from central and sub-national level to review the achievements of the education sector vis-a-via the outcomes/outputs and processes in the strategic plan. In preparation for the Congress, MoEYS prepares the Education Congress report documenting progress under specific programme/activity and POEs provide inputs to the preparation of the Congress report. Provincial Offices prepare monthly, quarterly and annual progress reports as well as a mid-term report on the Annual Operational Plan (AOP).

The third level of monitoring is carried out by the District Officer of Education who takes charge of monitoring the performance of each school on the action plans with the help of guidelines provided by the Provincial Offices. District Offices undertake school inspections twice a year in cooperation with the District Training and Monitoring Team. Through inspection visits, District Offices make sure that schools are making progress on their planned activities and if they needed

advise a number of corrective measures where progress is slow. District Offices submit the reports to the Provincial Education Office annually providing information and feedback on their achievements. Each school prepares a School Development Plan and collects information on school progress, including the budget expenditure. Schools submit the reports annually and provide these data to the EMIS Department.

Cambodia's M&E system provides for involvement of development partners in the progress review of the ESP. A Joint Technical Working Group (JTWG) is established to promote aid effectiveness and development partnership in support of the Education Sector Plan and the Annual Operational Plan of the MoEYS. In addition, Education Sector Working Group (ESWG) provides a platform among development partners in the field of education. These two mechanisms have been effective platforms among development partners and government to better coordinate their activities for aid effectiveness purposes and monitor ESP progress. Within the provision of these mechanisms, joint sector reviews are held annually by the MoEYS and development partners working in the education sector to assess sector performance against core indicators, policy and key reform priorities and sub-sector outcomes and quality education indicators. The review also helps to promote donor coordination to minimize duplication, maximize complementarity and improve the overall efficiency of resource allocation within the education sector. The annual Education Retreat convenes senior staff of MoEYS and development partners to jointly reflect on progress made in the education sector, to seek solution to address implementation challenges and to identify priorities for the next year. The proposed review and monitoring of SDG 4 will build on the existing structures and processes.

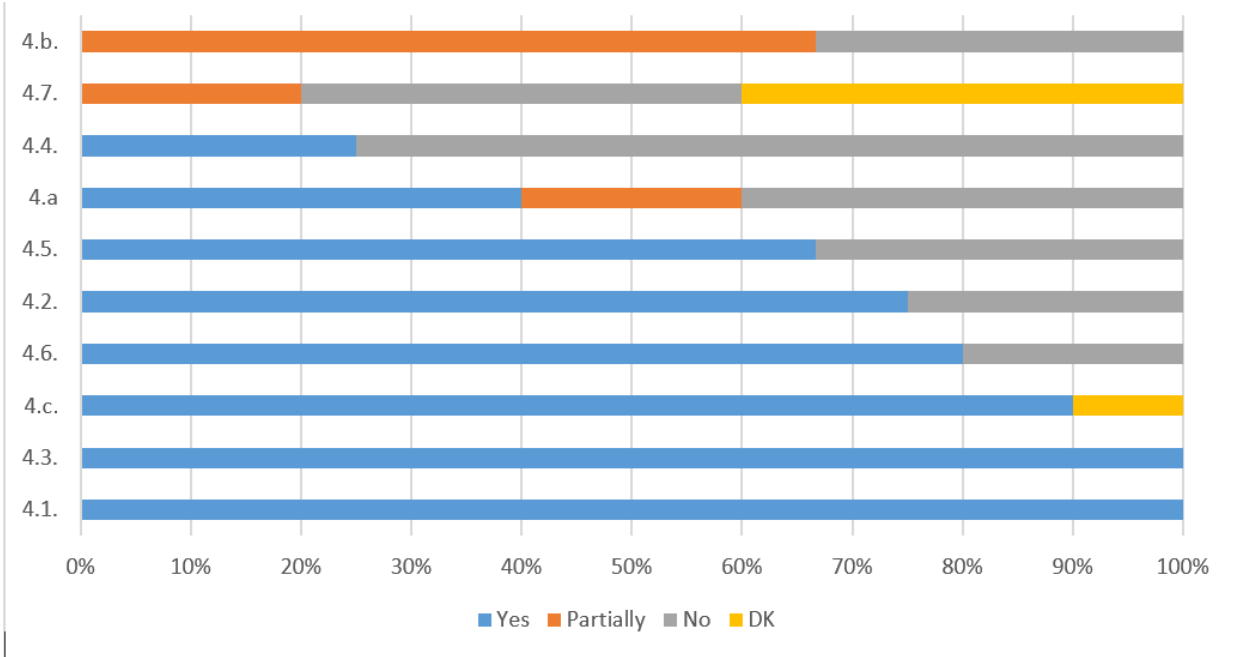
6.2 Monitoring of SDG 4-Education 2030

The proposed monitoring framework will build on Cambodia's past experiences and lessons learned during the monitoring of the EFA/MDG, the recent experiences from ESP monitoring and the data requirements needed to meet the monitoring demands of SDG 4 targets. Over the years, the monitoring of the EFA targets in Cambodia brought about significant advances in the systematic and concerted collection and use of data. For the most part, Cambodian MoEYS is able in producing basic sets of traditional data. The MoEYS has a fairly well-developed system of data collection and reporting in education which provides substantial administrative data that can be helpful to monitor some aspects of SDG 4 targets. MoEYS also has strengthened its ability to build upon census data and household survey data. MoEYS has long been undertaking national assessments of student learning to track student learning. Substantial efforts are being made to develop statistical capacity and to contribute to the definition of global indicators as well as to identify indicators that best reflect national challenges. Cambodia has established mechanisms for reporting, follow up and review as discussed earlier. These efforts along with a number of capacity development efforts undertaken with the support of development partners, including the support provide by UIS under CapED provide quite a strong basis for monitoring progress towards the SDG 4 targets.

However, with the move from the EFA goals to the SDG 4 targets, there is not only strong demand for more and better data but also new ways of working with and managing data in order that progress towards the SDG 4 targets can be effectively and efficiently monitored. Given the vastness of the new agenda, MoEYS recognizes that to monitor progress according to Education 2030-SDG 4 a new monitoring framework will be needed which is not only strong and rigorous but also much more comprehensive. Recent assessment of data availability and data quality by UIS shows that there are data gaps in a number of areas (Figure below). In some areas data are never collected or data collected is poor or inadequate. The biggest data gaps are in data on scholarships (4.b), global citizenship and education for sustainable development (4.7), skills

(4.4), learning environment (4.a), etc. Available data does not permit the analysis of differences and trends between different social groups owing to the lack of disaggregation based on ethnicity, disability status, sex, local, income level, etc. Statistical capacity building and strengthening the national education statistical system, including the planning, EMIS and monitoring departments of DGPP is crucial. Addressing the capacity deficits will be the first major step towards setting up a monitoring system. It is also critical to create effective coordination between ministries and national statistical offices that may have responsibilities for data collection. UIS is supporting MoEYS to create a mechanism so that all data producers work closely with the national statistics office to ensure coherence in data coherence and reporting across the SDG 4 targets.

Figure: Availability of indicators in Cambodia by targets



Source: UIS (2017)

6.2.1 SDG 4 National Indicator Framework

MoEYS is in the process of establishing a national SDG 4 national indicator framework (NIF). The framework will be aligned with the proposed global and thematic indicators, which are meant to facilitate cross-national monitoring of progress towards the targets. It will also be in tune with the regional Education 2030 monitoring initiatives. The framework will include context-specific indicators that will be essential for monitoring and regulating national education development. It recognizes the importance of the data disaggregation in order to meet the ambition of leaving no one behind, which is at the core of the 2030 agenda. Data for SDG 4 indicators will be based on national statistical systems beyond the administrative data of the EMIS within the MoEYS. Where possible, indicators will be disaggregated by sex, age, income, ethnicity, disability and geographic location. The principle of international comparability will be taken into account while developing indicators. A technical team of the MoEYS with the support of UIS has proposed a preliminary structure of the indicator framework which is provided in Table 27. The proposed indicators in the framework are directly linked with the priorities and results of the Roadmap.

Table 27: Summary of the national indicator framework for monitoring SDG4-Education 2030

Policy Priorities	Results	Number of Indicators		
		Global / Thematic	Addition	Total
Priority 1: All girls and boys have access to quality ECCE and pre-primary education and complete free, equitable and quality basic education (primary and lower secondary) with relevant and effective learning outcomes.	1.1 School Readiness and Improved Access Quality ECCE and Pre- Primary (4.2.)	9	4	13
	1.2 Equitable Access and Completion to 9 years quality basic education (Primary and lower secondary)	7	7	14
	1.3 All learners acquire the knowledge, skills and values to function as global citizens and have respect for human rights, gender equality, culture of peace, non-violence and cultural diversity (4.7) with adequate resources and quality teachers (4.b, 4c)	13	4	17
Priority 2: All girls' and boys' complete upper-secondary education with relevant and learning outcomes and a substantial number of youth have increased access to affordable and quality technical and vocational education.	2.1 Equitable access to Quality Upper Secondary education in a secured and conducive learning environment (4.1, 4.b, 4.c).	13	6	19
	2.2 A substantial number of youth have increased access to affordable and quality technical and vocational secondary education. (4.3.)	1	1	2
Priority 3: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	3.1 All women and men have increased access to affordable and quality higher education. (4.3, 4.a)	3	5	8
	3.2 Increased access to affordable and quality TVET and have acquired relevant skills to respond to the needs of the labor market (4.4).	5	1	6
Priority 4: All youth and adults achieve literacy and numeracy and learners in all age groups have increased life-long learning opportunities.	4.1 Increased youth and functional literacy skills (4.6)	3	3	6
Priority 5: Governance and management of education improves at all levels.	5.1 Schools/educational institutions are developed with greater autonomy, professionalism and accountability.	-	3	3
	5.2 Governance and management is transparent, accountable, participatory, efficient and competent. (4.5)	2	-	2
	5.3 Accurate and reliable data is timely available for educational planning, policymaking and monitoring.	-	8	8
Total		56	42	98

Source: UIS (2017)

6.2.2 SDG 4 Reviews

The Framework for Action for Education 2030 has underlined the need for regular, robust, inclusive, country-led reviews for achieving the SDGs. MoEYS will take the overall coordination and leadership role by being broadly participatory, involving national and local authorities, civil society and the private sector in the reviews. Reviews will be undertaken annually to keep track of progress and determine the relevance, efficiency, effectiveness and impacts of policies, programmes or projects. Reviews undertaken at the national level will be supplemented by sub-national reviews carried out at the provincial level. No new processes or structures are proposed. SDG 4 reviews will build on existing M&E processes and institutions. The capacity of MoEYS and its central, provincial and local level institutions will be enhanced to provide timely evidence, detect and mitigate risks, and inform course corrections. National review will foster the generation and use of timely, accessible, quality, reliable and disaggregated data. National review will be kept open and transparent allowing everyone to contribute, including CSOs.

6.2.3 National Reporting

National reporting system should be the most significant level of the SDG 4 review process, given national ownership of the 2030 agenda and its core principle of leaving no one behind. A national SDG 4 annual report will be prepared providing an account of progress against the proposed targets and benchmarks. Reports will identify gaps in implementation, including in data and strategies, as well as policy challenges, trade-offs, and emerging issues. They will describe trends in indicators and analyze underlying causes behind the trends and offer policy suggestions to overcome obstacles and deal with emerging challenges. It will provide a trend analysis identifying SDG 4 targets where progress is slow or shows a declining trend (not likely to reach a particular target by 2030) or adequate or accelerating (that is, will likely reach or surpass expected progress).

6.2.4 Evaluation

In addition to regular monitoring, the proposed M&E scheme includes a combination of formative and summative evaluations inbuilt within the upcoming ESPs. Mid-term evaluations will be undertaken in the form of formative evaluations to look at the effectiveness and immediate impact of project implementation and take course corrections if needed. In particular, they will focus on whether or not activities are on track and if outputs are being achieved. They will identify lessons learnt from the initial phases of implementation. Summative evaluations will be undertaken at the end of ESPs focusing on the impact and sustainability of programmes and assess whether or not overall outcomes have been achieved. Substantial capacity needs to be developed within the MoEYS to carry out, lead and support the evaluations and use evaluation findings in programme development.

6.3 Key Results Framework

The results framework provides a summary of key sector indicators that will be used to monitor education sector outcomes. The framework shows the current baseline, the intermediate targets as well as the targets for 2030 on selected indicators. The indicators proposed in the framework are based on the availability of data and consistent with the ESP indicators so that a time series analysis is possible. The indicators address the global and thematic indicators proposed for SDG4-Education 2030. However, there are a number of areas yet to be addressed. This framework should be revised and updated based on the availability of data covering all areas as proposed in the indicators framework.

Table 28: Results Matrix

Policy Priorities	Expected Results	Indicator	Baseline 2018	2019-2023	2024-2028	2030
Priority 1: All girls and boys have access to quality ECCE and pre-primary education and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes.	1.1 All young children under 5 years of age have increased access to quality early childhood development, care and pre-primary education and are fully prepared for primary education,	GER in pre-primary education	41.3%	45.7%	50.1%	51.8%
		Age-specific enrolment rate of five-year old accessing any form of Early Childhood Education	68.5%	76.0%	81.5%	84.1%
		Percentage of Grade 1 pupils with ECCE experience	65.0%	74.5%	80.3%	82.8%
		Percentage of primary schools with access to basic drinking water, basic sanitation facilities and basic handwashing facilities	30.5%	55.3%	72.9%	80.0%
		Percentage of schools with access to electricity, Internet for pedagogical purposes and computers for pedagogical purposes at pre-primary level	20.4%	35.2%	45.8%	50.0%
		Percentage of pre-primary teachers qualified according to national standards	57.6%	62.4%	76.8%	80.0%
		Pupil-trained teacher ratio in pre-school	38	32	27	25
		Percentage of ECCE teachers who received accredited CPD/ in-service training	99.0%	99.5%	99.9%	100%
		1.2 All girls and boys complete nine years of free, publicly funded, inclusive equitable, and quality basic education (primary and secondary) and acquire functional literacy and	Primary completion rate	82.7%	86.2%	89.7%
	Percentage of primary schools with access to basic drinking water, basic sanitation facilities and basic handwashing		60.2%	80.1%	94.3%	100%

	numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential.	facilities				
		Percentage of schools with access to electricity, Internet for pedagogical purposes and computers for pedagogical purposes at primary level	36.5%	53.2%	65.2%	70.0%
		Percentage of primary teachers qualified according to national standards	62.9%	76.5%	81.6%	90.0%
		Pupil-trained teacher ratio in primary education	44	47	49	50
		Lower secondary completion rate	46.5%	52.6%	58.7%	61.1%
		Percentage of lower secondary schools with access to basic drinking water, basic sanitation facilities and basic handwashing facilities	33.0%	47.6%	56.5%	60.0%
		Percentage of primary and lower secondary schools with adapted infrastructure and materials for students with disabilities	0%	10.7%	17.3%	20.0%
		Percentage of lower secondary teachers qualified according to national standards	34.5%	52.3%	64.9%	70.0%
		Pupil-trained teacher ratio in lower secondary	22	33	42	45
		Percentage of upper secondary teachers who received in-service training	3.9%	16.9%	26.3%	30.0%
Priority 2: All girls and boys complete upper-secondary education with relevant and effective learning outcomes and a	2.1 All girls and boys complete free, publicly funded, inclusive equitable, and quality upper-secondary	Upper secondary completion rate	23.6%	32.5%	41.4%	45.0%
		Percentage of upper schools with access to basic drinking	59.4%	74.7%	85.6%	90.0%

substantial number of youth have increased access to affordable and quality technical and vocational education.	education and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive and non-cognitive skills that enable them to develop to their full potential (4.1).	water, basic sanitation facilities and basic hand washing facilities				
		Percentage of schools with access to electricity, Internet and computer for pedagogical purposes at secondary level	62.4%	80.1%	92.9%	98.0%
		Percentage of secondary teachers qualified according to national standards	98.0%	98.5%	98.9%	99.0%
		Pupil-trained teacher ratio in upper secondary	22	32	38	40
	2.2 A substantial number of youth have increased access to affordable and quality technical and vocational education.					
Priority 3: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	3.1 All women and men have increased access to affordable and quality higher education.	Gross enrolment ratio in tertiary education	11.6%	16.9%	22.7%	25%
	3.2 All women and men have increased access to affordable and quality technical, vocational education and have acquired relevant skills to respond to the needs of the labor market.	Participation rate in technical and vocational education programme (15-24 year olds)	0.03% (2016)	18.7%	30.3%	35.0%
Priority 4: All youth and adults achieve functional literacy and numeracy and learners in all age groups have increased lifelong learning opportunities.	4.1 All young people and adults have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.	Adult literacy rate (15 + years old) Number of learners completing basic education equivalency Number of Community/Lifelong Learning Centers offering equivalency	82.5%	88.0%	93.5%	95.7%
Priority 5: Governance and management of education improves at	5.1 Schools/ educational institutions are					

all levels.	developed as administratively and financially autonomous institutions with greater autonomy, professionalism and accountability.					
	5.2 Education Administrators/Managers at Central, Provincial, District and School levels receive continuous professional development as per MoEYS CPD Policy and sectoral needs.					
	5.3 Accurate and reliable data is timely available for educational planning, policymaking and monitoring.					