



INSIDE THIS VOLUME

- Annual General Meeting 2017 *Page 1*
- Education Congress 2018, *Page 2*

Annual General Meeting 2017



Annual General Meeting of 2017 at Phnom Penh Era Hotel

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NGO Education Partnership (NEP) successfully organized the Annual General Meeting (AGM) 2017 at Phnom Penh Era Hotel on 1st March 2018. There were 90 participants (39 females) from 69 member organizations from Phnom Penh and provinces. UNICEF and MoEYS also participated as a resource person on Gender Mainstreaming in Education Program Design and SDG4 roadmap.

Board Chairman, Mr. Keo Sarath mentioned that NEP is going on the right track to meet its objectives both locally and internationally despite some struggles. It is hoped that NGO members are a part of this development which focused strongly on the result to improve the learning outcomes. In 2017, NEP made some remarkable achievements – Represent Members' Voice and View to the government and DPs, Coordination and Networking, and Capacity Building and Information Sharing. Therefore, NEP will continue representing members' voice to the government through attending and presenting P-ESWG's work in national ESGW and JTWG meeting in 2018. Besides, we will participate in final SDG4 consultation as well as publish the SDG4 plan, organize Global Action Week of Education (GAW) and World Teacher's Day Campaign, conduct the study to

understand challenges and opportunities and a desk review research.

Mr. Chin Chanveasna, Executive Director of NEP, presented NEP's Strategic Directions 2018-2022 to the members to make them informed of how NEP would strategize in the fast developing context as a result of the education reforms, which are being taken place. Two major goals to achieve in 2018-2022 are:

- **Goal 1:** To advocate for high quality, accessible education services by amplifying members' voice and producing new evidence and analysis. To achieve this goal, NEP will ensure the representation of our members in policy dialogue with decision-makers and in particular the Royal Government of Cambodia. Additionally, we will gather and generate evidence on how education services and reform processes are working in Cambodia, and on best practices and innovative approaches. Also, NEP will advocate and campaign for the change at both a national and local level, together with our members and other civil society networks.
- **Goal 2:** To build the capacity of Education CSOs to engage in policy dialogue, joint initiatives, and

education sector reform processes. To accomplish the goal, NEP promise to facilitate networks of NGOs working in education at a sub-national level, and a national level based on sub-sector and thematic expertise. Besides, we will provide varied training and learning opportunities for the NGO members and help members to understand national policies and their implications. On top of that, we will promote learning between NGOs and civil society organisations within Cambodia and beyond.

Moreover, participants have learned about Cambodia SDG4-Education 2030 Roadmap presented by Mr. Nham Sinith, Director of Planning Department, DGPP, MoEYS. Cambodia's Vision for its education system in 2030 is to be a strong and regionally competitive education system for a knowledge-society. In order to reach the vision, MoEYS promise 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 as well as to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The participants have also learned about Gender Mainstreaming in

Education Program from Ms. Katheryn Bernette, Chief of Education, UNICEF. Gender is an important consideration in program design because in Global Development Perspectives gender-based discrimination remains a key constraint to realizing the right to education. Without the gender-equity 'education for all' cannot be achieved; and Sustainable Development Goals confirm and amplify the strong connection between gender equality and education. It also provides impact to human developments particularly gender-related barriers. Gender equality is a critical part of equity and inclusion in education when inclusive and equitable education is provided to both girls and boys, there are significant benefits. During the meeting, the members have also elected 4 Board of Directors' members including Dr. Jill Reimer from World Vision International, Ms. Men Rumdourl from Save the Children, Mr. Neth Sovann from World Renew, and Ms. JoJo Lam from Teach for Cambodia. Besides, Key findings of NGO Mapping 2016 conducted by NEP and CLC Checklists were also presented to the members for better understanding and using it in their target provinces. World Education also presented their applications Textbook Tracking System and TestX.

## Education Congress 2018

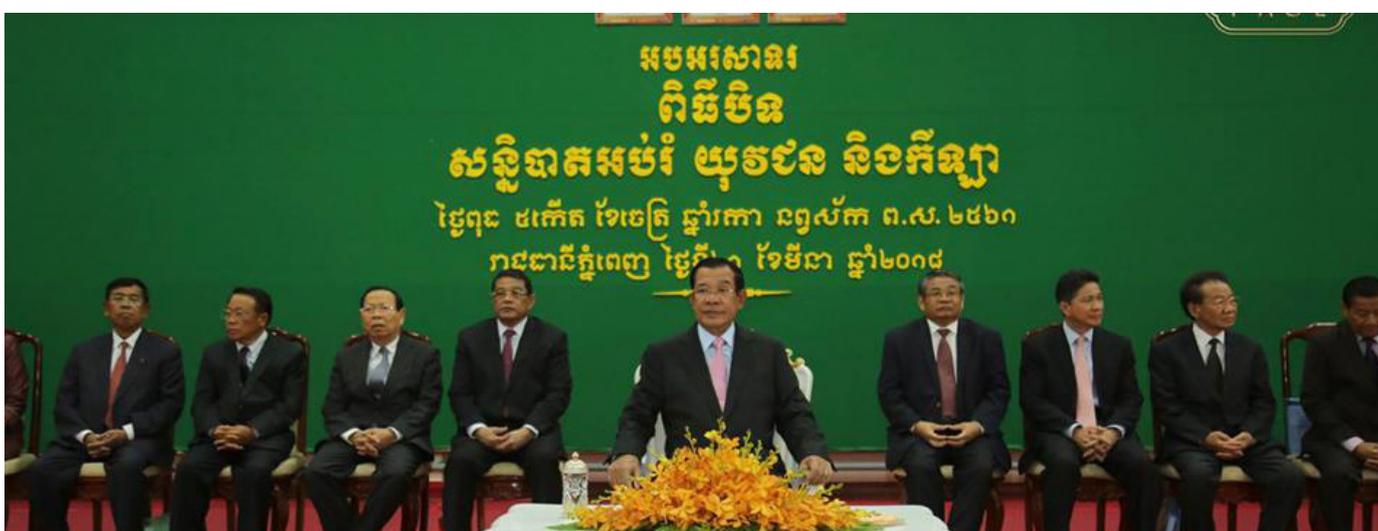
From 19th to 21st March 2018, Ministry of Education, Youth, and Sport organized the Education Congress at Institute of Technology of Cambodia. Approximately 1,600 people participated including MoEYS, POE, Teachers, as well as representatives of development partners and around 86 representatives of NEP's Members. H.E Hang Choun Naron, Minister of Ministry of Education, Youth, and Sport and Ms Debra Comini, ESWG chair had delivered welcome remarks and opening speech by H.E Bin Chhin, Standing Deputy Prime Minister. H.E Bin Chhin highlighted what MoEYS have been trying to keep on progress on both policies and implementation. MoEYS is implementing the Education Sector Reform 15 priorities based on 5 pillars: (1) Implementation of teacher policy action plan, (2) Review of curriculum, textbooks, and Improving learning environment, (3) Put in implementation of inspection, (4) Strengthening learning assessment, and (5) Higher Education Reform.

Besides, there were panel discussions with the ministers and other relevant institutions. The achievements, challenges, areas for improvement/measures for the implementation of each sub-

sector were discussed. The report of each sub-sector achieved can be accessed [here](#).

**1. Early Childhood Education:** School-Based Management and Community Pre-School management were talked through.

- **School-Based Management:** The high level of responsibility and ownership of public preschool and effective leadership and management in school to organize resources and engagement from relevant sectors or institutions, development partners; particularly parents, community members, teachers, and students. There are some remarkable accomplishments. Firstly, MoEYS has conducted the assessment of the school, classroom and learning materials in 50 schools. Meanwhile, the implementation curriculum and calendar in state pre-school and pre-school classes is achieved approximately 80%. The guidebook on financial management for School Improvement Grants (SIG) implementation was drafted. Besides, Ministry also provided capacity buildings to 850 pre-school principals and teachers on pre-school class arrangement based on quality standard, developed minimum standards of state pre-school with 6



Prime Minister Hun Sen at Education Congress 2018. Picture from Prime Minister Hun Sen Facebook Page

6 standards and 37 indicators, and finalized the draft syllabuses for low, middle and upper-level state pre-schools. However, the involvement of the community in school governance has not been improved. Meanwhile, the schools still have not been governed in an accountable, transparent, and effective manner to ensure the children's learning outcomes. Besides, the surplus of teachers in urban school and the shortage of teachers in rural schools are still major challenges. To overcome these challenges, MoEYS has decided to improve some areas. The ministry will focus on developing school principals to make sure they will be able to manage the school transparently, accountably and effectively. Also, the development of results-based M&E system will be expedited its implementation. In addition, regular school self-assessment for improvement of school management will be promoted. Last but not least, the ministry will share pupils' assessment results with parents and stakeholders.

• **Community Pre-School Management:** community preschool has major roles in early childhood education as it enables children to access pre-school education near their home. Up until now, there are 2955 community preschools. The implementation of the preschool curriculum and calendar has accomplished 78.50%. Moreover, the Royal Government has issued the decree on the management of the community preschool. Still, the community pre-schools were considered as the non-standard establishment. Also, the enrolment service of the community has not been implemented to the best possible extent. The teacher's recruitment for preschool teachers and employment contract implementation did not properly follow the procedures; additionally, the monitoring and evaluation by commune, district and provincial level are not done regularly as well as the operational support and allowance for community pre-school teachers. To improve these problems, the ministry will strengthen the committee of community pre-school management capacity based on the standard also improve the review process to identify community pre-schools, which do not meet the standards. The ministry will provide guidance on teacher recruitment and reinforce employment contract with community pre-school teachers. Plus, the resource of constructing and renovating infrastructure and environment of community pre-school centre/class will be mobilized.

**2. Primary Education Sub Sector:** Two topics related to school-based management and child-friendly school in the context of SDG4.

• **School-Based Management:** The remarkable achievement is the approval of school-based managements operational guideline and the 4 dimensions also primary school standard for formal implementation. The ministry is piloting new generation school at primary education level and full day teaching and learning program. For the school principals, the ministry has trained them both technical and leadership skill. Additionally, they were motivated by giving the extra functioning incentive in cash beyond the general. Especially, outstanding school principals, teachers and clean schools have been awarded the Samdech Techo SEN Awards every year. Despite the accomplishment, the management still faces some challenges related to policy framework, support and budget, and School organizational Capacity. However, the ministry is making the policy for school-based management and preparing and scale up the number of schools (geography and criteria). For the program

and the intervention, the ministry will plan to increase the support and scale up new generation school; establish a package program of school principals including the existing principals.

• **Child-Friendly School in the context of SDG 4:** Notably, , the child-friendly school policy and child protection policy were approved for basic education. MoEYS also has approved the school and classroom assessment tool whereas currently piloting digital monitoring and evaluation tools. Moreover, the guideline on school operation was issued yearly based on key strategies of child-friendly school policy. To effectively develop CFS, MoEYS has implemented some programs - primary scholarship and school feeding, special education for CWDs and ethnic minority, accelerated learning, EGRA and EGMA, library, safety school, and sanitation, student council, and school support committee. However, there are limitations of necessary input and resources to schools, a capacity of the school principal to manage school, and the participation particularly community participation. To overcome them, MoEYS will prepare the policy on the school in the SDG4 context based on child-friendly school and its action plan. Also, the ministry will provide sufficient and quality input and resources to schools. In addition, MoEYS will focus more on strengthening the application of primary school standard, teacher professional standard and school principal standard, teaching and learning Sciences and Mathematics of all grades, and capacity for monitoring and evaluation of the sub-national level. More importantly, they will implement the concept of SBM-Transform step by step some advance CFSs to NGSs.

### 3. Secondary and Technical Education Sub-sector:

• **School-based Management:** Up until now, the sub-sector established the standard of school director that approved by 17th February 2017. Moreover, the MoEYS also put to use of monitoring and evaluation framework. Currently, they arrange the draft of vision of the school-based management for secondary education implementation. Still, implementation, planning and budgeting are facing challenges. Most schools need to set up the medium and long-term school improvement plan base on the MoEYS strategic plan indicators. The preparation of the annual action plan and budget for helping schools still mismatch between the national and sub-national level. Most schools lack community awareness in education development sector. Meanwhile, the real implementation is still a slow and narrow target. In most schools, some interventions have been chosen not suitable to increase the students' study and long live learning. Besides, most schools still focus on the school administration than the reduction of slow learners and student study result.

• **Developing Standard for General and Technical High School:** The draft of GTHS standard through the consultative process with relevant stakeholder has been developed. The curriculum of 5 subjects Electricity, Electronics, Agronomy, Animal-husbandry, Mechanics have been revised. Whereas, the other curriculums such as Tourism Trade, Landscape and Garden Design, Technical Education are planning to develop which corporate with other Ministries. However, the technical education infrastructure and teaching-learning mater still do not respond to demand. Another major challenge is the human resource. Some technical teachers are not fully qualified based on the Cambodia Qualification Framework, and there is not an incentive system for technical teachers. Meanwhile, the

development of textbooks is not fully completed for some trades. So, the government will work more with development partners and private sector to continue on developing textbook and provide more training to the teachers.

• **The Implementation of the policy on Science, Technology, Engineering, and Mathematics (STEM) Education:** The ministry has issued an appointment letter No. 1209 AYK. .UTN, dated February 10, 2017, on the creation of “The Committee for Formulation of Action Plans for Development of Education of STEM: Science, Technology, Engineering, and Mathematics in Cambodia”. Also, the ministry has collaborated with development partners and private sectors to organize events, programs, and other activities aimed at mainstreaming, promoting, and enhancing knowledge about the STEM. The teacher capacity and student habits in studying are still the challenges. To solve the problems, there should be STEM office in relevant departments to coordinate and play a leading role in the implementation of STEM Education Policy and developing STEM curriculums textbook focusing on topics for students’ research, creativity, and innovation. Most important thing is mainstreaming and integrating STEM teaching methods at teacher training establishments/institutions and educational institutions.

#### 4. Higher Education

Education strategic plan 2014-2018 has been implemented. Moreover, the higher education vision and roadmap for 2030 have been developed. Besides, the ministry has developed internal quality assurance system plan for the short term, medium term, and long-term. However, consistent education policy and future education sector reform, which is internal and external quality assurance harmonization at higher education, is needed to ensure the quality of higher education in line with the development of regional and world trend. Furthermore, some Higher Education Institutes have implemented limitedly in accordance with rules and regulations set for internal quality assurance due to lack of human resources, system and tools particularly lack implementation plan and budget to support the development of the internal quality assurance. To improve the higher education sub-sector, the ministry has committed to strengthen and develop the structure of responsible persons for internal quality assurance unit. Also, the ministry will encourage and guide HEIs in planning budget and the implementation of the internal quality assurance.

#### 5. Non Formal Education Sub-Sector

Notably, MoEYS has approved Education Strategic Plan on NFE sub-sector. NFE has some remarkable achievements related to the development of Literacy Program’s curriculum and course book for factory workers, simple Vocational Skills Framework to use in community learning centres, and National Policy on Lifelong Learning. NFE also organized high-level and consultative meetings on Vision of Lifelong Learning in Cambodia, with participation from UNESCO Institute for Lifelong Learning, concerned ministries, and departments of MoEYS, DVV International, SEAMEO CELL and development partners. Besides, there is also a collaboration with CLC management committee, local authorities and related development partners (DPs), and participation and funding support from stakeholders

and community. However, it quite difficult to select qualified teachers as required in rural and remote areas. Meanwhile, some of city and provinces have not implemented NFE’s programs yet. There is not enough budget for the implementation. To overcome these problems, the ministry will strengthen the implementation of legal documents related to NFE’s tasks as well as NFE’s monitoring and evaluating the mechanism. The ministry will foster innovated CLCs to implement according to approved national CLC’s standards. Also, the ministry will provide loan and credit programme for skill training completers to earn a living.

#### 6. Youth Development Sub-Sector

Youth Center contributed implement strategic plans of the MoEYS through various programs and opportunities for youth to develop competencies relevant to the knowledge, skills, information technology skills, physical development, cognitive development, social and emotional their leadership, entrepreneurial activity Enjoy friendly building methods and unrecognized. MoEYS has launched a pilot project called “Know About Business” on Entrepreneurship Education supported by the Royal Government of Cambodia’s current efforts to strengthen and expand education, entrepreneurship in secondary schools and technical and vocational education and training institutions. MoEYS and the International Labor Organization have agreed to use 9 modules for teaching 120 hours divided into 33 sessions with a 45-minute session. But the pilot project has chosen a tutorial that the purpose of the pilot project is to look at of the nine tutorials, the student-centered approaches, especially on the ability of soft skill working students to be self-confident, group work, take calculated risks, problem-solving, etc. And most importantly, reviewing business skills such as Marketing Mix (Marketing Mix 7Ps + 4Cs), final inspection, and students have the ability to create their own business plan for themselves. During the piloting project, there are some obstacles related to the supportive environment, the capacity of the teacher as the facilitator is limited, the use of inappropriate teaching and learning methods, insufficient material resources relevant and inaccurate evaluation and lack of support from school management and stakeholder involvement.

#### 7. Physical Education and Sports

The National Policy on Physical Education and Sports Development is a roadmap for the development of Cambodia’s sports the preparation for the 32nd SEA Games hosted by the Kingdom of Cambodia. The Ministry of Education, Youth and Sport is committed implementing the deep reform policy of the government and Sub-sector reform of Physical Education and Sport, which is one of the top 15 priority areas of education, including the sub-sector physical education and sports, focusing on building repairing renovation of sports infrastructure, Human Resource training and the reform of all types of sports competitions. However, there are obstacles in developing the sports. There are not adequate training places for both training and high-level competition, lack of human resources, technical officers, sports medicine, and sports science. Besides, the quality of sports equipment is a major problem.