NGO EDUCATION PARTNERSHIP (NEP)



8TH NATIONAL CONFERENCE REPORT ON TRANSFORMING EDUCATION PARADIGM

THEME

ACCELERATE IMPACT: STRENGTHENING SYSTEMS, EQUITY AND RESILIENCE ON THE ROAD TO CAMBODIA'S 2050 VISION

17 - 18 SEPTEMBER 2026

Support and Partnership by:

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I. Executive Summary

NGO Education Partnership (NEP) organized the 8th National Conference (NC) on Transforming Education on 17–18 September 2026 at Hotel Cambodiana, Phnom Penh. The Conference brought together 277 participants, including 117 women, from 166 organisations/Institutions, representing government institutions, the National Assembly, civil society organizations, development partners, United Nations agencies, education authorities, teachers, school leaders, researchers, youth, and representatives of marginalized and underserved communities. Building on the 7th NC in 2025, the 8th NC focused on a central challenge facing education reform: how to translate established policies, strategies, and commitments into effective implementation and measurable improvements for learners, teachers, schools and communities.

Cambodia has made significant progress in expanding access to education and strengthening its education system. The Education Strategic Plan (ESP) 2024–2028 and other national reforms provide an important foundation for continued transformation. The Conference recognized that the next phase requires stronger implementation, accountability, evidence-based decision-making, adequate and equitable financing, and improved use of data to monitor results.

The Conference focused on six interconnected priority areas:

- Fair and Sustainable School Financing
- Every Child Can Learn
- Technology in Education – Conditions for Impact and Safety
- Climate-Resilient Schools
- Second Chances and Flexible Learning Pathways
- A Qualified, Supported and Fairly Paid Teaching Profession

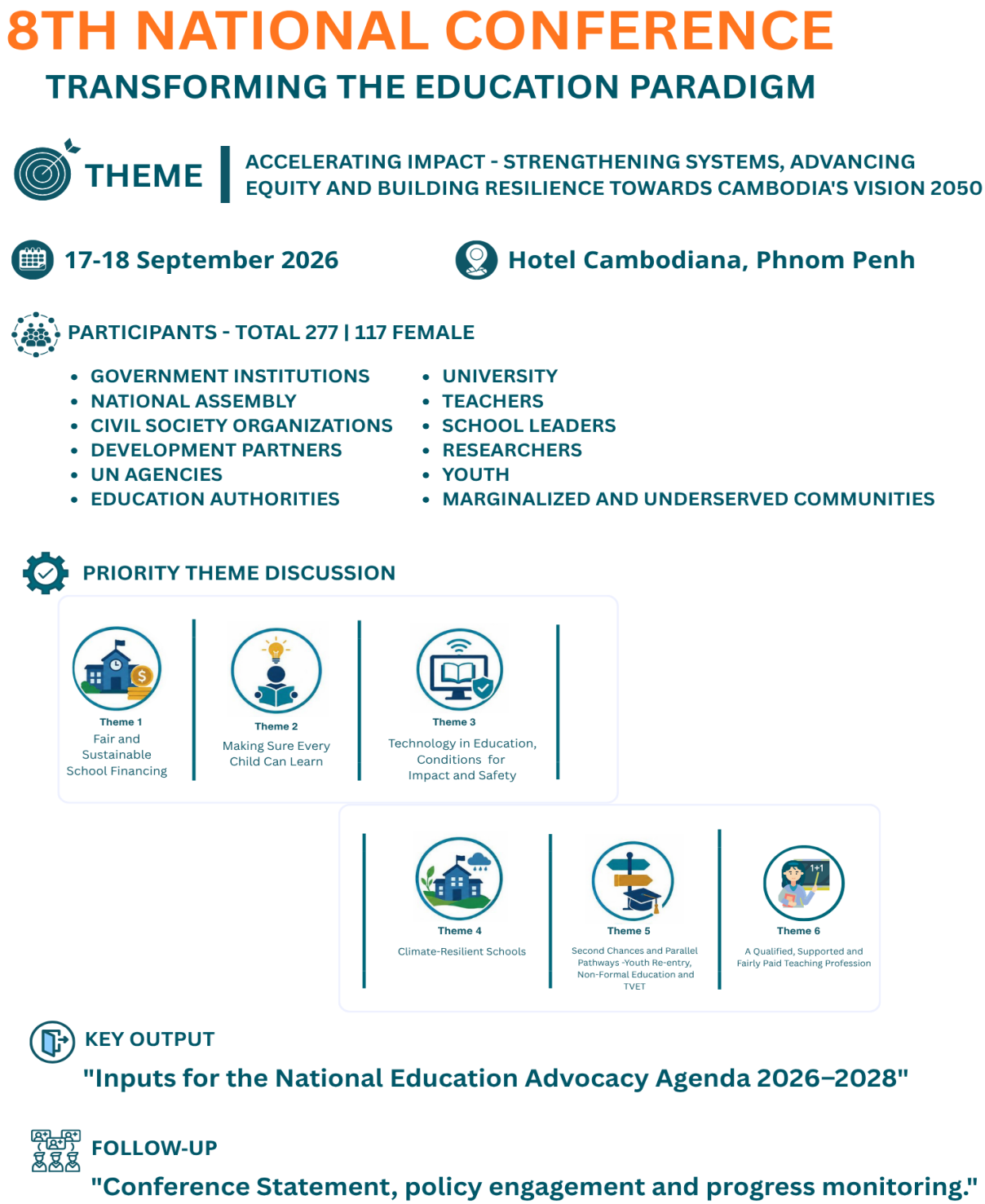
Through thematic workshops, participants reviewed and refined proposed advocacy priorities against criteria including relevance, feasibility, specificity, measurable results, financing, equity, and institutional responsibility. The process moved the discussion beyond broad policy statements towards concrete advocacy asks. Among the key proposals were a Cambodia-specific education financing roadmap towards 2.5% of GDP by 2028; progressively stronger needs-based school financing; improved transparency and timeliness of school fund disbursement; strengthened disability identification and referral systems; expanded multilingual and early childhood education; stronger early warning and dropout prevention mechanisms; evidence-based and safe use of digital technology and AI; climate-resilient school infrastructure and financing; financed re-entry and equivalency pathways for out-of-school adolescents; stronger links between general education, non-formal education and TVET; improved teacher remuneration and rural deployment; stronger teacher professional development; and integrated education workforce and school data systems.

A central contribution of the Conference was the development of inputs for the National Education Advocacy Agenda 2026–2028. The agreed advocacy asks are intended to be linked to targets, responsible institutions, indicators, financing considerations and timelines. The Conference also reinforced the importance of measuring progress not only by whether policies are adopted, but by whether they are implemented and whether implementation produces tangible improvements for learners, teachers and schools.

The Conference Statement is expected to be finalized and publicly released in October 2026. The next phase will focus on finalizing the National Education Advocacy Agenda, engaging responsible institutions, supporting policy and budget processes, monitoring implementation, and reviewing progress through evidence.

The 8th National Conference therefore represents not an endpoint, but a transition from commitments to action, from action to accountability, and from policy intentions to measurable impact.

II. Conference at a Glance



III. Why the 8th National Conference Matters

Cambodia has made significant progress in expanding access to education and strengthening its education system over the past two decades. The Royal Government of Cambodia's national development strategies and the Education Strategic Plan 2024–2028 provide a policy foundation for developing the human capital required to achieve Cambodia's long-term development aspirations.

The challenge identified by the 8th National Conference was therefore not simply the absence of education priorities or policies. Rather, it was the need to accelerate implementation and ensure that national commitments translate into meaningful changes at school and community level. The 8th NC built directly on the outcomes of the 7th NC held in 2025. While the 7th NC focused on identifying strategic priorities for education transformation, the 8th Conference concentrated on the next stage: determining how these priorities could be implemented, financed, monitored and translated into measurable results.

The Conference took place during a period of important transition for Cambodia. Alongside continuing efforts to improve learning outcomes, strengthen equity and support teachers, changes in the international development financing landscape and Cambodia's expected graduation from Least Developed Country status reinforce the importance of strengthening domestic systems and establishing clear and sustainable investment priorities.

The Conference therefore provided a platform to examine not only what Cambodia should prioritize, but also: What needs to change? Who is responsible? What resources are required? What targets should be achieved? How will progress be measured? How will implementation benefit learners and schools?

IV. Purpose and Objectives

Purpose

The main purpose of the 8th National Conference was to contribute to a shared National Education Advocacy Agenda 2026–2028, identifying practical advocacy priorities, implementation actions, measurable targets and institutional responsibilities. It sought to move beyond dialogue towards coordinated action and to support implementation of Cambodia's existing education commitments.

Specific Objectives

The Conference sought to:

1. Make school financing fair, sufficient and timely: Develop a clearer pathway towards adequate and equitable school financing, including stronger consideration of poverty, remoteness and other differences in need.
2. Ensure that every child can learn: Address barriers related to poverty, disability, language, geography, migration, safety and exclusion, while strengthening the evidence needed to target support.
3. Establish conditions for safe and effective technology use: Promote evidence-based technology adoption, equitable access, digital pedagogy, AI literacy, data protection and responsible use of AI.
4. Strengthen climate resilience in education: Improve the resilience of school infrastructure, learning continuity and education financing in response to climate-related risks.
5. Strengthen second-chance and flexible learning pathways: Improve re-entry, equivalency, non-formal education, TVET and lifelong learning pathways for young people and adults who have interrupted or missed formal education.

6. Strengthen the teaching profession: Connect teacher remuneration, entry standards, professional development, leadership, career progression and equitable deployment within a coherent and financed approach.

V. Participation and Stakeholder Representation

The Conference brought together a broad range of stakeholders involved in education policy, financing, implementation, research and advocacy. Participants included representatives from:

- National Assembly of Cambodia
- Ministry of Education, Youth and Sport
- Ministry of Economy and Finance
- Ministry of Labour and Vocational Training
- Ministry of Health
- Ministry of Social Affairs, Veterans and Youth Rehabilitation
- Ministry of Environment and National Council for Sustainable Development
- Ministry of Post and Telecommunications
- Ministry of Civil Service
- Provincial and sub-national education authorities
- Civil society organizations and NEP member organizations
- Development partners
- United Nations agencies
- Teachers and school leaders
- Researchers and academics
- Youth
- Representatives of marginalized and underserved communities
- Education networks and working groups

The diversity of participants reflected the interconnected nature of the issues discussed. Education transformation requires action across financing, social protection, teacher development, infrastructure, technology, climate resilience, inclusion and learning pathways.

The Conference also reinforced the role of NEP as a platform connecting community voices, evidence, civil society perspectives and national policy dialogue.

VI. Conference Approach: From Dialogue to Action

The Conference was designed to move progressively from national context and evidence towards practical advocacy priorities.

- Stage 1: Setting the national context: Opening sessions considered Cambodia's education progress, current reform priorities and the long-term ambition of Vision 2050.
- Stage 2: Bringing diverse perspectives: Government, civil society, development partners, youth, practitioners and other stakeholders shared perspectives on education progress and remaining challenges.
- Stage 3: Exploring six priority areas: Participants reexamined the key asks set by 7th National conference and they decided to keep, change, or drop. They set the indicator, the target, and key responsible entities.
- Stage 4: Refining advocacy asks: Thematic workshops reviewed proposed the refined recommendations.
- Stage 5: Consolidating priorities: The emerging priorities were consolidated as inputs to the National Education Advocacy Agenda 2026–2028.

- Stage 6: Establishing follow-up: The closing discussions emphasized monitoring, accountability and continued engagement after the Conference.

VII. Key Messages from the Conference

- **From policy commitments to implementation:** A central message throughout the Conference was that Cambodia has established important education policies and reform priorities. The next challenge is to ensure that these commitments are implemented consistently and produce measurable results.
- **From equal provision to equitable support:** Participants emphasized that equal allocation does not necessarily produce equitable outcomes. Learners and schools facing greater barriers may require additional support related to poverty, disability, remoteness, language, migration, climate risks, and other factors.
- **From activities to measurable results:** The Conference emphasized the importance of measuring whether policies and programmes change the life of beneficiaries rather than measuring success only through activities, meetings or documents produced.
- **From technology adoption to responsible technology use:** Participants recognized the potential of digital technology and AI while emphasizing the need for evidence, infrastructure, teacher capacity, language accessibility, offline access, procurement standards and data protection.
- **From school exclusion to second chances:** Young people who leave school need accessible and recognized pathways to return to education, pursue non-formal education, enter TVET and continue learning.
- **Teachers are central to education quality:** The conference emphasized that teacher remuneration, professional development, career progression, leadership and deployment need to be addressed as interconnected components of education system reform.

VIII. Voices from the Conference

1. NEP Opening Message

NEP highlighted its role as a partnership platform connecting civil society organizations, grassroots experiences, evidence, and education policy dialogue. The opening message emphasized the need to move from established priorities towards concrete actions, responsibilities, resources, and measurable results.

2. Government Perspective

Representing the Ministry of Education, Youth and Sport, H.E. Dr. Borat Oung highlighted progress in education reform and the importance of continued collective action. His remarks emphasized evidence-based policy and planning, inclusive and quality education services, stakeholder participation, improved learning outcomes, teacher development, school leadership, infrastructure, digital technology, and stronger monitoring.

3. Youth Voice

NEP Education Champion Youth, Miss. Somary Khoeurn, presented priorities informed by a youth consultation on the post-2030 education and learning agenda. The youth perspective highlighted: equitable and inclusive education; meaningful inclusion of vulnerable groups; effective and safe use of technology; teacher quality; life skills and career guidance; practical and applied learning; second-chance education and lifelong learning. The youth message emphasized that education priorities should be supported by clear targets, adequate financing, reliable data, and accountable monitoring.

4. Keynote: “The State of the Promise”

The keynote presentation showed the journey of 100 children through the education system to illustrate that on 76.3pleted grade6, 48.2 completed grade 9, and 33.8 children finish their high school, grade 12. This illustration shows that we need to address the issues through the six interconnected priority themes. This report connected national education policy with the experiences of individual learners and demonstrated that financing, inclusion, technology, climate, learning pathways, and teachers are interconnected rather than separate issues.

5. Closing Perspectives

Distinguished speakers emphasized Cambodia's progress while recognizing continuing challenges in equity, foundational learning, teacher capacity, climate resilience, data systems, and access to quality education. The discussions reinforced the importance of translating Conference recommendations into concrete actions and maintaining collaboration among government, development partners, civil society, communities, teachers, and school leaders.

IX. Six Priority Areas and Agreed Advocacy Asks

The six thematic workshops represented the central working component of the Conference. Participants reviewed proposed advocacy asks and considered whether each was: relevant to an identified education challenge; feasible within Cambodia's institutional and resource context; specific and actionable; measurable; appropriately financed; equitable and inclusive; linked to clear institutional responsibilities.

The following sections summarize the key issues and agreed advocacy asks.

1) *Theme 1 – Fair and Sustainable School Financing*

The issue*,* participants identified three interconnected challenges in school financing: insufficient funding; limited consideration of differences in need; and delays in disbursement. The discussion emphasized that school financing should be assessed not only by the amount allocated, but also by how funding is distributed, whether it responds to different needs, and whether spending contributes to improved education outcomes.

Four dimensions were highlighted: Size - Is funding sufficient? Share - How is funding distributed? Sensitivity - Does financing respond to different needs? Scrutiny - Are spending and results transparent and accountable? The discussion also highlighted the relationship between education financing and teacher remuneration.

Agreed Advocacy Asks

- Ask 1 agreed text: A Cambodia-specific financing roadmap towards achieving 2.5% of GDP by 2028.
- Ask 2 agreed text: A phased equity and inclusion reform, beginning with targeted budget top-ups in the 2028 budget based on the proportion of people living in poverty across all three IDPoor categories and levels of remoteness, and progressing towards a fully needs-based funding formula in the next ESP cycle, using verified input data to ensure that budget allocations are used for their intended purposes.
- Ask 3 agreed text: Develop and publicly disclose a regular budget disbursement calendar, and publicly track its implementation through the Education Financial Management System (EFMS), to reduce and ultimately eliminate the prolonged delays schools currently face in receiving their allocated funds.
- Ask 4 agreed text: Strengthen and expand the existing budget transparency dashboards under the Implementation of Social Accountability Framework (ISAF), as well as the Citizen Scorecards, to all primary schools nationwide.
- Ask 5 Final agreed text: Provide regular financial management training for school principals at all levels and relevant teachers, with dedicated budget allocations to ensure fair and effective budget management, rather than increasing the pressure associated with audit activities.

2) *Theme 2 – Every Child Can Learn*

The issue, Participants identified poverty, household labour, migration and hidden education costs as important factors contributing to exclusion and dropout. Additional barriers affect children with disabilities, Indigenous and minority-language learners, migrant-affected children, and children

experiencing violence or discrimination. The discussion emphasized that achieving equitable learning outcomes requires both addressing economic barriers and ensuring that education is relevant, safe and responsive to different learner needs.

Agreed Advocacy Asks

- Ask 1 agreed text: Revised: A public funded extension of the Multilingual Education National Action Plan to Grade 4 with 90% in Khmer and 10% in indigenous language. Suggestion: Capacity building and promote them to be long-term contract teachers (at least 3 years) (Move to Theme 6)
- Ask 2 agreed text: An online platform that provides access to use the national disability identification system to schools and relevant stakeholders (MoEYS, MoH, and MoSVY) with a named instrument, clear roles for education and health staff, verification of the data, and services behind the diagnosis: inclusive education training under Theme 6, accessible buildings (enforcing the standards that already exist), and referral routes.
- Ask 3 agreed text: Revised: Create an Early Warning System to rebalance and expand IDPoor-linked scholarships and family support that also address dropout, combined with measures that propose alternative pathways for identified students (linked to Themes 5&6).
- Ask 4 agreed text: A universal school safety framework in line with recognized international standards such as PSEAH, with enforcement and reporting: action on school-related gender-based violence, an end to physical punishment, and protection from bullying for all children, including on grounds of sexual orientation and gender identity.
- Ask 5 Final agreed text: Expansion of early childhood education in disadvantaged areas, where the learning gap opens before grade 1.

3) *Theme 3 – Technology in Education: Conditions for Impact and Safety*

The issue, Participants recognized the growing role of digital learning platforms, online teaching and AI in education. At the same time, technology can reinforce inequalities when electricity, devices, connectivity, digital skills, accessible content and language support are unavailable.

The Conference therefore emphasized that technology should be introduced based on evidence and appropriate conditions rather than technology adoption alone.

Agreed Advocacy Asks

- Ask 1 agreed text: Conduct evidence-based studies that comprehensively assess the strengths and limitations of technology/digital platforms and content before further scaling up their implementation.
- Ask 2 agreed text: Establish technology deployment principles that prioritize equity and inclusion, supported by comprehensive support packages.
- Ask 3 agreed text: : Integrate digital pedagogy and AI literacy as recognized, credit-bearing modules within the teacher professional development framework.
- Ask 4 agreed text: Establish public procurement standards for education technology that require full Khmer-language and multilingual functionality, offline accessibility, disclosure of total cost of ownership, and robust protection of student data.
- Ask 5 agreed text: Implement guidelines and codes of conduct on the use of ICT and AI, including data privacy and protection, for teachers; and develop and disseminate guidelines on the use of AI by students, differentiated by education level, before further expanding the integration of AI into public education platforms.

4) *Theme 4 – Climate-Resilient Schools*

The issue, Floods, storms, extreme heat and other climate risks can affect school safety, infrastructure and learning continuity. Participants emphasized the need to strengthen climate-responsive education planning, financing, infrastructure and emergency preparedness.

Agreed Advocacy Asks

- Ask 1 agreed text: "An audited climate tagging of education spending utilizing the Education Management Information System (EMIS) (add) for analysis; the capacity of MoEYS to prepare and report on climate-related expenditures, as well as the drafting of regulatory documents on climate change (add), including a climate-resilient education framework covering climate-resilient schools, climate-inclusive education planning and budgeting, and climate curricula (add); and allocate 2% of education budget by 2028."
- Ask 2 agreed text: Climate and Education Funding Ecosystem in partnership with the Ministry of Environment, the National Council for Sustainable Development (NCSD), (add) the Ministry of Water Resources and Meteorology, and (add) the Ministry of Rural Development, with one proposal submitted to international climate funds by 2028, building upon the ongoing BRACE project.
- Ask 3 agreed text: "Mandatory implementation of climate-resilient and inclusive construction standards for all newly built school buildings — a single unified national standard with detailed technical specifications tailored to the climatic context of each region (merged as a single standard with Topic 2) — supported by hazard mapping within the EMIS data system to guide the retrofitting of older buildings in high-risk areas, backed by a dedicated budget package for building retrofitting, with commune chiefs participating in identifying and prioritizing at-risk schools."
- Ask 4 agreed text: Audit on the implementation and operationalization [with allocated implementation budget] of the existing school safety framework: functional committees, practical drills, (add) risk education and climate change resilience integrated into the curriculum, (add) tailored to each educational level, and continuity of learning protocols utilizing [offline digital content from Topic 3] when schools are closed. (Add) Dissemination of school safety guidelines to the community and other stakeholders.
- Ask agreed text: Heat Response Agenda: Ventilation and shading standards, access to water sources, installation of sprinkler systems, emergency relief materials, tree canopy coverage, and study schedule flexibility, defined within a framework that protects instructional time. School heat response guidelines must be integrated into each school's Emergency Preparedness and Response Plan (EPRP) and budgeted within the school financial plan (linked to Topic 1).

5) *Theme 5 – Second Chances and Flexible Learning Pathways*

The issue, Participants emphasized that adolescents who leave school need accessible opportunities to return to education, obtain equivalency, or pursue alternative learning and skills pathways. Community Learning Centres and non-formal education require sustainable financing, while stronger connections with TVET are needed to create coherent and recognized pathways. The Conference emphasized that alternative pathways should not become a separate track for disadvantaged learners. Greater permeability between general education, NFE, TVET and further education is needed.

Agreed Advocacy Asks

- Ask 1 agreed text: A financed re-entry and equivalency offer for out-of-school adolescents, with IDPoor-linked cost waivers.

- Ask 2 agreed text: A recurrent budget line and staffing standard for Community Learning Centres and non-formal education, with facilitators included in Theme 6's training and career structure, and covered by the infrastructure asks of Theme 3.
- Ask 3 agreed text: A working Recognition of Prior Learning framework under the Cambodia Qualifications Framework: provincial assessment capacity, trained assessors, and fee waivers for IDPoor holders.
- Ask 4 agreed text: A permeability system co-owned and co-managed by MoEYS and MoLVT: a published map of routes between general secondary education, TVET and the qualifications framework, with articulated and recognised pathways between them, including routes from TVET back into upper secondary and tertiary education, and a published outcome evaluation of the free TVET programme (completion, employment and recognition).
- Ask 5 agreed text: An adult literacy floor, delivered through strengthened Community Learning Centres, as the foundation for every other skill this theme promises.

6) *Theme 6 – A Qualified, Supported and Fairly Paid Teaching Profession*

The issue, Teachers are central to education quality. Participants identified interconnected challenges related to remuneration, second jobs, professional qualifications, professional development, leadership and equitable deployment. The Conference emphasized that teacher development should be organized through a coherent national system rather than fragmented training initiatives.

Agreed Advocacy Asks

- Ask 1 agreed text: A teacher pay floor that removes the need for second jobs, together with a costed rural deployment package (housing, teacher accommodation allowances as an alternative to building dormitories, hardship allowances, and posting preferences), should be established as the explicit salary and workforce incentive component of Theme 1's financing pathway. This should also include regular salary increases linked to inflation and career progression, as well as remuneration that reflects the required workload and professional responsibilities expected of teachers, helping to improve recruitment, retention, and equitable deployment, particularly in underserved rural areas.
- Ask 2 agreed text: Entry reform: Bachelor-level pathways for new teachers; an attractiveness strategy, including a 10% increase in entry-level base salaries for newly recruited teachers and scholarships for teacher education; expanded capacity in the Teacher Education Colleges; implementation of a local selection policy (community-based teacher recruitment), with teacher candidates selected at the local level through interviews and competency assessments; and a funded induction year with mentors for every new teacher.
- Ask 3 agreed text: To encourage teachers to continue developing their professional competencies, pursue further education, enhance their qualifications, and contribute to improved education quality, it is recommended that MoEYS and both public and private educational institutions recognise and award credit for short-course certificates issued by duly accredited and recognised training institutions. This should be delivered through credit-bearing modules aligned with a single financed national strategy, and tracked through a combined teacher and training database. Credits accumulated in this way should be formally linked to promotion and pay, so that further education and improved qualifications are reflected in teachers' career progression.
- Ask 4 agreed text: Director selection reform through transparent and merit-based selection processes with clearly defined criteria, including: (i) qualifications (degree or equivalent certification, leadership and management training); (ii) performance and accreditation; (iii) technical and ICT competence; and (iv) commitment to professional development. This would be

complemented by a funded director development programme, targets for female leadership appointments, and workload provisions, leading progressively into instructional leadership responsibilities such as classroom observation and professional learning communities as the intended outcome, rather than the starting assumption.

- Ask 5 agreed text: One set of connected education databases (HRMIS, CPDMIS, and EMIS), with published reporting on where teachers are posted and where posts stand vacant, so that fair teacher distribution can be monitored, not only claimed. This should be supported by regular monitoring, periodic review, and continuous improvement of the system to ensure data quality, transparency, and effective workforce planning.

X. What the 8th National Conference Achieved

The Conference generated several important outcomes.

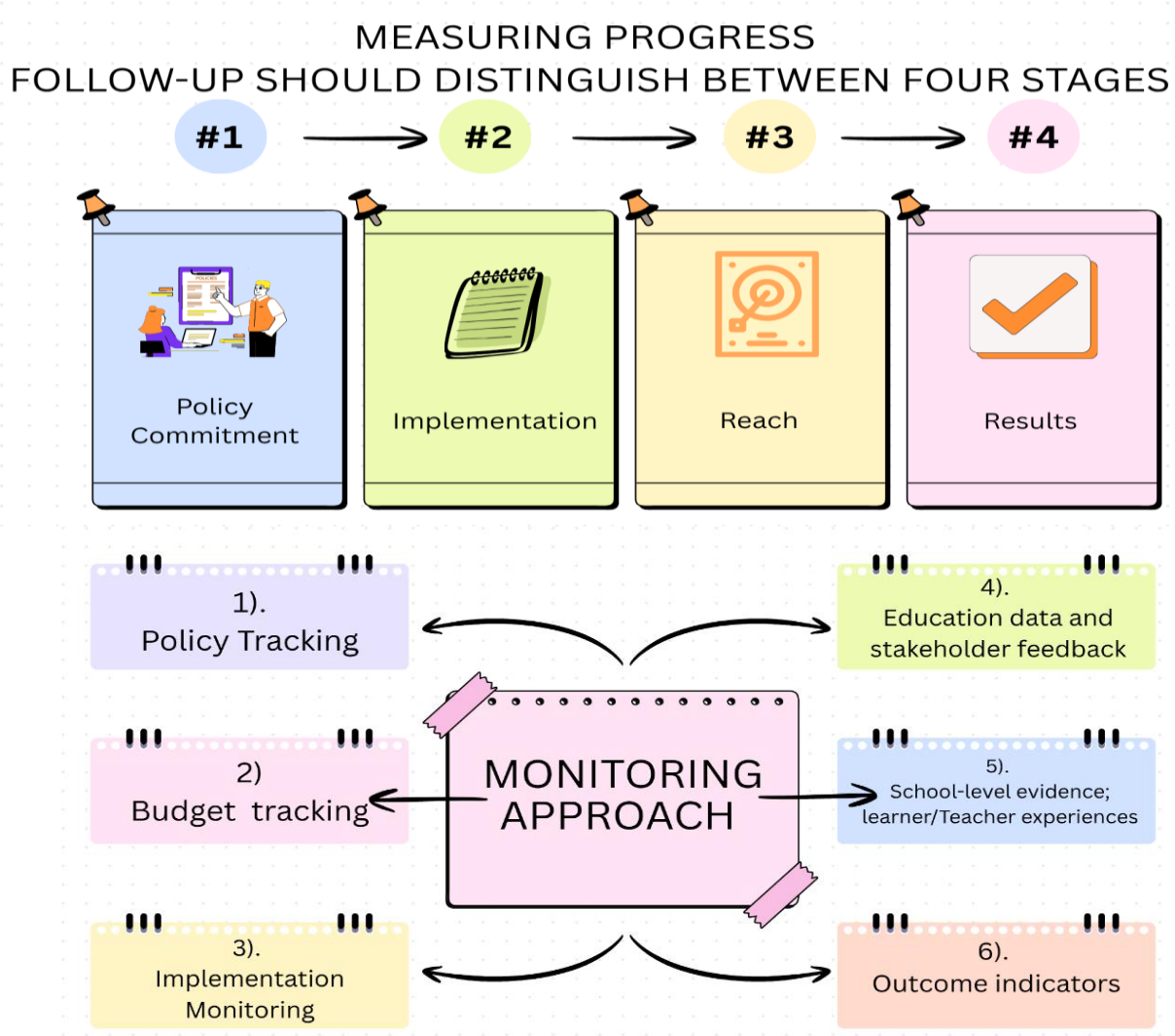
- Outcome 1 – A shared focus on implementation: Participants developed a stronger shared understanding that Cambodia's education transformation requires not only sound policies, but effective implementation, accountability and monitoring.
- Outcome 2 – Six interconnected priority areas: The Conference provided a common framework for addressing financing, inclusion, technology, climate resilience, learning pathways and the teaching profession.
- Outcome 3 – Broad priorities were converted into practical advocacy asks: The thematic workshops strengthened proposals by making them more specific, actionable and measurable.
- Outcome 4 – Greater attention to equity: The Conference emphasized that education systems must respond differently to learners and schools facing greater barriers, including poverty, disability, geography, language, migration, safety and interrupted education.
- Outcome 5 – Stronger connection between evidence and advocacy: Evidence and experiences shared by stakeholders were used to inform proposals across the six themes.
- Outcome 6 – A foundation for the National Education Advocacy Agenda: The agreed asks provide substantive inputs for the National Education Advocacy Agenda 2026–2028, including proposed targets, responsibilities, indicators, financing considerations and timelines.

XI. From Conference to Action

The conference should be understood as the beginning of a longer advocacy and implementation process.

Proposed Follow-Up Cycle:

Period	Action	Expected Output
Oct 2026	Finalize Conference Statement	Published Conference Statement
Oct –Nov 2026	Finalize National Education Advocacy Agenda	Advocacy Agenda 2026–2028
Late 2026	Engage responsible ministries and institutions	Policy and budget engagement
2026–2027	Track progress on priority advocacy asks	Monitoring evidence
2027	Continue policy and budget advocacy	Institutional responses and implementation
Late 2027	Conduct annual review	Progress assessment and adjustment
2028	Review progress against 2026–2028 priorities	Evidence of implementation and results



XII. Role of Stakeholders in Follow-Up

Education transformation requires coordinated action.

Government	National Assembly	CSO and NEP Members	Development Partners	Schools and Teachers	Youth and Communities
Lead policy implementation, financing, regulation, data systems, and service delivery.	Support oversight, policy dialogue and accountability for education commitments.	Bring community evidence, monitor implementation, support policy dialogue and amplify the voices of underserved groups.	Support evidence generation, technical assistance, innovation and sustainable financing while strengthening national systems.	Translate reforms into practice and provide evidence about implementation challenges and results.	Participate meaningfully in education policy dialogue, monitoring and accountability processes.

XIII. Conclusion

The 8th National Conference (NC) on Transforming Education provided a national platform for stakeholders to examine Cambodia's education progress, identify persistent implementation challenges and develop practical advocacy priorities. Building on the 7th NC, the 8th NC shifted the conversation from what education priorities should be identified towards how existing commitments can be implemented, financed, monitored and translated into measurable improvements for learners, teachers, schools and communities.

The six priority areas demonstrated that education transformation is interconnected. Financing affects the ability of schools to respond to learners' needs. Inclusion depends on data, services and resources. Technology requires infrastructure, teacher capacity and safeguards. Climate resilience requires investment and planning. Second-chance pathways require coordination between formal education, NFE and TVET. Teacher quality depends on remuneration, professional development, leadership and equitable deployment.

A key contribution of the Conference was the conversion of broad policy concerns into more specific advocacy asks. The proposed actions include targets, responsible institutions, indicators, financing considerations and timelines, providing a stronger basis for continued policy dialogue and accountability.

The Conference also reinforced that equity must remain at the centre of education transformation. Learners facing barriers related to poverty, disability, geography, language, migration, safety or interrupted education may require additional and targeted support to participate and succeed.

The next stage is therefore critical. The Conference Statement and National Education Advocacy Agenda 2026–2028 should provide a foundation for continued engagement with responsible institutions, policy and budget processes, and monitoring of implementation.

Ultimately, the value of the 8th National Conference should be assessed not by the number of recommendations produced, but by whether those recommendations contribute to: better learning opportunities and outcomes; more equitable access to education; stronger support for teachers; safer and more climate-resilient schools; responsible and inclusive use of technology; stronger second-chance and lifelong learning opportunities; and greater accountability for education commitments.

The 8th National Conference therefore marks a transition from commitments to action, from action to accountability, and from policy intentions to measurable impact.

ANNEXES

- Conference Concept Note
- Conference Agenda
- Key Speaker Remarks
    - Welcome Remarks: Miss Ty Rojanet, NEP Board Director
    - Opening Remarks: H.E. Dr. Borat Oung, Secretary of State, Ministry of Education, Youth and Sport
    - Youth Voice: Miss. Somary Khoeurn , Education Champion Youth, NEP
    - Keynote: “The State of the Promise” Dr. Sopha Soeung, Director of General Education Department, PSE
    - Closing Remarks: Dr. Anirban Chatterjee, UNICEF Cambodia Deputy Representative and Chair of the Education Sector Working Group
    - Joint Conference Statement: Miss Ty Rojanet, NEP Board Director
    - Closing Speech
    - H.E. Kheng Samvada, Vice-Chair/Acting Chair of the relevant National Assembly Commission
- Conference Photos

Please scan the QR code to download the annexes

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