Meeting The Challenges of The New Normal

– **Cambodia: The Way Forward**

PRESENTED BY

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I. Desired Learning Outcomes (K-12) Edu. System (1)

To develop human resources embodying the knowledge, skills, attitudes and physical balance necessary for success of all sectors of the Cambodia's economy and society. This vision is being realized through learning outcomes and strategic directions set out in: (i) Curriculum Framework, and (ii) National Strategic Development Plan and Strategic Policy Directions.

Curriculum Framework of General Education and Technical Education

- To educate Cambodians to be citizens with full potential through achieving **8 core competencies** and **key learning outcomes** set for each education subsector and grade which are consistent with international standards governing content, teaching and learning methods and assessment.

National Strategic Development Plan, Industrial Development Policy, and Edu. Roadmap 2030

- Readiness for digital economy and the RI 4.0 is one of the 4 priorities for economic diversification and new source of growth (NSDP, 2019-2023, Rectangular Strategy Phase IV).
- Transformation and modernization of Cambodia's industrial structures from a labor-intensive industry to a skill-based industry by 2025 (IDP, 2015-2025).
- A strong and regional competitive edu. system for a knowledge-based society (Cambodia's vision for Edu. By 2030)

I. Desired Learning Outcomes (K-12) Edu. System (2)

Priority areas within the existing reform agenda	
Teacher	• Restructure and reengineer PRE-and INSET programs for teachers responding to the 21st century skills (Technological, Pedagogical, and Content Knowledge), including fostering project-based learning. • Strengthen Teacher Education Institutions (NIE, TECs) for upgrading teacher qualifications to at least BA degree and teacher educator standards to at least MA degree through CPD and TCP.
Education Technology and Infrastructures	• Implement Digital Literacy Policy Framework, 2020, through expanding digital access; enhance digital skills of students and teachers and roles of the newly established Center for Digital and Distance Education (CDDE); develop education portal and digital contents; promote and expand digital classrooms and the use of EdTech hardware and software in teaching and learning; provide technical support for teachers; differentiated programs for professional development; and systematic monitoring and evaluation of IT use in schools.
School Inspection and Learning Assessment	• Diversify accountability inputs, especially at sub-national and school levels, and promote of community feedback on schools' and teachers' performance. • Strengthen EGRA and EGMA (Grades 1, 2 and 3), national assessment test (Grades 3, 6, 8, and 11), and national examinations (Grades 9 and 12). • Draw on PISA-D's learning findings to prepare Cambodia for full PISA in 2022.

II. Key Challenges and Steps to be taken to achieve the desired learning outcomes (1)
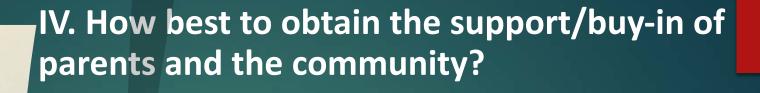
No.	Key Challenges	Steps/Measures to be taken, including turning challenges posed by COVID-19 to opportunities	Stakeholders
1.	**Underqualified Teachers and Teacher Educators**	• Continue implementing CPD, which is a credit system for career progression, to upgrade academic and content knowledge, teaching pedagogy and methodology, and ITC and foreign languages knowledges and competencies of teachers and teacher educators. • Continue implementing teacher educator standards, including enhancing action research and education professional program development for teacher educators.	• Learning from and collaboration with regional/international experience and education institutions. • Self-motivation of teachers and teachers' and educators' knowledge sharing and learning communities.
2.	**Limited Infrastructures and Teaching and Learning Materials and Equipment**	• Promote blended learning and teaching and invest in EdTech features that work in low-cost and low infrastructure environment (sola power, offline functioning EdTech) • Invest in library, science and ICT facilities, smart classrooms, and WASH facilities at all edu. Level.	• Public investment. • Public and Private Partnerships, including community and parents. • Collaborations with MoInf.; MPTC; Private EdTech/Content providers.

II. Key Challenges and Steps to be taken to achieve the desired learning outcomes (2)

No.	Key Challenges	Steps/Measures to be taken, including turning challenges posed by COVID-19 to opportunities	Stakeholders
3.	**Lack of Innovative Leadership and Management among School Leaders and Directors of Teacher Education Centers**	• Implement School Director Standards and Competency Standards for Directors of Teacher Education Centers • Enhance greater autonomy and ownerships at school level, including moving from seniority to performance-based appointment/promotion, through School-based Management (SBM) framework implementation.	• Learning from and collaboration with regional/international experience and education institutions. • Self-motivation of directors and Govt's policy to incentivize out-performing teachers and directors.
4.	**Poor linkages between education and labor market outcomes**	• Promote life-skills and local life skills learning, career counseling, income generating and entrepreneurship programs, and internship program. • Strengthen synergic links between general education and industry/world of work, and higher education, including development of secondary education pathways.	• Industry associations/employer federations. • Cross sectoral collaborations among government agencies to promote mutual recognition and transferable education qualifications and competencies.

III. Partners can contribute to reform agenda

No.	Coordination platform	Key Roles and Responsibilities	Impacts
1.	**Education Sector Working Group (ESWG) and Joint-Technical Working Group (JTWG) for Education (co-chaired by Minister of Edu. and DP)**	• Strengthening partnerships and ownerships among stakeholders. • Optimizing expertise and limited resources of stakeholders and government (sub-sector of education and cross-cutting themes).	• Education Strategic Plan (ESP) with joint monitoring indicators and targets. • Aligned investments and supports of stakeholders to ESP's priorities.
2.	**Public and Private Partnership Working Group on Education (co-chaired by Minister of Edu. and Private Education Sector)**	• Fostering collaborations between public and private training providers toward expanding access and quality of education. • Addressing emerging demands and bridging gaps in demand and supply of skilled workforce.	• Leverage financial resources, technological knowledge and hardware, and bridging gaps in learning and labor market outcomes. • Accountability and support/resources mobilization at school level.

IV. How best to obtain the support/buy-in of parents and the community?

Strengthening School-based Management (SBM)

1. Autonomy: leadership, management and finance.
2. Accountability: community support and school environment and facilities development.
3. Assessment: teaching and learning outcomes and performance of teachers and school directors.
4. Participation of teachers, parents, and community members and school management committee in school development planning and in measuring learning outcomes and performance of teachers and school management.

V. Alternative funding sources can the government tap on to realize its reform agenda?

- ▶ Global Partnership for Education (GPE) Fund, including GPE for COVID-19 Responses;
- ▶ Public and non-Public Partnership Initiative (New Generation School case); and
- ▶ External financing sources (NGOs and DPs)

"We moved 10 years ahead of time to introduce digital education to the education sector in Cambodia."

Dr. Hang Chuon Naron, Minister of MoEYS

Thanks for your time