



National Policy Dialogue

Accelerating Progress and Equity in Education

1-2 July 2021

Concept Note

1. Context

The goal 4 of ensuring inclusive and quality education for all and promoting lifelong learning of Agenda 2030 is not only a key for the achievements of many other Sustainable Development Goals (SDGs) but also the bedrock of any society. In order to reduce inequalities and reach gender equality and to also have sustainable communities, it is imperative that education is made available to all and that no one is left behind.

Cambodia aims to upgrade its economic status to an upper-middle income country by 2030 and a high-income country by 2050. Education is perceived to be a very important sector in developing competent human resources that will be a significant contributor to sustain the economic growth. In the efforts to achieve this goal, the Ministry of Education, Youth and Sport (MoEYS) is implementing many programmes, including Education Strategic Plan 2019-2023 and Education Roadmap 2030. These programmes help Cambodia to not only realizing its societal goals but also contributing to the Goal 4 of Agenda 2030, for which Cambodia is a signatory.

While countries across Asia made substantial progress in the achievement of goal 4 in the last years, there was a substantial setback with the outbreak of COVID-19 pandemic. With schools and education institutes being closed in around 188 countries, nations across the world explored alternative ways to provide continuous education using diverse technologies and other means.

Likewise, education in Cambodia has also been affected tremendously. Since March 2020, all schools in Cambodia have been shut down temporarily, on and off. Education at all levels has been provided through distant and online learning, which brought about many challenges. While home based learning with digital online learning cannot substitute the traditional classrooms, there is a need to see how the education system throughout Cambodia has adapted to the challenges of the pandemic and did the changes which were adapted meet the needs of the society. How did Cambodia ensure that education was made available to all and that no one was left behind?

Education during the pandemic has also provided the opportunities for concerned and emerging stakeholders to be part of the solutions to ensure the progress and equity of



គោលដៅសម្រាប់ការអប់រំសហប្រតិបត្តិការ
NGO EDUCATION PARTNERSHIP



education. They must coordinate their efforts to complement the government’s efforts, instead of competing with each other’s interest and agenda. There is a need to explore and innovate new frameworks in engaging different democratic actors— in particular, how to best implement this universal framework at the local level.

Thus, it is for this reason that the Cambodia Development Resource Institute (CDRI) is collaborating with Konrad Adenauer Sharing Political and Civic Engagement Spaces Programme or KASpaces to organize this national policy dialogue. The aim of this KASpaces is to break the silos among different democratic actors and establish a collaborative framework in the region in addressing the sustainable development goals and other societal aspirations from the local level.

2. Objectives

The aim of the dialogue is to engage Cambodian government and stakeholders at all levels to discuss and work together to address the challenges posed by COVID-19 pandemic on the implementation towards achieving SDG 4 in 2030.

The specific objectives of the national policy dialogue are to:

1. To promote collaboration and cooperation between various stakeholders in addressing the SDG 4 and other societal aspirations.
2. Identify the common challenges faced by different levels of stakeholders in achieving SDG 4 and other societal aspirations and to find a collaborative framework to address the challenges.

3. Rationale

This National Policy Dialogue will provide a platform to various stakeholders to actively engage in discussion on new technologies in providing education, blended learning and the opportunity to exchange expertise and best practices on how to ensure equitable and inclusive education for all.

Representatives of the local government, civil society organisations and teachers across the country will be invited to engage in exchange and discussion on how they could work together to reinforce synergies in providing education to all and also to see that Goal 4 of the SGD is achieved in Cambodia. In addition, a number of selected stakeholder representatives will be invited to join a regional conference with other participation from 11 countries in Asia to be held by the end of 2021.

4. Format

This is a national level exchange where various stakeholders (local policymakers, civil society organizations working with education, teachers, and other concerned stakeholders) from different province or states in the country will be invited to discuss their experiences, best practices as well as challenges. Each discussion session will begin with a trigger presentation and followed by discussion by the panelists and questions and answers with



គោលដៅជំនួយបច្ចេកទេសសម្រាប់បង្កើនគុណភាព
NGO EDUCATION PARTNERSHIP



the general participants.

From this webinar, three representatives (one candidate will be chosen from local policymakers, teachers and organizations) will be invited to represent the country in the regional webinar through mutual consensus among the participants and KAS. The other participants will be invited to participate as observers in the regional conference.

In the regional webinar representatives from various nations will come together to exchange about the best practices and how the region could work together in making sure that the education system across the region can emerge stronger and inclusive and made available to all.

5. Proposed Topics

Topics of focus for the meetings will include:

1. **Blended Learning Vs Traditional Classroom**

- What were the tools introduced to continue the education system in your district?
- How was the advantages and disadvantage of the new system vs traditional classrooms in the imparting of education?
- Best practices of using technology and data that allowed for real-time adaptation and did not simply replace traditional classroom.

2. **Infrastructure and Teachers Development**

- Was there adequate infrastructure to introduce new tools of learning?
- Were teachers equipped with the necessary skills and equipment's to adapt to the new education system?
- New strategies and Innovations that hold promise for strengthening children's education?

3. **Inequality in Education**

- How was education made accessible and provide to all?
- How were students who don't have access to technical equipment's provided education?

4. **New Actors in Education**

- Role of the Community
- Role of Technological Companies