



KINGDOM OF CAMBODIA

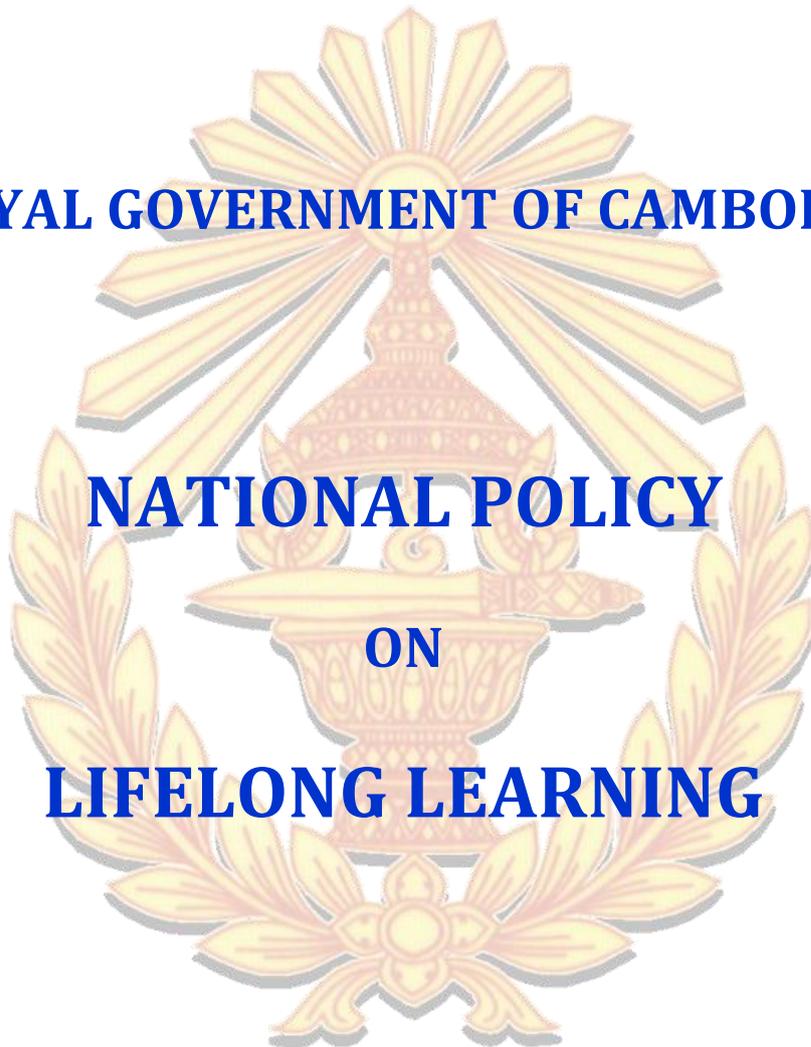
NATION RELIGION KING

**ROYAL GOVERNMENT OF CAMBODIA**

**NATIONAL POLICY**

**ON**

**LIFELONG LEARNING**



## **FOREWORD**

Education plays crucial roles in human resource development and is also a backbone of national economic development. Education of all forms both in formal, non-formal, and informal system is a principal guide to ensure inclusive and equitable quality education and promote lifelong learning for all.

Lifelong learning becomes a crucial theme for education and it is also an useful education tool to gain rights, freedom, and happiness and respond to growing job market demands. Lifelong learning can be defined as a learning process in formal, non-formal, and informal education in the whole life of all people for the development of knowledge, skill, and attitude, and living together in peace and harmony. Lifelong learning leaves no one behind and provides access for all, particularly the vulnerable groups learning opportunity in any starting point.

In the context of globalization in 21st century and regional and global competition with social, economic, political, environmental, cultural, industrial, and technological trends, all individuals must become lifelong learners. In this sense, National Policy on Lifelong Learning has been developed in response to the aforementioned changes and to maximize potential human resource development towards achieving lower middle-income country by 2030 to upper middle-income country by 2050, in sustainable manner.

The national policy embodies strategies, action plan, follow-up, monitoring and evaluation, and implementing principles as supporting mechanisms for developing human capital in the society and responding to individual and social needs and market demands.

On behalf of the Ministry of Education, Youth, and Sport, I would like to express sincere thanks to all stakeholders actively contributing to spiritual, technical, and in-kind support for developing the National Policy on Lifelong Learning to its fruitfulness, in order for a roadmap to develop sustainable human resource and economy.

Promoting lifelong learning is required concerted efforts and collaborative cooperation from all sectors. Ministry of Education, Youth, and Sport strongly believe that all concerned ministries and institutions, development partners, private sectors, community, families, and all citizens contribute to disseminating, supporting and implementing the national policy successfully in order to transform Cambodia into sustainable development country and learning society.

Phnom Penh, Date:

**Ministry of Education, Youth, and Sport**

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## 1. INTRODUCTION

The concept of “**Lifelong Learning**” in 1972 was as a guiding principle to be integrated into educational policy in developed and developing countries. Through this concept, rights to access to education, enrolment and quality of education were challenging issues and not in response to global trend (Education for All in 1990 in Jomtien). The goal of Education for All was reviewed in 2000 in Dakar, Senegal, while developed countries focused on adult education for vocational skills to promote better livelihood.

In 21st century, there has been a growing recognition of the importance of lifelong learning for education all over the world and it is a useful tool for access to rights, freedom, and joy, and responds to the trend of market demand, especially to educational need of every people in all circumstances. Lifelong learning became a crucial component in Sustainable Development Goal 4 in Education 2030 Framework for Action in Incheon, through which the global education community committed to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

Through the ASIA PACIFIC regional meeting organized by UNESCO on education 2030 since late 2015, each country has reviewed and localized own policy and strategic plan towards inclusive and equitable quality education and promote lifelong learning opportunities for all. In this context, some countries in the region have been developing the policy and strategy, in response to lifelong learning at various levels.

In Cambodia, the constitution stated in Article 65 “The State shall protect and upgrade citizens’ rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens” and in Article 66 “The state shall establish a comprehensive and standardized educational system throughout the country that shall guarantee the principles of educational freedom and quality to ensure that all citizens have equal opportunity to promote a standard of living”. Complying the law, MoEYS developed Formal Education, Non-Formal Education, and Informal Education to accommodate accessible learning opportunities for lifelong education or training.

Under the leadership of Royal Government of Cambodia, MoEYS has been striving to provide by-all-means opportunities for every Cambodian to access to education through Literacy and Absent-Mindedness Liberation Campaign along with an education slogan saying “well-educated people teach less-educated people, less-educated people teach illiterate and innumerate people” during 1980s. In the following phases, MoEYS set out

educational policy, strategic plan, relevant education programs such as Policy on Non-Formal Education, Non-Formal Education Strategic Plan, and Law on Education in response to the needs of target groups, particularly vulnerable, ethnic minority, and marginalized groups.

At the present time, Cambodian education system has been expanded quantitatively especially at the primary level. However, dropout and quality remain challenging issues. In fact, the net enrollment in primary school was accounted approximately for 97% in the last decade. Among those enrolled, only about 80% managed to finish grade 6, almost 40% finished lower secondary school and 20% finished upper secondary school. Moreover, national assessment results showed that almost half of the students who took the tests in grades 3, 6 and 8 failed to attain the expected knowledge articulated in the curriculum.

With concerted effort from all stakeholders from multiple constituencies through formal, non-formal and informal education, Cambodia managed to achieve quite high literacy rate of population aged over 15 measuring at 80.5%, female represented 75%. The rate dropped down slightly in the rural area measuring at 76,8%, female accounted for 70, 7% (Cambodian Socio-Economic Survey of MoP, 2016).

The productivity of the employees in all sorts of enterprises and institutions have been identified to be limited by the fact that among the whole number of labor force aged 15-64 comprising of 8 359 00, female represented 4 035 000, 13.5% is accounted for unenrollment or little access to schooling; 32.5% for primary incompleteness rate; 27.8% for primary completion rate, 14% for lower-secondary completion rate; 6.8% for upper-secondary completion rate; and 5.4% for tertiary completion rate (Cambodian Socio-Economic Survey of MoP, 2016). Moreover, Cambodian Federation of Employers and Business Associations (CAMFEBA) found in a study in 2008 that technical employees manifestly indicated a lack of soft skills for job performance, while technocrats are challenged by communication, decision and problem-solving skills.

The Royal Government of Cambodia has long-term vision to transform Cambodia from upper middle-income country by 2030 to developed country by 2050 that must be fueled by labour forces who have strong technical skills and 21<sup>st</sup> century skills.

Socio-economic, political, environmental, cultural, industrial and Information Communication Technology changes required non-formal education policy and program to be updated and upgraded to lifelong learning policy and program to ensure learners literacy and numeracy skills, technical skills, professional skills and 21<sup>st</sup> century skills

which learners can learn anytime, anywhere and by any mean especially through the use of ICT to support learning activities.

National Policy on Non-Formal Education established in 2002 has contributed to achieving all forms of non-formal education. The scope of program services is not in response to current context of socio-economic development, although there have been symmetry with the concepts of lifelong learning. This Non-Formal Education needs to be updated, through compulsorily scaling up and expanding some mechanisms for better upgradation.

Responding to the aforementioned challenges and vision, MoEYS has initiated to develop National Policy on Lifelong Learning aimed to develop potential human resources towards achieving Sustainable Development Goal. This calls for wide-sector and participatory collaboration and effort from all ministries, institutions, and relevant stakeholders to invest in human capital and promote learning opportunity from early childhood to adulthood, with quality and value. Therefore, National Policy on Lifelong Learning, an interactive mechanism in shared goal, opens for more participation and effectiveness to recognized opportunities and services in response to the needs of service receivers, as well as market demand, particularly of marginalized groups.

## **2. VISION**

The vision aims to develop every Cambodian citizen to gain knowledge, skill, attitude, and value to contribute to economic growth and promote individual and social harmony through providing lifelong learning opportunity in all contexts at any time, in any place, and by any means.

## **3. GOAL**

The National Policy on Lifelong Learning aims to provide and support all people to gain various modalities of education and use earned knowledge to maximize effectiveness, quality, job productivity, and income in the state-of-the-art era and knowledge-based society.

## **4. OBJECTIVES**

To achieve the above vision and goal, the objectives are set as follow:

- 4.1. Provide services of lifelong learning to all Cambodian people
- 4.2. Develop comprehensive and flexible Lifelong Learning Programs in response to the demand for learning
- 4.3. Develop learning centers, physical infrastructure, and learning venues properly
- 4.4. Provide capacity building for LLL program coordinators with emphasis on program design, material development, teaching methods, orientation program, and technical and professional practicum
- 4.5. Recognize, validate, and accredit knowledge, skill, and competence acquired from LLL program in accordance with Cambodian National Qualification Framework (CNQF) ensuring transparency, justice and consistency
- 4.6. Encourage ministries, concerned institutions, private sector, and development partners to implement lifelong learning programs in order to update and upgrade employees from level to level as stipulated in the CNQF

## **5. STRATEGIES**

Following strategies are identified to accomplish the above goal and objectives:

### **5.1. Development of Legislative Framework and Mechanism**

- Develop and strengthen legislative documents to ensure National Lifelong Learning is widely and comprehensively implemented
- Develop and operationalize leadership and managerial mechanisms qualitatively and effectively
- Update existing monitoring and evaluation system to be collective, consistent, effective, and participatory from concerned stakeholders

### **5.2. Provision of Lifelong Learning to all people**

- Promote culture of lifelong learning and rights to education for all
- Provide services of Lifelong Learning program through Formal, Non-Formal and Informal Education to all people to gain literacy, numeracy, vocational and technical skills, professional skills, and soft skills of all forms and accommodate

access to lifelong learning—comprehensively and in depth and in breadth of learning

- Provide accessible opportunities to all people and beneficiary to gain service information and knowledge on lifelong learning, particularly to vulnerable and disadvantage groups, qualitatively and effectively
- Increase the dissemination on success and service beneficiary of lifelong learning
- Expand public, private, community, and home-based services, particularly promote opportunities to youth, and adults for developing lifelong vocational skills
- Establish learning opportunities and environment for providing lifelong learning
- Promote adaptive and flexible learning methods both in formal, non-formal and informal education with validated recognition
- Foster the implementation of Skills-Bridging Program, career guidance,
- Provide consultation on employment and vocational skills and disseminate vocational and technical education and training

### **5.3. Development of comprehensive and flexible Lifelong Learning Programs in response to the demand for learning**

- Update and upgrade comprehensive and flexible programs of Formal, Non-Formal and Informal Education in order for learners to gain technical skills, competence, value, culture, knowledge, gender awareness, learning attitudes (learn to learn) and response to social needs
- Update and upgrade curriculum and teaching-learning materials to be consistent with social-economic trend
- Research, develop and implement programs aligned with the concept of lifelong learning
- Promote Literacy, Equivalency, and Quality of Life Improvement Program qualitatively responding to learners' needs
- Promote participatory programs for learners and trainers to undertake learning and increase family income generation
- Foster the development of various forms of work, classroom, and appropriate learning venues-based training

- Establish various-form training programs, based on praxis–link between theory and practicality of job performance
- Promote vocational skill training, and science and technology education for groups of migrants and integrate people with sector-wide approach for employment, family, social welfare and economic development
- Establish and carry out LLL program in education, technical and vocational training institutions

#### **5.4. Development of learning centers, physical infrastructure, and learning venues properly**

- Prepare and transform public places to lifelong learning venues
- Organize infrastructure and learning environment properly to ensure well-processed, sustainable, and effective work
- Establish lifelong learning centers (including CLCs) and use the LLL concept in all learning institutions
- Supply materials and equipment served for lifelong learning
- Organize education materials and equipment in response to the needs of learners with disability and paying close attention to gender
- Provide safe, non-violent, and inclusive learning atmosphere effectively for all
- Foster community to participate in the process of organizing lifelong learning places
- Ensure classroom, learning places, and learning centers to be equipped with electricity; safe water; separate, functioning latrine; and sufficient and technological materials appropriately

#### **5.5. Provide capacity building for LLL program coordinators with emphasis on program design, material development, teaching methods, orientation program, and technical and professional practicum**

- Foster training and implementing orientation to increase understanding of teaching methods and professional practicum
- Develop service providers' capacity on simple vocational and technical skills to ensure the qualitative and effective process of lifelong learning

- Promote teachers' capacity through training, and orientation before or during implementing programs focused on teaching methods and professional practicum

#### **5.6. Recognize, validate, and accredit knowledge, skill, and competence acquired from LLL program in accordance with Cambodian National Qualification Framework (CNQF) ensuring transparency, justice and consistency**

- Increase national and sub-national mechanism to provide accredited certificates or letters to program implementer
- Foster and recognize prior learning and current competence
- Increase understanding on technical and vocational education and training (TVET) system
- Increase opportunity and enrollment in TVET system through flexible pathways
- Develop literacy evaluation framework and tools to evaluate learning-based skill levels
- Recognize outcome and competence of lifelong service beneficiary in all forms

#### **5.7. Fostering ministries and concerned institutions to support lifelong learning**

- Foster ministries and concerned institutions to support and motivate all people to gain lifelong learning
- Strengthen Lifelong Learning institution's capacity development qualitatively and effectively
- Collaborate with ministries and concerned institutions to mobilize resource and technical support
- Coordinate and collaborate with ministries, concerned institutions and development partners to create learning society
- Collaborate and monitor human resource training program to serve for lifelong learning
- Ensure lifelong learning is integrated into 5-Year Development Plan and 3-Year Rolling Public Investment Program of sub-national level.
- Encourage staff and employees to upgrade from level to level as stipulated in the CNQF

## **5.8. Promoting culture of global citizenship**

- Foster all people, particularly youths to volunteer for work in all forms
- Foster culture of sharing knowledge, experience voluntarily from ministries, institutions, private sectors, and civil society
- Increase appeal and foster and motivate academic staff to roll out lifelong learning
- Motivate all people, especially vulnerable and marginalized group participate in and gain benefits from lifelong learning program
- Increase job opportunity for those who went through specific training system, motivating and prioritizing volunteers
- Foster and motivate family, community to love lifelong learning, eliminate discrimination of all forms, and live in harmony

## **5.9. Promoting gender equality, equity, and inclusion**

- Accommodate opportunities for disadvantaged, vulnerable, and marginalized people, particularly for women and children, as well as people with disability accessible to lifelong learning
- Prioritize drop-out students, vulnerable groups, ethnic minority groups, migration workers, the unemployed, and marginalized groups to gain simple vocational skills and technical and vocational skills
- Create opportunity and rehabilitate victims through providing simple technical and vocational skills
- Foster gender equity and inclusion in lifelong learning process

## **5.10. Promoting education through technology**

- Disseminate and promote National Policy on Lifelong Learning
- Regularly provide through-mass media information regarding to vocational, technical, science, education, culture, and religion knowledge and other news to people in the form of lifelong learning
- Promote the awareness of lifelong learning via mass media
- Foster and prepare learning-teaching documents related to technical and vocational skills, good practice, and others for technology-based lifelong learning

- Foster the use of technology and establishment of learning management system through electronic system, particularly mobile technology for Literacy and other programs

### **5.11. Fostering private sectors, development partners, and NGOs to participate in providing lifelong learning services**

- Foster, encourage and provide incentives to enterprise, company, factory, handicraft, agriculture, and other private sectors to support and participate in lifelong learning
- Collaborate with NGOs and development partners to support lifelong learning
- Build network with local service providers for the interest of developing lifelong learning curriculum
- Collaborate and support the initiatives of parents and community to develop lifelong learning program
- Foster enterprise and institutions to provide workers and employees lifelong learning opportunities to upgrade knowledge, competence, and skills
- Promote Lifelong Learning Program through collaborating with civil society, private sectors and service providers

## **6. ACTION PLAN**

To accomplish the above vision, goal, objectives, and strategies, action plan is required to operationalize as follow:

### **6.1. Establishment of Mechanism**

- Formulate National Committee for Lifelong Learning
- Formulate General Secretariat of National Committee for Lifelong Learning

### **6.2. Establishment of Legislative Framework**

- National Committee for Lifelong Learning is compulsorily led by Prime Minister or Deputy Prime Minister and Minister of MoEYS, permanent Deputy Director

- The organization and process of National Committee for Lifelong Learning has to be legally set by sub-decree
- The organization and process of General Secretariat of National Committee for Lifelong Learning has to be legally set by sub-decree
- National Committee for Lifelong Learning has to be legally set and use existing mechanisms at municipal, provincial, town, district/Khan, and commune/Sangkat level

### **6.3. Financial Support**

To support the mechanism and process implanting activities in each strategy, this policy is required for financial support from various sources:

- Budget of ministry in charge of education sector and other ministries
- Budget of sub-national administration
- Budget from development partners and contribution from private sectors and community, as well as budget from other various sources

### **6.4. Human Resource Development**

To ensure the effectiveness of implementing National Policy on Lifelong Learning, it is closely paid attention and required to develop human resource on managing, planning, and coordinating, as well as update and upgrade curriculum development in various modalities of education: Formal, Non-Formal, and Informal education comprehensively and flexibly of all levels, aimed at promoting of lifelong learning.

### **6.5. The Process of Setting up Plan**

Short, medium, and long-term National Plan on Lifelong Learning is developed, by conducting research study and consultative meeting with relevant stakeholders to support and ensure the effectiveness of implementing the national policy. This plan needs to reflect RGC's vision to promote all people's' lifelong learning and respond to National Strategic Development Plan, as well as implement it under the framework of Political Platform of the government.

## **7. FOLLOW-UP, MONITORING, AND EVALUATION**

To qualitatively and effectively implement National Policy on Lifelong Learning, it is required to have the system of follow-up, monitoring, and evaluation; review; and requests for improvement focused on:

- Targets and strategies of National Policy on Lifelong Learning
- Indicators of National Policy on Lifelong Learning
- Participation of service beneficiary, service providers, and concerned stakeholders
- Progress report of Lifelong Learning
- Outcome as against targets
- Review report on Lifelong Learning
- Benefit from operationalizing National Policy on Lifelong Learning

## **8. CONCLUSION**

The National Policy on Lifelong Learning is a road map to developing human resource. To achieve this policy, it is required for collaborative cooperation and support from ministries, institutions and relevant stakeholders of all levels. Furthermore, it is required for mechanism and legal standards to formulate supporting team or organization in order to coordinate work, develop national strategic plan, broadly disseminate lifelong learning, and mobilize sources from all sides, aimed at promoting lifelong learning.

The national policy encourages Cambodian to become global people according to social needs and global trend, especially the context of job-market demanding knowledge, skill, attitude, and value. Individuals need to develop hard and soft skills for effective implementation and promotion of quality of life in the context of knowledge-based society.

## 9. GLOSSARY

|  |   |
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| <b>Concept</b>                             | is the outcome of thinking, which can be a key word or phrase.  |
| <b>Knowledge</b>                           | is referred to know-how the learners gained from training programs of various modalities of education: formal, non-formal, and informal, to be capable of putting into daily practice.  |
| <b>Skill</b>                               | is referred to talent or capability of learners gained from education programs in formal, non-formal, and informal system to be able to apply in the real world.  |
| <b>Soft skill</b>                          | is referred to the attitude to working on something in creative, innovative, and psychological manner including communication, leadership, negotiation, motivation, time management, and emotional management, and so on.                       |
| <b>Hard skill</b>                          | is referred to vocational or technical skills such as carving, pottery, crafting, weaving, and repairing engine, computer, and phone, etc. gained from training and education of different modalities: formal, non-formal, and informal system. |
| <b>Attitude</b>                            | is referred to behavior, character and affection learners need to have in any situation, in order to think critically or solve the problems in appropriate and equal manner.  |
| <b>Update</b>                              | is referred to developing the policy related to education in response to social current situation and advancement.  |
| <b>Learning Society</b>                    | is referred to a society whose citizens have enough knowledge and skills.   |
| <b>National Qualification Framework</b>    | is referred to legal instrument for development and categorized qualifications based on criteria of learning which is achieved by level is generally specified in qualification description in each level.                                      |
| <b>Consistency</b>                         | means the symmetry or similar process.  |
| <b>Up-gradation</b>                        | means improvement or enhancement  |
| <b>Comprehensive</b>                       | means broad or detailed information   |
| <b>In breadth and in depth of learning</b> | is referred to deeply understanding lifelong learning in various modalities of education and training.  |
| <b>Bridging</b>                            | is a core program established to provide knowledge or return to formal,   |

|                        |  |
|------------------------|--|
| <b>Program</b>         | non-formal, and informal education, as well as technical and vocational training so that learners return to school for a new skill to upgrade knowledge, generate income, and create an appropriate job in the future.                                 |
| <b>Gender equality</b> | is referred to state of equal opportunities between males and females to access to education and training of all forms.  |
| <b>Inclusive</b>       | is referred to the promotion of equality and equity and provide opportunities of every individual and group to participate and yield results from education and training activities of curriculum framework, without any prejudice and discrimination. |
| <b>Equity</b>          | is referred to equal access to education and training of all forms without prejudice, discrimination, race, religion, color, and ethnicity.  |
| <b>Value</b>           | is referred to valuing good deeds and being able to analyze or solve the issues with other individuals, which learners behave in the actual situation.   |

