

TOPIC: What Do You Think of Cambodia's Education Strategy Towards 2030?

Kouch Keang Ang*
Third Place Winner of Essay Contest 2018

សេចក្តីសង្ខេប (Executive Summary)

ការអប់រំត្រូវបានពិភពលោកជឿថាជាការអភិវឌ្ឍសង្គមជាតិប្រកបដោយសក្តានុពល និងចីរភាព។ នៅក្នុងបរិបទប្រទេសកម្ពុជា វិស័យអប់រំត្រូវបានធ្វើកំណែទម្រង់ជានិច្ចកាល ដើម្បីពង្រឹងគុណភាពវិស័យអប់រំ។ យុទ្ធសាស្ត្រ និងទិសដៅការអប់រំពិតជាដើរតួយ៉ាងសំខាន់ក្នុងការសម្រេចឱ្យបាននូវគោលដៅអភិវឌ្ឍន៍ប្រកបដោយចីរភាពទាំងឡាយសម្រាប់ឆ្នាំ ២០៣០ ជាពិសេសនោះគឺគោលដៅទី ៤ ដែលជាការអប់រំប្រកបដោយគុណភាព។ ក្នុងនោះផងដែរ បច្ចេកវិទ្យាទំនាក់ទំនងព័ត៌មាន (ICT) ត្រូវបានគេចាត់ទុកជាយុទ្ធសាស្ត្រសម្រាប់ពង្រីក និងពង្រឹងសក្តានុពលរបស់វិស័យអប់រំនៅកម្ពុជាឱ្យកាន់តែមានគុណភាពខ្ពស់ និងប្រកបដោយចីរភាព។ កត្តាធនធានមនុស្សពិតជាមិនអាចខ្វះបានឡើយសម្រាប់គ្រប់វិស័យ រួមទាំងវិស័យអប់រំផងដែរ។ ជាងនេះទៅទៀត គេត្រូវធានាឱ្យបាននូវសមភាពយេនឌ័រក្នុងវិស័យអប់រំ ដើម្បីសម្រេចឱ្យបាននូវការអប់រំសម្រាប់គ្រប់គ្នា។

Education has been widely considered as one of the most significant factors for development. It is truly necessary for a country to focus on substantial investment in education sector as well as human capital. Nelson Mandela, a President of South Africa from 1994 to 1999, believed that "education is the most powerful weapon you can use to change the world". In Cambodian context, education system has been practically reformed and transformed to improve the quality of education. In this technological world, the education agenda and system should be technically and sustainably renewed to reach quality education for all by 2030 without leaving anyone behind.

As a matter of fact, Cambodia's education strategy plays a significant role towards achieving the Sustainable Development Goals (SDGs), particularly the fourth goal which is "quality education" by ensuring inclusive and equitable quality education

and promote lifelong learning opportunities for all. In a nation, quality education does matter. In Cambodia, the primary goal of Ministry of Education, Youth and Sport (MoEYS) is to ensure that quality education in Cambodia can be achieved and everyone can have access to it. Academically, MoEYS has put a great focus on designing and shaping Cambodian education system to be ready to accomplish the fourth goal of SDGs because it has been widely known that education is truly considered as one of the most potential tools which can be employed to effectively and successfully achieve SDGs by 2030. Besides, Cambodia also allows relevant ministries, institutions, government agencies and civil society organizations to take part in this journey since achieving SDGs is not the individual responsibilities. The collaboration between the Ministry of Education, Youth and Sport and other relevant development partners is going to make a big difference in education system

*Kouch Keang Ang is a graduate of the Institute of Technology of Cambodia (ITC).



as well as the Cambodian society as a whole. On that account, it is clear that Cambodia's education strategy has prepared policy actions for Cambodians, particularly Cambodian youth to play their roles in the realization of SDGs by 2030.

People are currently living in the digital world where Information Communication Technology (ICT) plays a dominant role in shaping and strengthening the services, productivities and qualities of important sectors of a nation. Currently, Cambodia has made good strides in utilizing ICT in certain sectors, remarkably education sector which has been believed as a sector that will help Cambodia to achieve growth, prosperities, sustainable development and economic transformation. As a developing country, Cambodia does need investments to sustainably develop education sector to ensure that the use of ICT is effectively and practically employed for social and human development. It is vital to academically focus on digitalization of education in Cambodia. Lately, the MoEYS has integrated ICT into the education system. For instance, Augmented Reality (AR), a technology commonly known as the superimposition of virtual contents into the real environment (Kamat & El-Tawil, 2007), has been employed in the education system in Cambodia. Indeed, AR applications have been functionally developed with the aim of enhancing students' understanding as well as digitalizing the education system. With the use of such advanced technology, it will transform the ways of teaching and learning and benefit to both teachers and students. To a great extent, it fosters creativity and knowledge. To achieve a better education system, science, technology and innovation should be taken into consideration for the education action plan, specifically ICT should be also taken into account so that it can play the role as an effective tool for learning, accessing to and sharing of the vital information.

Furthermore, human capital enrichment should be considered as one of other main drivers of education system development in Cambodia. Positive learning

outcomes can be produced when quality education is achieved, and this requires sustainable actions of all concerned individuals and parties. It is significant to empower the role of the teachers as well as educators to meet certain standard criteria so that they are highly-potential, well-trained and professionally qualified to ensure that they are able to enrich the students' capabilities. In point of fact, when they are empowered, they are able to define their vision and mission clearly and professionally and share resources for personal development. In addition, it is necessary to encourage them to look for active and professional partnerships and relevant academic networks to work collaboratively and share all the information and system which can make a huge difference for themselves, their students, their educational institutions as well as the society. In the education system, investments in human capital does not only help Cambodian people to acquire fundamental knowledge and skills but also to become literate individuals in the society, and potentially strengthen a country's competitiveness in this globalized world. Most importantly, the enrichment of human capital in education system in Cambodia will transform lives of Cambodian people through education, increase employment opportunities and labour market and create peaceful and sustainable societies.

In actual fact, gender equality and education for all have to be put into a wider context. These days, the significance of gender equality in accessing the education has been widely recognized. Hence, it is essential to end all aspects of gender-based discrimination and establish gender-supported policies to achieve the goal of education for all. In this regard, lifelong learning opportunities for all should also be considered in all contexts and widely promoted so that everyone can receive quality education. Likewise, research and higher education in Cambodia need to be highly encouraged and advanced to adapt to globalization as well as regional trends. Actually, MoEYS has published "Cambodian Higher Education Vision 2030" with

the aim of determining long-term strategies for sustainable actions and development of education system in Cambodia (MoEYS, 2014). Besides, both technical and vocational trainings and education also need to be fostered to benefit educationally and socially. Fundamentally, it is indispensable to assure that everyone has the same rights and opportunities to receive and access to education and fundamental skills.

In conclusion, it is clearly seen that education, to a great extent, can transform a nation to be a sustainable nation. Education technically promotes productivity, innovation, creativity and technology advancement in Cambodia. It is firmly believed that Cambodia is aiming to achieve quality education by 2030 and has stressed on the importance of education sector in the development of Cambodia towards high-middle income country in the future. Cambodia should academically and sustainably put a great focus on investing in ICT as well as human capital in order

to achieve gender equality in education and education for all. Education needs to be considered as a priority in both policy and practice. Most essentially, there is compelling evidence that a nation filled with literate and well-mannered cells will boost social progress, social justice, inclusion, human resource development, national development and economic growth. In this regard, it will eradicate poverty as well as out-of-school population.

References

- Kamat, V. R., & El-Tawil, S. (2007). Evaluation of augmented reality for rapid assessment of earthquake-induced building damage. *Journal of computing in civil engineering*, 21(5), 303310.
- MoEYS (2014). Ministry of Education, Youth and Sport. *Policy on higher education vision 2030*, 2-7.



Cambodia Development Center



Cambodia Development Center (@cdcenter_kh)



Cambodia Development Center (@cd.centerkh)



Cambodia Development Center



Cambodia Development Center



Building E, University of Puthisastra, #55, Street 180-184, Sangkat Boeung Raing, Khan Daun Penh



info@cd-center.com |  (+855) 16 616 951

