



**KINGDOM OF CAMBODIA**  
**Nation Religion King**

**Permanent Mission of the Kingdom of Cambodia  
to the United Nations Office and other  
International Organizations at Geneva**

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The Permanent Mission of the Kingdom of Cambodia to the United Nations Office and other International Organizations at Geneva presents its compliments to the Office of the High Commissioner for Human Rights (OHCHR), with the reference to the latter's Note No. TESPRDD/METS/WPHRE/2020/EI/PT dated 07 February 2020, and has the honor to convey to the latter National Evaluation Report of the Kingdom of Cambodia on the Implementation of the Third Phase (2015-2019) of the World Program for Human Rights Education.

The Permanent Mission of the Kingdom of Cambodia to the United Nations Office and other International Organizations at Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for the Human Rights the assurances of its highest consideration.

Geneva, 07 April 2020



**Office of the High Commissioner for Human Rights**  
**Geneva**



MINISTRY OF EDUCATION, YOUTH AND SPORT

No : ..... MoEYS/Adm

## **National Evaluation Report on the Implementation of the Third Phase (2015-2019) of the World Programme for Human Rights Education**

### **I. Introduction**

The Royal Government of Cambodia (RGC) has developed short-term and long-term visions for enduring peace, sustainable development and inclusive economic growth. Cambodia aims at building sustainable and equitable development and high conscience and patriotism among its population who are equipped with high knowledge, skills, attitude, civilization and decent living and who will live harmoniously in both the family and society. All prospects and challenges facing Cambodia today and the future have been mainstreamed into the National Strategic Development Plan (2019-2023), the Industrial Development Policy (2015-2025), the Cambodia Vision 2050 and the Royal Government of Cambodia (RGC) Rectangular Strategy Phase IV. The achievement of both short-term and long-term visions depends on our people having the right knowledge and relevant skills, reflecting our cultural and ethical heritage and history. Fundamental to the visions is an inclusive and equitable quality education and lifelong learning opportunities for all, the ethos of the global education agenda, the Sustainable Development Goal 4 (SDG4). In this respect, the RGC maintains human resource development as the first priority in its Rectangular Strategy.

The previous Education Strategic Plan (2014-2018) and the new ESP (2019-2023) are the guiding education policy framework. The ESP has been organized around the sub-sectors in order to maximize the efficiency and the accountability for service delivery. It was developed in alignment with SDG4 with the integration of the Cambodia SDG4 Roadmap. The Ministry of Education, Youth and Sport (MoEYS) has maintained the two strategic policies: 1). Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and 2). Ensure the effectiveness of leadership and management of all education staff at all levels.

Within the ESP, 15 priority reform areas were defined. The priority reform implementation is based on 5 pillars: 1). Teacher: Implementation of teacher policy action plan; 2). Curriculum: curriculum framework, syllabuses, standards, textbooks, teacher's manual and school environment improvement; 3). Inspection: implementation of the new inspection system, regular and thematic inspections; 4). Learning assessment: national exam, national assessment tests for grades 3, 6, 8 and 11; and 5). Reform of higher education: Higher Education Vision 2030 which is linked to IDP (2015-2025) for human resource development.

The long-term vision of the MoEYS is to obtain a strong and internationally competitive education system and to develop a knowledge-based society within Cambodia



through the development of human resources of the very highest quality, ethically sound, competent, well-rounded, skillful, creative, innovative and entrepreneurial.

Along the line of its long-term vision, MoEYS envisions a **school** to be a learning community ensuring high quality education for all; a competent, motivated and well-rounded **teacher** who supports learners for a high quality education; a smart **classroom** that provides students with the best opportunity to learn; and healthy, motivated and committed **students** who are the future of Cambodia. The **overarching goal** is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The MoEYS's **immediate objective** is to ensure that all Cambodian children and youth have equal rights and opportunity to access quality education consistent with the Constitution and the Royal Government's commitment to the UN Human Rights Conventions and its Human Rights Council Resolutions, regardless of social status, geography, ethnicity, religion, language, gender and physical form. The Ministry envisages a time when graduates from all its institutions will meet regional and international standards and will be competitive in the job markets worldwide and act as engines for social and economic development in Cambodia.

The vision, goal, policy priorities, reform areas and agendas outlined in the ESP include human rights education concepts and components. This inclusion clearly demonstrates Cambodia's continuous commitment to integrate human rights concepts into all educational levels and in both formal and non-formal settings.

## II. Human Rights Education Implementation Evaluation

The MoEYS has put in place human rights education in Cambodian education institutions at all levels (from primary to higher education) and in both formal and non-formal settings. The implementation of human rights education in Cambodian education institutions is in line with the Third Phase of the World Programme for Human Rights Education (2015-2019) pursuant to the Human Rights Council Resolution 42/7. The results of the human rights education implementation are clustered around three key education concepts: access, equity and inclusive to education. The report will also highlight the integration of human rights concepts into certain sub-sectors and its inclusion in the curriculum and textbooks.

### 1. Access to Education

Access to **Early Childhood Education (ECE)** have been improved from year to year through intervention strategies and the provision and supply of education services. The percentage of five-year-old children accessing all aspects of ECE services illustrated a gradual increase from 59.9% in school year 2013-2014 to 68.50% (female 69.70%) in school year 2018-2019 which achieved ESP target 68%. Enrolment of four-year-old children increased from 24.5% to 39.9% in school year 2017-2018, which achieved ESP target 38%. MoEYS has introduced ECCE mobile curriculum and seasonal mobile curriculum covering children from 3 to 5 years old for indigenous children whose families move far from the community kindergartens.

Over the past five years, **primary** net enrolment rate for the academic year (2018-2019) is 98% (female 98.50%) including private sector with gender parity index of 0.92. Primary schools are largely available in all geographic locations; the number of primary schools has



increased to 7,282. Likewise, the number of teaching staff and School Operation Fund (SOF) have also been increased. According to the Education Congress report, the number of students enrolled at right age increases. The schools are more closely to their home, especially, in remote and disadvantaged areas and has more friendly environment. The RGC has taken measures to improve the school buildings, other necessary infrastructure and school equipment and supplies.

The gross enrolment in **lower secondary** level (grades 7-9) and upper secondary level (grades 10-12) for the academic year 2018-2019 stood at 59.10% (female 63.80%) and 29.70% (female 32.90%) including private sector respectively.

Concerning technical education, the MoEYS has developed Master Plan on Technical Education for **upper secondary** level and curriculum for nine specializations: mechanics, electricity, electronics, agriculture, financial accounting, food processing, digital media design, ICT and Tourism. In line with the Industrial Development Policy (2015-2025), the MoEYS has also put more efforts on STEM education through the adoption of STEM policy, the establishment of 11 Technical High Schools and two Institutes of Technology.

MoEYS has also been promoting the enrolment and learning STEM subjects at **higher education institutions and TVET Institutes** through the motivation and support of the creation of new training program and new higher educational institution with a focus on STEM. As a result, more than 500 technical students enter labor market every year. The nine new established higher education institutions provide training with skills on STEM, of which 4 public higher education institutions (Kampong Chheu Teal institute of technology, Kampong Speu institute of technology, Kratie University, HENG SAMRIN Thboung Khmum University) and private institutions (Science University, Kiriom institute of technology, Batheay international institute, Japan-Cambodia institute of technology and Mong Rithy Agriculture Institute).

## 2. Equity to Education

Primary and Secondary Scholarship Programs are ones of the efforts to promote equity in education. Primary Scholarship Program started in 2014 under the supports of the Global Partnership for Education (GPE) and World Food Programme, and subsequently, the program has been integrated under MoEYS. In the same vein, Lower Secondary Scholarship Program started in 2003 and was expanded to Upper Secondary School in 2015. The ultimate goal of the scholarship program is to contribute to poverty reduction, improving learning outcome and reducing student's dropout. Furthermore, Primary and Secondary Scholarship Program is one of the crucial programs in the government's National Social Protection Policy Framework 2016-2025. Scholarship program is under the social assistance that has been implemented by the Royal Government of Cambodia. The number of scholarship provided is as follow:

Scholarship Programs	SY 2017/2018	SY 2018/2019
Primary Grade 1 - 3	N/A	5000 (girls 52%)
Primary Grade 4 - 6	96,507 (girls 53%)	105,156 (girls 54%)
Lower Secondary 10-12	10,872 (girls 60%)	10,967 (girls 60%)

To increase enrolment and reduce drop out among indigenous children and youth, the equity-focused scholarships provide priority to poor and female indigenous children and



youth. In the 2018-2019 school year, 10,367 primary indigenous students (4,744 female) receive scholarships. The Ministry plans to increase an additional 2,680 indigenous students each year from 2020 to 2023. At secondary level, 1,797 indigenous students (1,009 female) receive scholarship. The Ministry plans to increase the number to 2,255 per year starting from 2020 to 2023.

At higher education level, the Ministry of Education provides both scholarships and accommodation to indigenous students who pass high school exam and continue their study in the capital city of Phnom Penh. Indigenous students are to receive a quota of 5% of the total scholarships at public universities. Each year, the Ministry of Education provides up to 600 scholarships to indigenous students.

To increase the enrolment and to improve qualification of indigenous youth, the Ministry of Education has approved the establishment of both public and private universities in Kratie, Stung Treng, Ratanakiri, Koh Kong and Preah Vihear with flexible curriculum and schedule to accommodate the seasonal agriculture production of the indigenous people. Indigenous students who get good results in their university study receive scholarship to study abroad. They return back and occupy various positions in the government, private sector and/or Non-governmental organizations.

### 3. Inclusive Education

Cambodia has been through civil war and genocide that has left many difficult consequences, specifically the increase in number of persons with disabilities. Also, there are Cambodian people with disabilities caused by mines and unexploded ordnances left from the civil war. Other disabilities are caused by traffic accidents, work accidents, pre-natal and post-natal problems, aging and others. According to the Census Report 2013 by the Ministry of Planning, there were 301,629 persons with disabilities in 2013, accounting for 2.06 per cent of the total population of 14,676,591. Among the total number of persons with disabilities, 157,008 persons are male, accounting for 52.05 per cent, while another 144,622 persons are female, accounting for 47.95 per cent. The number of children with disabilities aged between 0 to 14 years old stands at 32,056, which is 10.63 per cent of the total disability population.

To improve inclusive education, the Ministry of Education has endorsed **Policy on Inclusive Education**, which envisions all persons with special needs have the rights to inclusive and equitable quality education and opportunities for life-long learning. In line with this vision, the Policy identifies four main objectives: (1) ensure early identification, assessment and timely intervention; (2) provide access to inclusive and equitable quality education and life-long learning opportunities; (3) build capacity and enhance professional development for all teachers as well as school management; (4) raise awareness and promote participation. With nine strategies, the Policy has been translated into five-year action plan (2019-2023) and being implemented by all relevant Ministries and other involved stakeholders nationwide.

In the same manner, the Ministry of Education has clear policy and support programs for indigenous children and youth. Within the framework of the **National Policy on the Development of Indigenous People**, the Ministry of Education, one of the implementing agencies, has developed the second **Multilingual Education Action Plan (MEAP), 2019-2023**, which has been recently endorsed and put for implementation. The MEAP also responds to the international legal framework (Convention on the Rights of the Child), the global education agenda (Sustainable Development Goal 4), The Constitution of the



Kingdom of Cambodia, Education Law, and Education Strategic Plan (2019-2023). The Action Plan envisions every indigenous child and youth from every indigenous community receiving inclusive and equitable quality education and the opportunity for lifelong learning for all so that they become full citizens with value and productivity contributing to the sustainable development of the society, economy and culture. In addition, the Action Plan aims to develop knowledge, skills and attitude of the indigenous people by way of multilingual education that contribute to the preservation of their language and culture.

In order to successfully implement this multilingual education program, MEAP has put out seven strategies: (1) provide additional implementation supports and expand multilingual education to indigenous children and out of school indigenous youth; (2) improve institutional capacity and develop human resources to provide effective multilingual education services; (3) develop multilingual education curriculum and study materials in line with the indigenous culture and tradition; (4) develop and improve infrastructure, study materials and school environment; (5) improve the multilingual education information management system; (6) increase the participation from indigenous parents, the communities and other stakeholders in implementing multilingual education; and (7) strengthen M&E mechanism to evaluate student learning outcome and teaching-learning quality.

The multilingual education program has been implementing in five highland provinces: Rotanakiri, Mondulokiri, Kratie, Stung Treng and Preah Vihear. There are six indigenous languages in this program. They are Phnong, Tum Puon, Ka Vet, Kroeng, Prov, and Kuoy. The Ministry of Education is studying the possibility to include Charay language into the program. There are 107 multilingual pre-schools with 107 teachers (86 female) and 80 primary multilingual schools with 205 teachers (109 female) in 15 districts of the 5 highland provinces. There are over 20,000 multilingual students from pre-school to upper secondary school levels.

The same application is given to ethnic minority learners. For instance, school infrastructure (both hard and soft) has been given to all ethnic Vietnamese communities nationwide. For Vietnamese ethnics who are living in Kampong Chhnang Province (3 regions: Phsar Krom in Kampong Chhnang downtown—school already upland; Yukonthor school in Boribo District is moved upland; and a school in Thnal Chheu Teal in Kampong Leng District—the same situation as the second one) and relocated upland. The government has taken into consideration on all aspects of their well-being. Ethnic Vietnamese children are able to continue their study as usual.

#### **4. Child Friendly School**

To ensure the application of the universally recognized rights of the child stipulated in the Convention on the Rights of the Child and to integrate the concept of non-violence, peace and harmony within the schools and the society at large, the Ministry of Education in 2012 endorsed the Policy on the Child Friendly School. The Policy envisions all school-age children are able to go to school and access quality education at least up to basic education level so that they can develop their characteristics in order to contribute to social and economic development of the nation. To achieve this vision, the Policy sets in place four main objectives: (1) transform all primary and lower secondary schools as child friendly schools; (2) ensure enrolment of children and their continuous education until they finish basic education with quality; (3) ensure that all children's learning needs are addressed; and



(4) transform child friendly schools as a center for human resource development for developing villages and communities.

To ensure all children are protected from all forms of violence, either physical, mental, emotional, sexual or psychological harm, in 2016, the Ministry of Education endorses **Policy on Child Protection in School**. The Policy's vision is to ensure that every child enjoys physical, mental, intellectual and spiritual growths and is free from any form of violence to become human resources for sustainable country development. To achieve this vision, all public and private educational establishments need to develop system and mechanism for providing protection ensuring that they are free from any form of violence.

#### 5. Integration of Human Rights Education in School and University Curricula and Study Courses

Human rights education has been integrated into educational curriculum and textbooks in general education from primary to upper secondary schools in the Social Study subject (Civics and Morality Subject). At the primary level, the curriculum includes education on morality, traditional and cultural practices, the respect of laws, good relation, the understanding of basic human rights (especially the rights to self-protection), and the inclusion of education on the UN Conventions on human rights and child rights.

At the lower secondary school, the Ministry of Education has integrated more components of human rights into the curriculum and textbooks. They are: women rights and gender equality, good practices in selecting a leader or a representative, child rights and the Convention of the Rights of the Child, peace and disarmament, community election, human rights (political rights, economic rights, social rights and cultural rights) and the elimination of all forms of discrimination against women, principles in solving the conflicts peacefully, principles of democracy (definition of democracy, rights and freedom, freedom of speech, press freedom, political parties, election, multi-party system, power division, benefits of democracy), and good governance.

The upper secondary school level expands human rights education to another level as the students are prepared with more concrete foundation of knowledge and skills so that they are given orientation for the future study at higher education and the future job markets. In addition to the above human rights components, the curriculum includes additional topics such as refugee rights and more content and concepts of child rights and the elimination of all forms of discrimination against women.

Cambodian higher education institutions (HEIs) offer the courses related to human rights and journalism. For instance, **the Royal University of Phnom Penh (RUPP)** offers bachelor degree in Media Studies. The four-year course is designed to train students for various professions within the media sector. Students are taught a broad range of media-related academic disciplines to gain a solid understanding and of a variety of perspectives on media environments. The course prepares students to be the standard bearers of the media profession. During their degree, students learn skills that will help them become effective, creative and ethical practitioners, and managers of the mass media, fostering a free, viable, and socially responsible media in Cambodia. They learn to identify, to understand and explain political, social and economic events and issues, and to share this information with Cambodian citizens, allowing the public to understand and respond to their world.

**Royal University of Law and Economic (RULE)** has established Centre for the Study of Humanitarian Law, offering English-based Bachelor-of-Law program since 2014. This program aims to promote and protect human rights through rigorous research, quality



education and greater cooperation in Cambodia. In 2018, CSHL increased its research, training, publication, teaching and human rights awareness raising outputs. The Center's researchers produced five papers for international and regional publications in 2018, the high profile publication outputs by Center staff.

The success of CSHL researcher trained at Royal University of Law and Economics (RULE) Moot court competition teams, demonstrates the quality of human rights legal training provided by Center staff, at the highest level. In 2018 teaching and training remained a core CSHL activity. The Center staff continued to teach all human rights and humanitarian law courses in the English-Language-based Bachelor of Law (ELBBL) faculty. The Clinical Legal Education program develops practical legal skills for law students and emphasizes the importance of the role of the legal profession in supporting legal aid services and access to justice in Cambodia. The Professional Legal Skills training is available to selected CLE students with a focus on legal ethics and analysis, problem-solving and communications skills, and interview techniques. CSHL staff have conducted a series of training workshops on Legal Framework on Freedom of Expression and Internet Freedom in Cambodia for Cambodian lawyers, judicial officers, law students, and relevant practitioners. This center continues to provide more training, workshops, and seminars to students, lecturers, and researchers in the university; and other relevant stakeholders aiming at raising awareness of Human Right.

**Paññasastra University of Cambodia (PUC)** has been providing Master's Program in International Human Rights Law at the Faculty of Law and Public Affairs in English language. This program aims to (1) deliver education for, about and through Human Rights in accordance with the UN Declaration on Human Rights Education and Training; (2) develop capacity and ability to work in a variety of fields of human rights; (3) build-up and enrich in-depth knowledge in international, regional and national human rights law and policy; (4) develop theoretical and practical understanding and application of human rights; and (5) cultivate an understanding and appreciation of principles and values of human rights

The International Human Rights Law is offered with support of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI), an independent academic institution affiliated with Lund University in Sweden. The cooperation between PUC and RWI is financially supported by Swedish Development Cooperation. Graduating students will have a comprehensive understanding of human rights and will be able to utilize their knowledge and competency to promote and protect human rights and development locally, regionally and internationally. There have been 96 students (31 females) graduating from Master of International Human Right's Law from 2014-2020 and 17 student enrolling for 2019-2020.

## **6. Policies and Related Human Rights Implementation Mechanisms**

- MoEYS' Task Force on Prevention of Trafficking, Smuggling, Human Trafficking and Sexual Exploitation of Women and Children dated 26 November 2018
- MoEYS also issued a letter to all HEIs under its supervision to establish a Task Force as mentioned above for their institutions dated 5 April 2019.
- **Article 40 of the Law on Education endows the Rights to request, rights to protest, rights to complain, rights to solution:** Parents or guardians, learners and educational personnel, whose rights specified in this law, are violated, have the right to request or protest to the competent educational authority at different levels as well as to the



court. The Ministry in charge of education shall issue regulations on procedures for requests, protests, and solutions.

- MoEYS issued Prakas on the Procedures for Requesting or Denying Complaints and Resolutions for Learners, Parents or Guardians and Education Staff dated 6 June 2012.
- The Higher Education Improvement Project (HEIP) has included the student grievance in its activities which requires 5 target HEIs (Royal University of Phnom Penh, Royal University of Agriculture, Institute of Technology of Cambodia, University of Svay Rieng, and University of Battambang) to send the report on student grievance to MoEYS using the student grievance report template provided. Moreover, each HEI will set up the student grievance guideline and disseminate to students.

### **III. Focal Point**

Directorate General of Education is the focal point of contact for information on the development of the national evaluation report on the implementation of human rights education in Cambodia. For additional inquiry on the national evaluation report and human rights education in Cambodia at large, please contact:

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