



POSITION PAPER

on Lifelong Learning Policy

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Funded by:



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We, the Consultants, extend our sincere appreciation to NEP for their good cooperation and facilitation with stakeholders during the data collection process at both national and sub-national levels.

We also wish to extend our gratitude to all stakeholders, including Ministry of Education, Youth, and Sports (the Department of Non-Formal Education and Lifelong Learning Secretariat), Ministry of Interior, Provincial Offices of Education (POEs), and relevant NGOs for their valuable time and participation in online interviews.

We strongly believe that this achievement would not have been possible without the dedicated cooperation and active participation of each stakeholder.

ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| CIP | Commune Investment Plan |
| CLC | Community Learning Center |
| CSO | Civil Society Organization |
| DP | Development Partner |
| ICT | Information, Communication, and Technology |
| LLL | Lifelong Learning |
| LLLC | Lifelong Learning Center |
| LLIMS | Lifelong Learning Information Management System |
| MEF | Ministry of Economy and Finance |
| MoEYS | Ministry of Education, Youth, and Sports |
| Mol | Ministry of Interior |
| MoU | Memorandum of Understanding |
| NEP | NGO Education Partnership |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NTFP | Non-Timber Forest Product |
| POE | Provincial Office of Education |
| RGC | Royal Government of Cambodia |
| SDG | Sustainable Development Goal |
| ToR | Terms of Reference |

EXECUTIVE SUMMARY

The executive summary aims to present high level narratives derived from the interviews with the selected stakeholders.

The study reveals that, out of the 11 strategies within the National Policy on LLL, most of the stakeholders have concentrated their implementation on these two strategies: ***Provide Lifelong Learning Service to all people (#2)***, and ***Develop learning centers, physical infrastructure, and appropriate learning venues (#4)***. Approximately half of them have focused on other two additional strategies: ***Develop comprehensive and flexible Lifelong Learning Programs in response to the demand for learning (#3)***, and ***Provide capacity building for LLL program facilitators to be professional #5)***. Only a few of them have distributed their efforts across the remaining strategies.

The implementation of the LLL policy involves diverse strategies and commitments from various stakeholders, each playing a crucial role in promoting lifelong learning through various initiatives, ensuring accessibility, capacity building, and alignment with national policies. For example, NFE Department integrates LLL policies through existing systems, enhancing accessibility and productivity, notably in garment factories and Community Learning Centers (CLCs). DVV partners with MoEYS to support LLL Centers, focusing on capacity building and sustainable activities.

Stakeholders have encountered similar challenges and barriers in implementing the LLL policy at various levels, including legislative gaps, insufficient resources and budget, inadequate dissemination, staff shortages, absence of a national action plan, lack of awareness and commitment, unclear implementation guidance, insufficient monitoring, the delegation of administrative responsibilities to the District Administrations, and a few others.

To enhance knowledge management practices for the effective and inclusive implementation of LLL policy, key strategies include strengthening networks, showcasing successes, and documentation and dissemination. These strategies focus on sharing progress, challenges, solutions and best practices.

To finalize the national LLL action plan from its zero draft key steps include engaging a prominent minister such as MoEYS, the Ministry of Interior, or the Ministry of National Defence, to lead the process and efforts in finalizing the draft national action plan, collaborating with all 30 relevant ministries and other stakeholders to conduct consultative meetings at sub-national and national levels, and establishing robust office for the LLL Secretariate.

To support the rollout of the potential national action plan at various levels, key mechanisms include engaging the Cambodian Prime Minister or Deputy Prime Minister to lead the National LLL Committee, providing explicit guidance and clear ToR for all stakeholders, formulating a joint action plan with specific performance indicators, establishing ministry-specific working groups, and creating a sub-national coordination mechanism for effective collaboration and execution of the action plan at sub-national level.

All recommendations, along with key actions, are highlighted in the recommendations section of the report on page 12.

INTRODUCTION

In the 21st century, lifelong learning has become one of the important topics in education. It was used as a valuable tool for promoting right to education, freedom and prosperity of the people by responding to the needs of market demand and the needs of education for all people and circumstances. Lifelong learning became a crucial component of Goal 4 of 2030 Framework for Sustainable Development, to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.¹

National Policy on Lifelong Learning

The Royal Government of Cambodia (RGC) aims to elevate Cambodia from upper middle-income country by 2030 to a high-income country by 2050. This vision necessitates a labor force equipped with high technical knowledge and non-physical skills.

Responding to the RGC's long-term vision and developing potential human resources towards achieving Sustainable Development Goal (SDG), the Ministry of Education, Youth, and Sports (MoEYS) has developed the National Policy on Lifelong Learning (LLL). This Policy calls for wide-sector and participatory collaboration and effort from all ministries, institutions, and relevant stakeholders to invest in high-quality human capital, and it serves as intertwined mechanism with a shared goal that opens for more effective participation in providing opportunities and quality services, especially for the marginalized groups, to meet job market demands.

To translate the National Policy on LLL into practice, the Policy outlines the following strategies.

1. Develop Legislative Framework and Mechanisms
2. Provide Lifelong Learning Service to all people
3. Develop comprehensive and flexible Lifelong Learning Programs in response to the demand for learning
4. Develop learning centers, infrastructure, and appropriate learning venues
5. Provide capacity building for LLL program facilitators to be professional
6. Recognize, validate, and accredit knowledge, skill, and competence acquired from LLL program, ensuring transparency, justice and consistency
7. Foster ministries and relevant institutions to support lifelong learning
8. Promote culture of global citizenship
9. Promote gender equality, equity, and inclusion
10. Promote education through technology
11. Foster private sectors, development partners, and NGOs to participate in providing lifelong learning services

Cambodia's Education 2030 Roadmap Sustainable Development – Goal 4

In today's globalized world and information-driven economy, basic literacy and literacy skills are not adequate to ensure work performance (OECD 2000). Adults with poor literacy and numeracy skills face significant disadvantages. Literacy is essential for success in modern times and is considered a

¹ *National Policy on Lifelong Learning, p. 1*

fundamental human right, forming the foundation for lifelong learning. Literacy contributes numerous socio-economic benefits, including contributing to economic growth, reducing poverty, promoting democracy, increasing civic engagement, and preventing diseases. Literacy skills are critical for environmental protection, social development and sustainable development.

Low literacy skills are a concern globally, affecting both middle-income and high-income countries. For these reasons, target 4.6 proposes that 'by 2030 all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to the successful completion of basic education. In this context, the Education 2030 agenda calls for ensuring that all young people and adults have achieved functional skills at a level that is equivalent to basic education. CLCs will be equipped with the necessary resources, including ICT facilities, and literacy facilitators will be trained based on the national norms and standards. Literacy achievement standards will be developed and the scope of literacy curriculum will be widened to include digital and financial literacy.

Through a careful review of SDG 4 targets as well as ongoing education policies and programmes and in consultation with the stakeholders, Cambodia has established five policy priorities for 2030 as indicated below. One of these priorities, Priority 4, emphasizes the importance of youths and adults achieving literacy and numeracy and the lifelong learning opportunities for learners in all age groups.

- **Priority 1:** All girls and boys have access to quality Early Childhood Care and Education (ECCE) and pre-primary education and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes.
- **Priority 2:** All girls and boys complete upper-secondary education with relevant and learning outcomes and a substantial number of youths have increased access to affordable and quality technical and vocational education.
- **Priority 3:** Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- **Priority 4: All youth and adults achieve literacy and numeracy and learners in all age groups have increased lifelong learning opportunities.**
- **Priority 5:** Governance and management of education improves at all levels.

Policy Brief of Cambodia Education Review, Issue 2, 2018

The concept of Lifelong Learning is relatively new to government agencies and non-government organisations (NGOs) in Cambodia. As a result, only a few activities have been undertaken that contribute to this concept. Lifelong Learning encompasses not just non-formal education but of all formal, non-formal and informal education. Lifelong Learning is a fundamental goal of recent education policies in Cambodia and it is often advocated as a way to accomplish socio-economic development and as a tool for promoting a knowledge-based society.

In 2016, the MoEYS invested US \$764 million in Lifelong Learning, representing 76.1% of the total annual educational budget aimed at helping all Cambodians achieve nine years of basic education. Of this budget, 48.3% was allocated to primary schools, 18.7% to lower secondary schools and 9.1% to pre-schools. Upper secondary schools and higher education received 9.2% each. Despite the

significant role of non-formal education in supporting Lifelong Learning, only 2.9% (\$22.16 million) of the total budget was allocated to this sector.

OBJECTIVE OF THE STUDY

The objective of this assignment is to develop a comprehensive Position Paper focusing on LLL policy implementation. The Position Paper aims to identify effective interventions and assess their impact on enhancing LLL policy through knowledge management, resource mobilization, and support mechanisms. It seeks to inform key decision-makers and policymakers about LLL practices at the local, sub-national, and national levels.

SCOPE OF THE STUDY

The scope of this consultancy includes:

1. Analysing existing LLL policies and relevant education policies
2. Evaluating current LLL initiatives, programs, and projects across different levels of the education sector
3. Identifying challenges, gaps, and barriers in LLL policy implementation
4. Recommending potential strategies to address the identified issues and enhance LLL policy effectiveness
5. NEP, members and education stakeholders enhance the development of LLL national action plan through a variety of joint advocacy efforts.

TECHNICAL METHODOLOGIES

To develop a comprehensive position paper focusing on LLL policy implementation, the following methods are employed.

| Methods | Description/Purpose |
|--------------------------|--|
| Desk review | The desk review analyzes at relevant policy/documents and research studies related to lifelong learning policies. |
| Online Interviews | Online interviews aim to evaluate the current LLL programs, and projects across various levels of the education sector, which include identifying challenges, gaps, and barriers in LLL policy implementation and seeking recommendations for strategies to address these issues and enhance LLL policy effectiveness. |

RESEARCH PARTICIPANTS

As guided by the ToR and in consultation with NEP, purposive selection method was applied to select stakeholders at various levels. These stakeholders include representatives from the Ministry of Education, Youth, and Sports (MoEYS), the Ministry of Interior (MoI), Provincial Offices of Education, and NGOs/CSOs. A total of 9 stakeholders participated in the study. A few ministries were not available. The list of stakeholders is provided in Annex 2 of the report.

DATA COLLECTION AND ANALYSIS

The stakeholder interviews were conducted online between July 9th and August 3rd 2024, using semi-structured questionnaires. All data collected were transcribed and analysed using content analysis methods. This approach allowed for a systematic examination of the data, identifying patterns and themes that provide deeper insights regarding the policy analysis. Content analysis also was extended to desk review, including LLL policy and other relevant documents, to offer a comprehensive understanding of the policy implementation.

LIMITATIONS

As with any research, this study has certain limitations. Firstly, due to budget constraints, most key stakeholder interviews were conducted online, causing difficulty to a certain level regarding internet connectivity issues, as well as challenging environment with ambient noise of a few cases, affecting the quality of some information. Secondly, only 9 out of 12 selected stakeholders were able to participate in the interviews, with a few others being unreachable. This limited sample size fails to fully represent the entire scope of LLL, making it challenging to broadly discover key findings and formulate comprehensive recommendations for the current LLL policy implementation.

FINDINGS

Firstly, the study reveals that, out of the 11 strategies within the National Policy on LLL as highlighted above in the introduction, most of the stakeholders have concentrated their implementation on these two strategies: ***Provide Lifelong Learning Service to all people (#2)***, and ***Develop learning centers, physical infrastructure, and appropriate learning venues (#4)***. Approximately half of them have focused on other two additional strategies: ***Develop comprehensive and flexible Lifelong Learning Programs in response to the demand for learning (#3)***, and ***Provide capacity building for LLL program facilitators to be professional #5)***. Only a few of them have distributed their efforts across the remaining strategies.

Secondly, regarding the LLL policy implementation across various levels, stakeholders demonstrate a diverse range of strategies and commitments. Each organization plays a vital role in promoting lifelong learning through various initiatives, ensuring alignment and effectiveness of policy implementation, as outlined below.

1. **Non-Formal Education (NFE) Department:** The NFE Department implements LLL policies through the existing NFE systems at sub-national and local levels, ensuring broad accessibility and integration. Notable achievements include the operation of literacy classes at garment factories aiming to improve workers' productivity, and the transformation of Community Learning Centers (CLC) into LLL Centers, resulting in increased incomes for students and more contracted teachers.
2. **DVVI:** Partnering with MoEYS and supporting 10 LLL Centers, DVVI implements LLL programs that focus on changing mindsets through technical support, which is crucial for sustainable development and community engagement. A key success is the enhancement of the capacity of LLLC and shifting from budget concerns to capacity building. This has resulted in increased income generation and sustainable activities.

3. **Provincial Office of Education Kampot (POE KPT):** POE conducts regular reviews, ensures NFE access, aligns activities with LLL Policy, and incorporates digital education into CLC programs, enhancing online learning accessibility during and after Covid 19 pandemic. Success stories include students gaining employment opportunities as teachers and assistant teachers of English, Chinese, computer, and life skills, 70% of the students acquiring computer skills, and factory employees successfully integrating into the workforce after completing skills training from the CLC.
4. **KnK:** KnK/Beyond Boarder focuses on LLLC construction, income generation, skill training, and equivalence programs. They also build capacity for LLLC Committees and hold quarterly meetings to address challenges and share progress. Key success stories include approximately 80% of the target LLLCs achieving income generation, and 90% of students completing courses being employed. Community awareness and access to LLLC activities have increased.
5. **LLL Secretariat:** A regulatory framework supporting the secretariat's mandate has been established, which includes Decrees, Sub-Decrees, and Prakas, ensuring structured and legal backing for LLL Policy implementation. A notable success is the alignment of activities by stakeholders and concerned ministries with some aspects of the LLL policy.
6. **Ministry of Interior (Moi):** Moi develops strategic plans for local administration, national security, public order, societal safety, and capacity building for civil servants. They offer various training and capacity-building opportunities through multiple institutes, to name a few, National Police Institute, National Foundation Institute, Institute of General ICT, Digital, and Dissemination etc.
7. **NTFP:** NTFP operates literacy classes with focus on the children literacy classes, women's literacy classes, post literacy classes and mobile CLC for all and minorities, especially of Kavet minority in Steung Streng and Ratanakiri provinces. The programs are crucial for reaching remote and underserved populations. Upwards of 300 children have benefited from 23 children literacy classes, 99 women from 13 women's literacy classes, 147 students from post literacy classes, and 157 students from 7 mobile CLC respectively. Success stories include students and youth continuing their education through high school, become village chiefs or literacy teachers, and receiving scholarships for higher education. Those who completed supplementary classes up to grade 5 or 6 can continue their education to lower secondary and upper secondary schools. Additionally, the students have improved their livelihoods through agricultural skills training, such as compost fertilizer production, natural pesticide production, and vegetables growing.
8. **Provincial Office of Education Ratanakiri (POE RTK):** POE provides services through CLCs, including literacy classes and community libraries, promoting lifelong learning and community engagement.
9. **Provincial Office of Education Siem Reap (POE SR):** POE emphasizes the offer of both equivalency and supplementary education programs to help individuals develop necessary skills for global citizenship. Notable achievements include villagers in Chikreng and Sangvoeuy communes successfully learning to cultivate crops and income-generating activities. Literacy teachers have advanced in their careers, with some becoming government teachers or school administrators. Students who completed their skills training from CLCs have achieved diverse careers, including construction management, traditional Khmer music performance, and veterinary work.

Thirdly, the study has identified several challenges and barriers encountered by stakeholders across various levels, as outlined below.

| Level | Challenges |
|---------------------------|---|
| National Level | <ul style="list-style-type: none"> • Legislative Gaps: Lack of legislative documents and mechanisms • Committee-members changing: Frequent changes in the members of the National LLL Committee due to staff changes among ministries |
| Sub-National Level | <ul style="list-style-type: none"> • Staffing Issues: Lack of staff and low commitment among staff to implement LLL programs • Resource Constraints: Insufficient funds and resources allocated for policy implementation, including for activity implementation, training, and capacity-building etc. • Outdated Curricula and Lack of Innovation: Lack of up-to-date curricula to include digital skills, particularly for literacy, NFE, and income generation programs |
| Local Level | <ul style="list-style-type: none"> • Infrastructure Needs and Internet access: Outdated CLC buildings needing renovation or new construction. Combined with poor internet access, this affects the ability to deliver the implementation of related programs effectively. • Annual budget: Annual budgets are insufficient, delaying in the allocation and distribution of budgets affect to training activities. • Training for the Community Coordinators: They receive a minimal training, which lasts only 3 days. • Capacity of CLCs/LLCs and Regulations: Limited capacity of CLCs and LLCs to manage effective implementation of the LLL activities, and lack of disseminating relevant regulations. • High dropouts: High dropout rates, especially in the areas near the Khmer-Thai border, due to economic migration, causing high absenteeism from their study in various programs, such as re-entry, literacy and equivalency during the agricultural harvest season. These are compounded by insufficient teacher capacity and monitoring support, and the lack of clear career guidance orientation to the students upon course completion. • Administrative procedures and Guidance for Implementation: The transition of administrative responsibilities to the district administration, following Decentralization and Deconcentration (D&D) of the government, has made the working procedures longer and more complicated. Combined with the absence of a National LLL Action Plan and the lack of clear implementation guidance, this has posed significant challenges for the implementation on the ground. • Geographic and Cultural Barriers: Geographic challenges, such as remote locations and frequent relocations, hinder student engagement for their learning during the cultivation season. Cultural |

| | |
|--|---|
| | obstacles, including early marriages (ages 13-14) and prioritization of income over education, also pose significant barriers |
| Common challenges across all levels | <ul style="list-style-type: none"> • Awareness on National Policy on LLL and the importance of LLL: Lack of broad dissemination and orientation on the National Policy on LLL to all relevant stakeholders, resulting in limited understanding and awareness of the value and importance of LLL among the public, community members, and even some staff. • Collaboration and Monitoring: Lack of collaboration and mechanisms across all levels for monitoring progress and achievements properly. |

Fourthly, the study has identified several gaps or barriers pertinent to the LLL policy implementation, as detailed below.

1. **Budget Constraints:** Many stakeholders, including NFE Department, the LLL Secretariat, MoI, and others highlight insufficient budget and delays in budget allocation as major obstacles. The financial constraints hinder the effective implementation of the LLL initiatives, including training, capacity-building, and overall program execution.
2. **Absence of National LLL Action Plan:** NFE Department and DVVI highlight the lack of concerted efforts among all stakeholders to urge the RGC to consider the LLL action plan as a high priority for the country. This prioritization is essential for the Ministry of Economy and Finance (MEF) to allocate necessary budget for supporting effective policy implementation.
3. **Lack of Clear Guidance and Regulations:** NFE Department, DVVI, and POEs underscored the necessity of explicit guidance and regulations to facilitate policy implementation. The current Terms of Reference (ToR) for the LLL Secretariat are not well-defined, potentially undermining the Secretariat’s legitimacy and leading to inefficiencies in executing the LLL action plan.
4. **Policy Dissemination and Alignment:** MoI and POEs stressed the insufficient dissemination of the LLL policy and the lack of alignment of activities with the policy, which potentially results in ineffective policy implementation.
5. **Physical Infrastructure and Resource Issues:** MoI and POEs shared the same issues regarding inadequate physical infrastructure and venues for LLL initiatives. Additionally, there are delays in the distribution of necessary materials and equipment for CLCs to operate literacy classes and community libraries.
6. **Stakeholder Engagement and Mindset:** DVVI and NTFP observed the negative mindset among stakeholders, who believe that a lack of funding will result in unsuccessful implementation of the LLL programs. Furthermore, there is limited understanding of the value of LLL and lack of ownership among community members and LLLC/ CLC committees, which have hindered the overall commitment and the effectiveness of LLL programs.

RECOMMENDATIONS

To address the identified challenges, barriers, and critical gaps, some recommendations are proposed, incorporating actions suggested by stakeholders and inputs from the consultation with NFE sub-sector working group, as follows:

Recommendation # 1: Budget Constraints

To address the budget constraints, the National LLL Committee and the Secretariate should implement the following actions, as recommended by the stakeholders:

Actions:

- 1.1. Develop robust mechanisms for supporting fundraising efforts to mobilize funding and other resources from the public and private sectors, development partners (DPs), NGOs, CSOs, and individuals for implementing LLL policy and action plan, and developing human resources and physical infrastructure.
- 1.2. Advocate MEF for increasing budget allocation to support the implementation of LLL policy and action plan.
- 1.3. Pilot a flagship initiative for 2024-2028, such as Literacy Learning City project, initiated by the MoEYS.
- 1.4. Develop LLL Management Information System (LLLMIS) to track the progress and enable stakeholders to update their progress quarterly, ensuring accountability, transparency and effectiveness of the resources utilization and mobilization.
- 1.5. Foster strong collaboration among stakeholders to optimize resource utilization by complimenting each other's efforts, thereby avoiding duplication, to effectively support the implementation of LLL policy and action plan.

Recommendation # 2: Absence of National Action Plan on LLL

To address the gap or absence of National Action Plan on LLL, the National LLL Committee and the Secretariate as well as NEP should implement the following actions, as proposed by the stakeholders:

Actions:

- 2.1. Develop clearly-defined Terms of Reference (ToR) for the Secretariat, ensuring clear mandates and scope of implementation.
- 2.2. Expedite the process to finalize the current draft of the National Action Plan for LLL.
- 2.3. Establish a LLL sub-sector working group under NEP umbrella to coordinate, and monitor the process for finalizing the national action plan for LLL and its execution.

Recommendation # 3: Gap of Implementation Guidance and Regulations

To address the gap of implementation guidance and regulations, as proposed by the stakeholders, the National LLL Committee and the Secretariate should:

Actions:

- 3.1. Establish ministry-specific working groups to support the implementation of activities based on their specific roles.
- 3.2. Establish sub-national coordination mechanisms to ensure effective collaboration and execution of the action plan at sub-national level.

- 3.3. Organize and coordinate semi-annual meetings and other forums to facilitate discussions on progress, challenges, best practices, and lessons learned, fostering an open environment that encourages active participation from all stakeholders, including relevant ministries, DPs, NGOs, CSOs, and private sector.

Recommendation # 4: Insufficient Dissemination and Awareness of LLL Concepts and Policy

To address insufficient dissemination and awareness of LLL concepts and policy, the LLL National Committee and the Secretariate should:

Actions:

- 4.1. Organize comprehensive dissemination and provide orientation on the LLL policy and action plan to all relevant government ministries and other stakeholders, ensuring comprehensive stakeholder awareness, engagement, and alignment at all levels.
- 4.2. Promote common understanding of the concepts of lifelong learning for all and the learning society through open discussion and consultation among all stakeholders at all levels.

Recommendation # 5: Knowledge Management Practices

To improve knowledge management practices, the following proposed actions, as recommended by the stakeholders, should be implemented.

Actions:

- 5.1. Develop and enhance networks to facilitate capacity building and spontaneous learning and adaptation. This includes organizing exchange or exposure visits, workshops, and meetings to share progress, challenges, solutions, and best practices regarding the implementation of LLL policy and action plan.
- 5.2. Ministries, especially the MoEYS, should serve as role models by showcasing successful cases. Regularly share accomplishments across different ministries to encourage knowledge sharing through various channels such as meetings, workshops, and social media platforms like Telegram and Facebook.
- 5.3. Regularly document successful practices and lessons learned. Disseminate this information through various channels, including workshops, meetings, and online platforms, to ensure widespread access and continuous improvement.
- 5.4. Collaborate with regional and global institutions to exchange best practices and lessons learned, thereby enhancing the effectiveness of LLL policy and action plan implementation.

Recommendation # 6: Finalizing the National Action Plan on LLL

To finalize the national LLL action plan from the current zero draft, the National LLL Committee and the Secretariate should implement the following steps, as recommended by the stakeholders:

Actions:

- 6.1. Engage a prominent minister, such as the Minister of MoEYS, or ministers from other ministries such as the Ministry of Interior, the Ministry of National Defence, to lead the process and efforts in finalizing the current draft national action plan.
- 6.2. Collaborate with all 30 relevant ministries to conduct consultative meetings aimed at finalizing the draft national action plan, and update appointed key personnel as members of the National LLL Committee.

- 6.3. Consult regional stakeholders and project implementers from NGOs, CSOs, and private sector to incorporate local context and their perspectives and insights into the draft national action plan.
- 6.4. Establish a robust office with adequate staff and resources to enable the LLL Secretariat to effectively execute its roles and activities.

Recommendation # 7: Rollout of the National Action Plan on LLL

To support potential rollout of the national action plan at local, sub-national, and national levels, the National LLL Committee and LLL Secretariate should implement the following actions, as proposed by the stakeholders:

Actions:

- 7.1. Engage the Prime Minister or Deputy Prime Minister to lead the National LLL Committee, ensuring effective resource mobilization and policy implementation.
- 7.2. Formulate joint plans involving government ministries, DPs, and private sector, formalized through a Memorandum of Understanding (MoU) to ensure clear and committed collaboration.
- 7.3. Organize site visits for top leaders to observe LLL program implementation and promote activities through social media and television, and events to celebrate and recognize the successes of LLL implementation.

REFERENCES

1. National Policy on Lifelong Learning [link](#)
2. Cambodia's Education 2030 Roadmap [link](#)
3. Policy Brief of Cambodia Education Review, Issue 2, 2018, [link](#)
4. UNESCO's Promoting Lifelong Learning For All, Advocacy Brief, 2013 [link](#)
5. UNESCO's UIL 2020 Annual Report [link](#)

ANNEX 1: TERMS OF REFERENCE

NGO Education Partnership is recruiting a research consultant to develop one position paper on Lifelong Learning (LLL) policy implementation.

How to Apply

Interested individuals, teams, and firms are requested to send **CVs and Cover Letter along with assignment proposal** (3-4 pages only) to NEP at sreynich.leng@nepcambodia.org or info@nepcambodia.org.

The application deadline is **May 20, 2024**

1. Introduction

NGO Education Partnership (NEP) envisions inclusive and high-quality education and lifelong learning opportunities for all the people in Cambodia. NEP is a membership organisation with 70 membership organisations (Local NGOs and International NGOs). NEP promotes positive partnership and collaboration among members and development partners in the education sector in Cambodia. The coalition's mandate includes support for community-led assessments and research, monitoring of sub-national and national policy, joint advocacy, and engagement of actors working in vocational training, non-formal education, inclusive education, equivalency programs, and life skills. It also includes coordination and communications with CSOs, development partners, and other stakeholders in the education sector.

Additionally, NEP is also a permanent secretariat of 6 thematic working groups including Network on Early Childhood Care and Development (NECCD), Primary Education Sub-Sector Working Group (PE-SSWG), Sub-Working Group on School Reform (SWG-SR), Working Group Education and Disabilities (WGED), Sub-Working Group on Teacher Capacity Development (SWG-TCD), Sub-Working Group on Non-Formal Education (SWG-NFE) holding accountable for activities' coordination and financial management.

Funded by BMZ through DVV International under the project named, Support of adult education in Cambodia, NEP will develop one position paper on Lifelong Learning (LLL) Policy implementation in the modality of non-formal learning and adult learning through consultation with development partners, CSOs, private sector on best practices, challenges and offer recommendation to decision makers/ policy makers.

2. Context

The objective of this assignment is to create a comprehensive position paper focusing on Lifelong Learning (LLL) policy implementation. The position paper aims to identify effective interventions and assess their impact on enhancing LLL policy through knowledge management, resource mobilization, and support mechanisms. It seeks to inform key decision-makers and policymakers about LLL practices at the local, sub-national, and national levels.

The position paper will involve the following key components:

1. Analysis of existing LLL policies and relevant education policies.
2. Evaluation of current LLL initiatives, programs, and projects across different levels of the education sector.
3. Identification of challenges, gaps, and barriers in LLL policy implementation.
4. Recommendation of potential strategies to address the identified issues and enhance LLL policy effectiveness.
5. NEP, members and education stakeholders enhance the development of LLL national action plan through a variety of joint advocacy effort

By synthesizing information and insights from various sources, the position paper will provide valuable insights into the state of LLL policy implementation and offer actionable recommendations to improve its outcomes.

For the development of this position paper, the consultant will employ qualitative methods and analysis, including desk reviews and consultations with relevant stakeholders in Lifelong Learning (LLL) education. These stakeholders encompass education-focused Civil Society Organizations (CSOs), members of the NGO Education Partnership (NEP), LLL centers, Community Learning Centers (CLCs), LLL departments, development partners, private sectors, and authorities, etc.

3. Methodology/Scope of Work

The consultant is to propose a methodology for gathering Lifelong Learning (LLL) information and outlining a plan for developing the position paper.

The position paper will gather all actual implementation of the lifelong learning centre both run by government or NGO and the consultant will analyze the gap between implementation and policy.

The policy recommendations should be developed in response to the gaps and challenges of LLL policy implementation and based on the good practices.

4. Deliverables/Expected Outputs

The consultant is required to provide both the position paper development plan and the methodology for gathering information. The initial draft of the position paper should be submitted in the third week following the proposed plan. Subsequently, the final version of the position paper must be submitted within one calendar week after the submission of the draft. The position paper should adhere to a clear and straightforward writing style in English, following the outline approved during the proposed plan.

5. Work schedule/ timeframe and deliverables

The position paper development (5 days of assignment) will run for 4 weeks including information gathering using mixed qualitative methods: desk review; online or face-to-face in-depth interviews or focus group discussions.

6. Qualifications, Knowledge, and Experience Required for Consultant

- Academic qualifications in Humanitarian and Development Studies, Monitoring and Evaluation, other related studies
- Five years' responsible experience in organising, leading research and evaluation
- Good knowledge of Khmer
- Experience in policy paper, position paper development
- Ability to take the initiative within clearly-defined parameters.
- Ability to make timely and quality judgments and decisions.
- Proven ability to keep to deadlines.

The submission package should be organized as follows:

- **CVs and Cover Letter**
- Cover letter of interest and description of how the applicant meets the required/ desired qualifications and competencies CVs of all proposed team members

Assignment Proposal includes:

- Title Page (with name, contact details of applicant/consultancy firm, and a summary of the team)
- What are the approaches/strategies you will use to achieve the assignments?
- Work Plan (with milestones and timeframes)
- Budget Plan (with milestones breakdown _ 1500\$ including service tax)
- 3 professional references (They must be familiar with the consultant capacity)

ANNEX 2: LIST OF KEY INFORMANTS

| N° | Key Informant | Department / Organization |
|----|----------------|---------------------------|
| 1 | Representative | Secretariate of LLL |
| 2 | Representative | NFE, MoEYS |
| 3 | Representative | Ministry of Interior |
| 4 | Representative | POE Ratanakiri |
| 5 | Representative | POE Kampot |
| 6 | Representative | POE Siem Reap |
| 7 | Representative | NTPF |
| 8 | Representative | KnK, Beyond Border |
| 9 | Representative | DVV |



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