



© Vincent Ko Hon Chiu, whc.unesco.org

# Cambodia Strategy document

Based on the strategic framework as approved by the  
Bureau UOS of 15 December 2016



# Table of contents

<b>Foreword</b>	<b>3</b>
<b>1. Introduction</b>	<b>5</b>
1.1. <i>General Info</i>	5
1.2. <i>Development priorities</i>	5
1.3. <i>The Cambodian higher education system</i>	6
<b>2. Country Strategy development</b>	<b>7</b>
2.1. <i>Background</i>	7
2.1.1. Cambodia country strategy formulation process	7
2.1.2. Higher education and research: policy environment	7
2.1.3. Joint Context Analysis and Joint Strategic Framework	9
2.2. <i>Views and themes expressed</i>	9
2.2.1. Expressions of interest by the Flemish (academic) stakeholders	9
2.2.2. Expressions of interest by the South (government and academic stakeholders)	12
<b>3. Country Strategy framework – conclusions</b>	<b>13</b>
3.1. <i>Areas of focus (thematic, regional, partners)</i>	13
3.1.1. Themes	13
3.1.2. Geographical and institutional focus	14
3.2. <i>Partnership modalities (portfolio of intervention types)</i>	14
3.3. <i>Possible synergies with the activities of Belgian actors in Cambodia</i>	15
<b>ANNEXES</b>	<b>16</b>
<i>Annex 1 – Matrix matching Cambodian priorities, international donors &amp; Belgian actors</i>	16
<i>Annex 2 – Universities in Cambodia</i>	18
<i>Annex 3 – Strategic niche framework – summarized overview strategic conclusions (confirmed by the Bureau UOS of 15/12/2016)</i>	20
<i>Annex 4 – Linking the JSF with the Country Strategy Themes</i>	22

# Foreword

## Country Strategy Process

The process of country strategy identification was rolled out by VLIR-UOS, the Flemish Interuniversity Council – University Cooperation for Development, in the context of the implementation of the Political Agreement signed in 2010. In this agreement, VLIR-UOS committed itself to formulate a strategy for each of its 20 VLIR-UOS partner countries. During the reform of non-governmental development cooperation in 2016, Cambodia regained its place as a partner country of VLIR-UOS.

A country strategy is a road map for cooperation. It is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and the country in question. The basis of the country strategy paper is a desk study comprising a context analysis of higher education and development priorities in the country. Each country engagement results in a country strategy paper. It is a policy document that will be used by VLIR-UOS to guide its funding decisions.

The country strategy represents the strategic niche for future VLIR-UOS cooperation in a specific country. A strategy can contain a geographical and/or thematic focus. It should be multi-disciplinary and include an optimal balance between the different levels and types of intervention of VLIR-UOS.

## Framework for programming and selection

A country strategy reflects the objectives and the choices of instruments for university cooperation for development between the country in question and Belgium/Flanders. A country strategy serves as a reference framework for programming, leading to strategy-based calls for proposals.

A strategy assures relevance and complementarity and promotes synergy. Relevance because it focuses on the needs and priorities of the partner country, and complementarity because it takes into account what other development partners do. The country strategies of VLIR-UOS are as such a major asset as to how VLIR-UOS will engage in this process of seeking synergies and complementarities. Specifically for Belgian actors, this is guaranteed by including the Joint Strategic Framework (JSF) as an important element in the process. The JSF provides opportunities for promoting synergy with other Belgian actors. A strategy starts from the needs of the partner country, and in particular the national priorities in terms of poverty reduction and national policies for Higher Education. Furthermore it takes into account the ambitions, capacities, expertise, and interest for cooperation among the Flemish academic community.

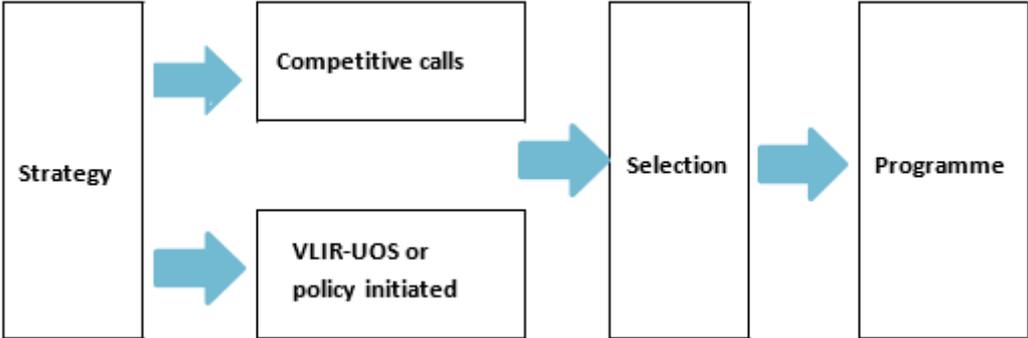
## Time frame

The development of academic capacity requires a long-term framework. In the context of new five year multi-annual programmes funded by Belgian Development Cooperation, the objective is to have strategies for a longer period of 10 years – two five year programmes and permitting inclusion of long term institutional partnerships where relevant – and updated if needed after five years. In the case of Cambodia, VLIR-UOS has opted for a strategic framework covering, in principle, 5 years with the intention to update by the end of the first five-year programme.

## From country strategy to country programme

The country strategy paper is the basis for elaborating a fully-fledged country programme. A country programme consists of a portfolio of specific cooperation projects according to different intervention

types. In order to achieve this, both competitive open calls and strategically earmarked partner selection will take place as appropriate.



A country programme will consist of a portfolio of different intervention types:

INTERVENTION TYPE		LEVEL
NATIONAL (NETWORK and other national-level projects (JOINT))		COUNTRY
	IUC	INSTITUTION
	TEAM, SOUTH INITIATIVES & JOINT	DEPARTMENT/ FACULTY
	(Individual) SCHOLARS	INDIVIDUAL

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long-term country strategy with a general objective. Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas) on the basis of which individual initiatives are expected to report. Apart from tangible key result areas, VLIR-UOS also tracks more qualitative results. In a country programme, results from individual projects are brought together in order to come to a set of clear country-level results.

# 1. Introduction

## 1.1. General Info

Cambodia, officially known as the Kingdom of Cambodia, is a country located in the southern portion of the Indochina Peninsula in Southeast Asia. It is 181.035 km<sup>2</sup> in area, bordered by Thailand to the northwest, Laos to the northeast, Vietnam to the east, and the Gulf of Thailand to the southwest. Cambodia's landscape is characterized by a low-lying central plain that is surrounded by uplands and low mountains and includes the Tonle Sap and the upper reaches of the Mekong River delta. This densely populated plain, which is devoted to wet rice cultivation, is the heartland of Cambodia.

Most Cambodians consider themselves to be Khmers, descendants of the Angkor Empire that extended over much of Southeast Asia and reached its zenith between the 10th and 13th centuries. Cambodia became part of French Indochina in 1887 and gained full independence in 1953. At the end of the 1960s, Cambodia was dragged into the Vietnam War. In April 1975, after a seven-year struggle, communist Khmer Rouge forces captured Phnom Penh and evacuated all cities and towns. At least 1.5 million (estimations go up to 3 million) Cambodians died from execution, forced hardships, or starvation during the Khmer Rouge regime under Pol Pot. A December 1978 Vietnamese invasion drove the Khmer Rouge into the countryside, began a 10-year Vietnamese occupation, and touched off almost 13 years of civil war. The 1991 Paris Peace Accords mandated democratic elections and a cease-fire. Officially a multiparty democracy, in reality the country remains a one-party state dominated by the Cambodian People's Party and Prime Minister Hun Sen, a recast Khmer Rouge official in power since 1985.

Although Cambodia has experienced strong economic growth over the last decade, it remains one of the poorest countries in Asia and long-term economic development remains a daunting challenge, inhibited by endemic corruption, limited human resources, high income inequality, and poor job prospects. As of 2012, approximately 2.66 million people live on less than \$1.20 per day, and 37% of Cambodian children under the age of 5 suffer from chronic malnutrition. Cambodia was once one of the most landmined countries in the world, landmines and exploded ordnance alone have caused 44.630 injuries between 1979 and 2013. The population lacks education and productive skills, particularly in the impoverished countryside, which also lacks basic infrastructure. A major economic challenge for Cambodia over the next decade will be fashioning an economic environment in which the private sector can create enough jobs to handle Cambodia's demographic imbalance. More than 50% of the population is less than 25 years old.

For more information on the country we refer to the [Country Fact Sheet](#).

## 1.2. Development priorities

According to the Royal Government of Cambodia, the "[Rectangular Strategy-Phase III](#)" (RSP III) will become a clear blueprint to guide the activities of all stakeholders to further pursue and strengthen long-term sustainable development aimed at promoting economic growth, creating jobs especially for youth, equitable distribution of the fruits of growth with a reduction of the poverty rate (more than 1% annually), and ensuring effectiveness of public institutions and management of resources.

The Royal Government has given high priority on investing in road, water and electricity. In the era of the knowledge-based economy and information technology, the competitive advantages of the nation would depend on the quality of human resources which should possess high and broad knowledge,

creativity and skills. The Royal Government will now focus more on “human capital” development along with increasing investments in road, water and electricity infrastructure.

The RSP III has following four priority areas:

- Development of human resources to ensure competitiveness in an increasingly open regional labour market, through: (1) Training of skilled and productive labour to meet market demand and increase value added; (2) Developing regulatory frameworks, and building educational and vocational training institutions to respond to the first action; (3) Encouraging private sector participation; and (4) **Strengthening the quality of education and promoting scientific research, technology development and innovation.**
- Continued investment in transport infrastructure and improving trade facilitation;
- Further development of and increasing value added in agriculture;
- Strengthening governance and capacity of public institutions in order to improve the efficiency of public service delivery and investment climate.

### 1.3. The Cambodian higher education system

According to the Ministry of Education, Youth and Sports (MoEYS), considerable progress has been made in Higher Education between 2009 and 2013 with 57% increase in student enrolment from 137.253 to 216.053 (40% female students). The number of students in public higher education institutions (HEIs) who received scholarships has doubled from 9.097 to 18.906. In 2012, there were 101 higher education institutions, of which 39 state-owned and 62 private. The number of students graduating with a degree or higher in 2012-2013 was 45.650. Increasingly, HEI are meeting agreed minimum standards through the HEI Accreditation System. The Directorate General for Higher Education and HEIs have built their capacity to strengthen planning and monitoring, manage research grants and scholarships and thus absorb more funds for programs expansion. The Accreditation Committee of Cambodia has gained a strong capacity to manage and operate the accreditation system. A research culture has begun to emerge through the implementation of an innovative research grant program and there is now stronger regional cooperation, collaboration and jointly implemented activities. A number of key policy actions have been taken including the approval of the [Research Policy Master Plan](#), a Royal Decree on Professor ranking and the preparation of the [Higher Education Vision 2030](#). The establishment of the Higher Education Technical Working Group has been an important milestone in establishing a forum for debate on higher education issues.

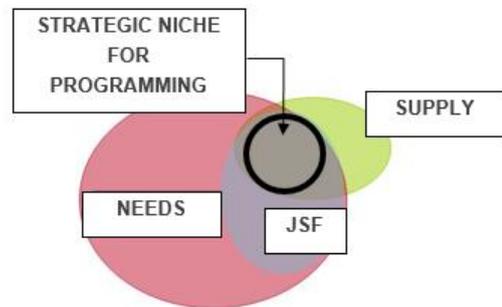
A major challenge for the coming years will be to address the mismatch between the needs of the labour market in terms of skills, critical thinking ability and knowledge and the current products on the market. Due to the huge number of youth transitioning from schooling to employment in Cambodia, higher education institutions are currently producing more graduates than the market can absorb. Addressing this challenge will require better understanding of the labour market, better coordination and links with industry and better information for students so they can select appropriate courses. Maintaining high quality programs, internationally acceptable certification within an affordable pricing structure is also a challenge. Further work and increased resources will be required to ensure that more talented students from disadvantaged backgrounds can access higher education through scholarship programs or possibly student loan schemes.

## 2. Country Strategy development

### 2.1. Background

#### 2.1.1. Cambodia country strategy formulation process

The Country Strategy Identification process started with the development of a desk study in which the Flemish areas of interest in working with Cambodia have been captured (supply side), the Joint Strategic Framework (JSF) for Belgian non-governmental development cooperation in Cambodia has been taken into account (see also 2.1.3.) and Cambodian higher education and development priorities have been analysed (needs).



The results of the desk study were presented in the Country Fact Sheet, that was made available on the [Cambodia Country Page](#) on the VLIR-UOS website. This document provides a general introduction to the country, presenting statistics, a country profile, an overview of the education system, analysis of development aid in the country, and a review of university development cooperation. The desk study was used as a starting point for the organisation of the Northern seminar, organised on 22<sup>nd</sup> of November 2016 in Brussels. Experiences and interest in future cooperation with Cambodia and the Flemish partners were exchanged and discussed.

#### 2.1.2. Higher education and research: policy environment

The [National Strategic Development Plan 2014-2018](#), which provides operationalisation of the RSP III, contains four strategies regarding higher education and research:

1. Expand secondary schools, higher education, TVET.
2. Initiate target group programs for skill formation.
3. Import and indigenize technologies.
4. Open a technical university.

Planned actions for higher education are the following:

- National and international student assessment systems strengthening program – strengthening regular classroom tests and national assessment tests; reforming national examinations; and preparing participation in the Program for International Student Assessment (PISA).
- Higher education development program – Undertake systematic reforms of the higher education system to bring higher education into line with regional and international standards; improve the quality of the system by requiring all higher education institutions to meet agreed minimum standards monitored by Accreditation Committee of Cambodia (ACC); significant focus on teaching and research in science, technology, engineering, arts and mathematics (STEAM) subjects; review and guidelines for fee control; substantial increase in merit-based scholarships in subjects reflecting labour market demands; and a student loan scheme.

- Prepare a 'Vision' on higher education and focus on priority programs (science, technology, engineering, arts and mathematics - STEAM); link to the ASEAN quality assurance standards; and strengthen the Accreditation Committee of Cambodia (ACC) mechanism.

The higher education sector is also involved in the area of improving peace, political stability, security and public order. The Government foresees to establish Buddhist universities in each province in order to strengthen the quality of Buddhist education. In the area of disaster management, the concept of disaster risk-reduction and disaster prevention program will be integrated into school and higher education institution curricula. Also for fighting corruption, awareness of the Anti-Corruption Law and consequences of corruption will be mainstreamed into academic curricula. In relation with the key cross-cutting issue gender, scholarships in higher education will be increased for girls.

The [Education strategic plan 2014-2018](#) (ESP) presents three policy objectives for higher education:

- Increased percentage of scholarship and opportunity for eligible students, especially disadvantaged group, to **access** to HE.
- Improving the **quality and relevance** of higher education
- **Higher education systems** are fully functional to support HEIs to meet national and regional standards by 2018.

Following programmes and activities are foreseen:

- For increasing enrolment: fully funded and expanded scholarship program, loan scheme program, learning services (e.g. counselling services), health education program, investment program.
- For quality and relevance improvement: curriculum development, improve foreign language program, competency framework, improving teaching and learning program, research and publication programs (creating a fund), internal quality assurance program, establishment of faculty of education at Royal University of Phnom Penh (RUPP), establishment of National University, tracer study program, entry and exit exam.
- For higher education capacity and system development: public policy development program, capacity development program (scholarship fund for post-graduate, brain-gain platform), higher education management information system (HE-MIS) development program, in and out country cooperation, physical infrastructure development, result based management system program.

In order to support the implementation of decentralization, the pre-service training for higher education teachers will be changed from Bachelor+1 to Master Degree+1. The number of professors with Master Degree qualifications will be increased with 1.000 by 2018 (2012-2013: 6.311) and for PhD qualifications with 250 (2012-2013: 808).

The focus of the Policy on **Research Development** in the Education Sector is to enhance the quality of education, increase new knowledge and develop the society, economy and the culture by:

- ensuring that a wide range of research is conducted;
- improving the capacity of researchers and HEIs;
- promoting respect for research ethics;
- encouraging wide dissemination of research results;
- promoting research that leads to the development of new knowledge and inventions.

### 2.1.3. Joint Context Analysis and Joint Strategic Framework

In 2015, the Belgian government started a reform process of the sector of non-governmental development cooperation. All actors active in a country were asked to elaborate a Joint Context Analysis (JCA). This analysis was translated into a Joint Strategic Framework (JSF) for 31 countries in 2016. Both the JCA and JSF Cambodia were important sources of information for elaborating this country strategy. In the JCA, 19 actors made an in-depth analysis of civil society, the administrations and public institutions and the conditions which enable their strengthening. The actors defined this for the sectors of agriculture, health, justice and human rights, education, social economy and environment. The JSF was elaborated with 13 actors that want to be active (with DGD funding) in Cambodia for the next 5 years.

The JSF comprises 6 joint strategic goals to which the actors want to contribute as of 2017:

- Contribute to **rural development** and to **food, nutritional and economic security** of vulnerable rural populations
- Contribute to quality of **health** and to better access for all vulnerable patients
- Improve knowledge and implementation of **human rights and labour rights** and support **social economy**
- Ensure inclusive and equitable quality **education** and promote lifelong learning opportunities for all
- Ensure and improve access to **knowledge**, improve **research** and stimulate **innovation** in order to contribute to development
- Improve **environmental protection** and **climate change resilience**

The thematic JSF “Decent Work” also covers activities in Cambodia of three organisations. They want to promote decent work in Cambodia by creating jobs and sustainable livelihoods for all, guaranteeing labour rights for all, extending social protection for all and promoting social dialogue for all.

The JSF Cambodia also mentions possible synergies and complementarities between Belgian and international actors, as it is a priority for the Belgian government. The JCA/JSF-process was taken into account when elaborating the programme of the northern seminar, as to inform the different stakeholders on its content and to facilitate future synergy with other Belgian actors.

## 2.2. Views and themes expressed

### 2.2.1. Expressions of interest by the Flemish (academic) stakeholders

During the presentations at the northern seminar that took place on 22 November 2016, the following findings were discussed:

1. There is interest of Flemish and Cambodian Higher Education Institutes to work together, which resulted in Cambodia regaining its place in the country partner list. The cooperation initiatives that already exist or that are under construction outside the VLIR-UOS framework are evidence of this interest for working in Cambodia.
2. There is a strong focus on more synergy with other Belgian actors through the elaboration of a Joint Context Analysis and a Joint Strategic Framework. There are quite a number of Belgian

actors active in Cambodia, so there are certainly possibilities for synergy. These synergies are in fact already happening (for example with VVOB, Handicap International), as was shown in the list of cooperation initiatives of Flemish HEI and Cambodian institutions outside the VLIR-UOS framework;

3. Based on experiences of cooperation with Cambodia, it was stated that the country still is reconstructing after the Khmer rouge regime and the Vietnamese occupation. Cambodia is currently being characterised by a polarized development between rural and urban areas, with high inequalities between them;
4. The VLIR-UOS projects in the field of health played a crucial role in developing human resources ('train the trainers'). All VLIR-UOS scholars became key players for health care in Cambodia.
5. English is becoming the mainstream language for higher education and research. French is mostly spoken by the elder generation or in institutions with strong French links.
6. Brain drain does not seem to be a problem for working in higher education and research cooperation with Cambodia. It was described as a kind of national pride which make PhD students for example return to contribute to their country after studying abroad.
7. There seems to be no big scholarship programme of the Cambodian government for studying abroad. It is limited to some individuals receiving a scholarship. It was proposed to negotiate with the government on a number of structural scholarships in the context of a long-term cooperation.
8. In developing a VLIR-UOS country strategy for Cambodia, it can also be interesting to look further than the Belgian level (e.g. JSF). The strategies developed at European level can also be taken into account, for example to have input on the role that culture can play in development.

The following key issues were raised:

#### 1. **Thematic areas and crosscutting elements:**

Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into account the Joint Strategic Framework (see [annex 1](#)), following clusters were identified during the discussion:

- **Education:** attention for uplifting access and quality of education came forward. The need for strengthening educational processes in Cambodia is related to the fact that the educational sector had suffered enormously under the Khmer rouge regime. Although VLIR-UOS cooperation is not focussed on basic or technical education, a general approach related to 'train the trainers', teacher education, lab-training, practice-based curricula, etc. were identified as important added value for university cooperation for development;
- **Health:** mainly public and preventive health and access-to-medicines, link with medical training, general pathology, cancer research, diabetes, mental and physical disabilities (post-conflict related, road-safety accidents, ..), etc. were mentioned;
- **Rural development:** sustainable agriculture, aquaculture, fishery, food patterns, link with spatial planning rural-urban, link with private sector development
- **Governance and sustainable development:** sustainable development in general; rural-urban (spatial) planning, cultural heritage and development linked to sustainable tourism (heritage sites in Cambodia), social economy, post-conflict and development, multi-ethnic and multi-

religious societies, basic infrastructure & governance related to issues like road safety, democratization, human rights, gender...;

- **Environment:** biodiversity, wildlife, climate change linked to flooded areas (Mekong delta), natural resources management, sustainable tourism;
- **Crosscutting for Higher education, research and innovation:** scientific thinking (hypothesis driven research), academic English, teacher training, institutional capacity building (as a base for curriculum development), research policy and innovation, ITS (ICT and applications, digitalisation).

A special mention should be given to a number of transversal and priority themes of the Belgian development cooperation : environmental sustainability, gender, ICT for development and private sector approaches.

## **2. Geographical focus – Partner institutions**

The discussion about geographical focus was strongly linked to the identification of the partner institutions, because of the centralisation of HEI in and around Phnom Penh. Also, Cambodian higher education institutions are organised in a different way than Flemish institutions. Universities do not offer a broad range of programmes, but are seen as “mega-faculties”. They are not comprehensive institutions, so the partner of interest is related to its expertise area which makes a geographical focus difficult (for example: only one public institution is focusing on health). Related to this is the divided structure of higher education: 17 different (mainly sectoral) agencies are responsible for organising higher education.

Important to know however is that public higher education institutes (see list [annex 2](#)) are required to foresee in their strategic planning how they interact with the (rural) hinterland. For example, academics in the field of health need to spend a certain amount of their time in rural areas. An important issue in Cambodia is to tackle the polarised development between rural and urban areas. So working with public institutions is an important element to guarantee that cooperation is not limited to Phnom Penh only. Prioritising public institutions, if not exclusively, seems to be a logic consequence. Public institutions, unlike private institutions are also put forward in the national priorities of the government.

If working with a private institution, it should be made very clear what the added value for development would be and how the mission of the institute links with concrete developmental problems. The private higher education sector is a booming business in a lot of Asian countries, but primarily has a focus on teaching activities. In Cambodia, private institutions also have other attainment goals than public institutions.

## **3. Modalities/tools of intervention**

It was agreed that for now, mainly departmental level projects (TEAM and South Initiatives) would be open in these new countries. This will allow to build out new cooperation and also link up with other initiatives abroad (JOINT), thus giving the chance to get to know each other before expanding to larger, long-term cooperation engagements. The reformed North-south-south projects into what is now called JOINT was found very interesting to link up project activities in for instance Vietnam and Cambodia. Given budgetary constraints related to the reform of non-governmental cooperation, national or

institutional modalities were not found appropriate yet. Possibly in a first step, TEAM and SI could be more accessible, while complementary opportunities for JOINT projects can be identified.

The conclusions of this seminar were put together in a strategic niche framework (see [annex 3](#)) and approved by the Bureau UOS on 15 December 2016.

### **2.2.2. Expressions of interest by the South (government and academic stakeholders)**

For Cambodia, the decision has been made by the Bureau of VLIR-UOS to develop a “light” country strategy. Taking into account (i) the time needed for the implementation of the reform of Belgian non-governmental development cooperation (ii) the time pressure to develop a country strategy for the new call for proposals 2018, and (iii) the limited current interventions and experience of VLIR-UOS in Cambodia, the focus was put on an elaborated desk study (taking into account national strategic documents in terms of poverty reduction, development and higher education priorities) and a thorough North consultation round (including a North seminar).

The country strategy identification process resulted in a selection of overarching themes for Flemish higher education cooperation supporting the main development priorities of Cambodia and pointed out the crosscutting support needs and opportunities in engaging in cooperation with Cambodia. Hereby, the link with the Joint Strategic Framework was put forward as an important new level of alignment next to the Flemish expertise/interest and of course primarily the local needs and priorities. This country strategy will, possibly, be reviewed at the end of the 2017-2021 programme through the acquired new experience thanks to hopefully many new and successful projects in Cambodia. Through the organisation of country platform meetings, it should by then also be possible to extend the level of consultation with the different stakeholders involved.

## 3. Country Strategy framework – conclusions

### 3.1. Areas of focus (thematic, regional, partners)

#### 3.1.1. Themes

Matching the priorities in the South and at the Flemish level, and linking up with the Joint Strategic Frameworks of Belgian indirect cooperation, the following thematic areas are identified as strategic themes for future cooperation with Cambodia:

MAIN THEMES	Non exhaustive subthemes and links:
EDUCATION	access and quality of education, 'train the trainers', teacher education, lab training, practice-based curricula, etc. came forward as an important added value for university cooperation for development
HEALTH	mainly public and preventive health and access-to-medicines, link with medical training, general pathology, cancer research, diabetes, mental and physical disabilities (post-conflict related, road-safety accidents, ..), etc. were mentioned
RURAL DEVELOPMENT and AGRICULTURE	sustainable agriculture, aquaculture, fishery, food patterns, link with spatial planning rural-urban, link with private sector development
GOVERNANCE and SUSTAINABLE DEVELOPMENT	rural-urban (spatial) planning, heritage and development linked with sustainable tourism (heritage sites in Cambodia), social economy, post-conflict and development, multi-ethnic and multi-religious societies, basic infrastructure & governance related to issues like road safety, democratization, human rights, gender...
ENVIRONMENT	biodiversity, wildlife, climate change linked to flooded areas (delta of Mekong, etc.), natural resources management, sustainable tourism

#### Crosscutting elements for higher education, research and innovation policies

Special attention should go to cross-cutting and supporting issues related to the domain of higher education, research and innovation :

- Scientific thinking (hypothesis driven research)
- academic English
- teacher training
- institutional capacity building (incl. in terms of educational/curriculum development)
- innovation
- ITS (ICT and applications, big data, digitalisation)

## Transversal and priority themes of the Belgian government

- Gender,
- environmental sustainability,
- digitalisation for development (D4D),
- human rights approach,
- link with private sector.

The above transversal and priority themes of the Belgian government were also brought up and are taken into account within the clusters. This means that next to the fact that the transversal and priority themes will be addressed horizontally (so within all the projects), the participants of the seminar put forward to also address them vertically (projects focussing on these specific topics).

### 3.1.2. Geographical and institutional focus

#### Regional focus

No limitations, however it could be interesting try to link up with the rural area in project interventions.

#### Partners

Priority should be given to public institutes (see [annex 2](#)) in this first five year plan 2017-2021, as to assure the links with rural areas. Cooperation with private institutes should be strongly motivated.

### 3.2. Partnership modalities (portfolio of intervention types)

Taking into account the built up experience with academic cooperation in Cambodia and the budgetary constraints related to the reform of non-governmental cooperation, following modalities are defined:

Level	Remarks
National	Given the limited interventions of Flemish academic institutions, this is not a preferred modality in this framework. This can be considered after building up experience with academic cooperation in Cambodia.
Institutional	Given the limited interventions of Flemish academic institutions, this is not a preferred modality in this framework. This can be considered after building up experience with academic cooperation in Cambodia. The presence of an institutional programme of ARES with the Institute of Technology of Cambodia should be kept in mind.
Departmental	In the short term, preference should be given to small seeding projects, type South Initiatives and TEAMS. This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. The reformed North-south-south cooperation into what

	is now called JOINT was found very interesting to link up project activities in for instance Vietnam, Indonesia and the Philippines.
Individual (scholarships)	Scholarships continue to be a keystone tool in HEI development. Any university cooperation between Flemish and Cambodian universities should maximally sign in into the existing Cambodian programmes that support scholarships both nationally and internationally.

In relation to the above, synergy will be sought not only by linking up thematically with the JSF and its goals, but also by encouraging the implication of other Belgian (governmental and non-governmental) actors in the project proposals for Cambodia.

### 3.3. Possible synergies with the activities of Belgian actors in Cambodia

Synergy with non-governmental Belgian actors in line with the JSF and with other international donors that are highly present in academic cooperation will be looked for in all interventions. The theme market during the event made it possible to meet with other non-governmental actors and trigger first ideas for cooperation with other Belgian actors. In the areas of wildlife, health and education, potential opportunities were identified. In the domains of human rights, land and health, opportunities were identified. The proposed clusters have clear links with the Joint Strategic Goals (JSG): education & JSG 4, health & JSG 2, rural development and agriculture & JSG 1, governance and sustainable development & JSG 3, environment & JSG 6, higher education/research/innovation & JSG5 (more details in [annex 4](#)). Other international donors and networks should be considered (e.g. Mekong/ASEAN networks, UNESCO heritage platform, Erasmus +, SHARE).

# ANNEXES

## Annex 1 – Matrix matching Cambodian priorities, international donors & Belgian actors

THEMES	National development priorities (RSP III)	Belgian actors (JSF)	Other international donors	Previous VLIR-UOS interventions
<b>Health</b>	<ul style="list-style-type: none"> <li>- Promotion of health and nutrition</li> <li>- Development of social protection system</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to quality of health and to better access for all vulnerable patients</li> </ul>	<ul style="list-style-type: none"> <li>- JICA</li> <li>- USAID</li> <li>- AUSAID</li> <li>- KOICA</li> <li>- GIZ</li> </ul>	<ul style="list-style-type: none"> <li>- TEAM: reference centre gastrointestinal tumours</li> <li>- TEAM: parasitic infections livestock</li> <li>- TEAM: oncology centre</li> <li>- Travel grants</li> </ul>
<b>Economy</b>	<ul style="list-style-type: none"> <li>- Development of human resources to ensure competitiveness in an increasingly open regional labor market</li> <li>- Continued investment in transport infrastructure and improving trade facilitation</li> <li>- Strengthening governance and capacity of public institutions in order to improve the efficiency of public service delivery and investment climate.</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to rural development and to food, nutritional and economic security of vulnerable rural populations</li> <li>- Improve knowledge and implementation of human rights and labour rights and support social economy</li> </ul>	<ul style="list-style-type: none"> <li>- JICA</li> <li>- AUSAID</li> <li>- KOICA</li> <li>- GIZ</li> <li>- AFD</li> <li>- EU</li> <li>- SIDA</li> </ul>	<ul style="list-style-type: none"> <li>- SI: transport and logistics study</li> </ul>
<b>Government and Civil Society</b>	<ul style="list-style-type: none"> <li>- Good governance</li> <li>- Strengthening governance and capacity of public institutions in order to improve the efficiency of public service delivery and investment climate.</li> <li>- Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>- Improve knowledge and implementation of human rights and labour rights and support social economy</li> </ul>	<ul style="list-style-type: none"> <li>- JICA</li> <li>- USAID</li> <li>- AUSAID</li> <li>- KOICA</li> <li>- GIZ</li> <li>- EU</li> <li>- SIDA</li> </ul>	<ul style="list-style-type: none"> <li>- Scholarships</li> </ul>
<b>Food security and agriculture</b>	<ul style="list-style-type: none"> <li>- Further development of and increasing value added in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to rural development and to food, nutritional and economic security of vulnerable rural populations</li> </ul>	<ul style="list-style-type: none"> <li>- JICA</li> <li>- USAID</li> <li>- AUSAID</li> <li>- AFD</li> <li>- EU</li> </ul>	<ul style="list-style-type: none"> <li>- TEAM parasitic infections livestock</li> <li>- Scholarships</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>- Further development of and increasing value added in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>- Improve environmental protection and climate change resilience</li> </ul>	<ul style="list-style-type: none"> <li>- USAID</li> <li>- EU</li> <li>- SIDA</li> </ul>	<ul style="list-style-type: none"> <li>- SI: bachelor CMI</li> </ul>

<b>CROSSCUTTING/SUPPORT DOMAINS</b>				
<b>Education, Research and University</b>	<ul style="list-style-type: none"> <li>- Strengthening the quality of education and promoting scientific research, technology development and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</li> <li>- Ensure and improve access to knowledge, improve the quality of scientific research and stimulate innovation in order to contribute to sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>- JICA (scholarships)</li> <li>- USAID (Mekong)</li> <li>- AUSAID (scholarships)</li> <li>- KOICA (scholarships)</li> <li>- DAAD (HE &amp; research)</li> <li>- AFD (vocational training)</li> <li>- EU (HE &amp; research)</li> <li>- SIDA (ITP)</li> <li>- Worldbank (HEQCIP)</li> </ul>	<ul style="list-style-type: none"> <li>- All previous VLIR-UOS interventions</li> </ul>

## Annex 2 – Universities in Cambodia

### Public universities

Institution	Abbrev.	Established	Location
Royal Academy of Cambodia	RAC	1965	Phnom Penh
Royal School of Administration	ERA	1956	Phnom Penh
Cambodian Agricultural Research and Development Institute	CARDI		Phnom Penh
Institute of Technology of Cambodia	ITC	1964	Phnom Penh
Chea Sim University of Kamchay Mear (formerly Maharishi Vedic University)	CSUK	1992	Prey Veng
National Institute of Education (Cambodia)	NIE	1991	Phnom Penh
National Polytechnic Institute of Cambodia	NPIC	2005	Phnom Penh
National Technical Training Institute	NTTI	1999	Phnom Penh
National University of Management	NUM	1983	Phnom Penh
Prek Leap National College of Agriculture	PNCA	1948	Phnom Penh
Royal University of Agriculture	RUA	1964	Phnom Penh
Royal University of Fine Arts	RUFA	1918	Phnom Penh
Royal University of Law and Economics	RULE	1948	Phnom Penh
Royal University of Phnom Penh	RUPP	1960	Phnom Penh
Svay Rieng University	SRU	2006	Svay Rieng
University of Health Sciences – Cambodia	UHS	1946	Phnom Penh
Meanchey University	MUC	2007	Banteay Meanchey
University of Battambang	UBB	2007	Battambang
National Institute of Business	NIB	1979	Phnom Penh
Preah Kossamak Polytechnic Institute	PPI	1965 [2001]	Phnom Penh
Industrial Technical Institute	ITI	1928	Phnom Penh

## Private universities

Institution	Abbrev.	Established	Location
Phnom Penh International University	PPIU	2002	Phnom Penh
Dewey International University	DIU	2010	Battambang
Beltei International University	BELTEI	2012	Phnom Penh
Build Bright University	BBU	2000	Phnom Penh
IIC University of Technology	IIC	1999	Phnom Penh
Paññāsāstra University of Cambodia	PUC	1997	Phnom Penh
Norton University	NU	1996	Phnom Penh
University of Management and Economics (former Institute of Management and Economics, IME)	UME	2000	Battambang, Pursat, Kampot, Preah Sihanouk, Kampong Cham, Banteay Meanchey, Koh Kong, Kratie
International University	IU	2002	Phnom Penh
Cambodia University for Specialties	CUS	2002	Phnom Penh
Chamroeun University of Poly-Technology	CUP	2002	Phnom Penh
Economics and Finance Institute	EFI	2002	Phnom Penh
University of Cambodia	UC	2003	Phnom Penh
Asia Euro University	AEU	2003	Phnom Penh
Western University	WU	2003	Phnom Penh
Khemarak University	KU	2004	Phnom Penh
Angkor University	AU	2004	Siem Reap
Human Resources University	HRU	2005	Phnom Penh
University of Southeast Asia	USEA	2006	Siem Reap
University of Puthisastra	UP	2007	Phnom Penh
Chenla University	CLU	2007	Phnom Penh
Limkokwing University of Creative Technology	LKU	2008	Phnom Penh
Angkor Khemara University	AKU	2008	Takeo, Pursat, Kampong Speu, Kampot
Khmer University of Technology and Management	KUTM	2008	Sihanouk ville
Panha Chiet University	PCU	2009	Phnom Penh
Phnom Penh Institute of Technology	PPIT	2012	Phnom Penh
CamEd Business School	CamEd	2003	Phnom Penh
Saint Paul Institute	SPI	2009	Takeo
Cambodian Mekong University	CMU	2003	Phnom Penh
American University of Phnom Penh	AUPP	2013	Phnom Penh
Vanda Institute	VI	2001	Phnom Penh
Zaman University	ZAMANU	2010	Phnom Penh
Life University	LU	2007	Sihanouk ville
Institute of Professional Accounting	IPA	1983, 2012 (Siem Reap)	Phnom Penh, Siem Reap

## Annex 3 – Strategic niche framework – summarized overview strategic conclusions (confirmed by the Bureau UOS of 15/12/2016)

<b>Strategic Niche Framework for Cambodia</b>	
Geographical focus	No limitations, however it could be interesting try to link up with the rural area in project interventions.
Partner institutions	Priority should be given to public institutes in this first five year plan 2017-2021. Cooperation with private institutes should be strongly motivated.
Main (multidisciplinary) THEMES for cooperation	<p>Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into the Joint Strategic Framework, following clusters were identified during the discussion:</p> <ul style="list-style-type: none"> <li>• Education: access and quality of education, ‘train the trainers’, teacher education, lab training, practice-based curricula, etc. came forward as an important added value for university cooperation for development;</li> <li>• Health: mainly public and preventive health, link with medical training, general pathology, cancer research, diabetes, mental and physical disabilities (post-conflict related, road-safety accidents, ..), etc. were mentioned;</li> <li>• Rural development and agriculture: sustainable agriculture, aquaculture, fishery, food patterns, link with spatial planning rural-urban, link with private sector development;</li> <li>• Governance and sustainable development: rural-urban (spatial) planning, heritage and development linked with sustainable tourism (heritage sites in Cambodia), social economy, post-conflict and development, multi-ethnic and multi-religious societies, basic infrastructure &amp; governance related to issues like road safety, democratization, human rights, gender...;</li> <li>• Environment: biodiversity, wildlife, climate change linked to flooded areas (delta of Mekong, etc.), natural resources management, sustainable tourism;</li> </ul>
Crosscutting & support (themes) for higher education, research and innovation	Scientific thinking (hypothesis driven research), academic English, teacher training, institutional capacity building (incl. in terms of educational/curriculum development), innovation, ITS (ICT and applications, big data, digitalisation)

<p>Transversal and priority themes of the Belgian development cooperation</p>	<p>Gender, environmental sustainability, digitalisation for development (D4D), private sector approaches and human rights approach</p>
<p>Instruments/ partnership modalities:</p>	<p>As indicated in the five year programme submitted for Cambodia, a focus is put on departmental level cooperation (TEAM/SI/JOINT). TEAM and SI are in the context of the new cooperation with Cambodia the most logical first step but also JOINT projects linking up with projects in other countries (e.g. Vietnam) could be extremely interesting. Taking into account the portfolio limitations per country programme, institutional and national modalities are not foreseen in the coming years.</p> <p>Synergy with other Belgian development actors in line with the JSF and with other international donors that are highly present in academic cooperation will be looked for in all interventions. Also other international donors and networks should be considered (e.g. Mekong/ASEAN networks, UNESCO heritage platform, Erasmus +, SHARE).</p>

## Annex 4 – Linking the JSF with the Country Strategy Themes

Thematic area	Joint Strategic Goal	Belgian Actors
<b>EDUCATION</b>	(4) Ensure inclusive and equitable quality <b>education</b> and promote lifelong learning opportunities for all	<i>APEFE, VVOB, ARES, Handicap International, Aide au Développement Gembloux, Louvain Coopération au Développement</i>
<b>HEALTH</b>	(2) Contribute to quality of <b>health</b> and to better access for all vulnerable patients	<i>Institute of Tropical Medicine, Rode Kruis Vlaanderen, Handicap International, Louvain Coopération au Développement, APOPO</i>
<b>RURAL DEVELOPMENT and AGRICULTURE</b>	(1) Contribute to <b>rural development</b> and to <b>food, nutritional and economic security</b> of vulnerable rural populations	<i>Louvain Coopération au Développement, Vredeseilanden, WWF, Oxfam WereldWinkels, Aide au Développement Gembloux, APOPO</i>
<b>GOVERNANCE and SUSTAINABLE DEVELOPMENT</b>	(3) Improve knowledge and implementation of <b>human rights and labour rights</b> and support <b>social economy</b>  (Decent Work) Creating <b>jobs</b> and sustainable livelihoods, guaranteeing <b>labour rights</b> , extending <b>social protection</b> and promoting <b>social dialogue</b> for all	<i>WWF, Aide au Développement Gembloux, Vredeseilanden, Handicap International, Louvain Coopération au Développement</i>  <i>World Solidarity, Institute for International Workers Education and Oxfam Solidarity</i>
<b>ENVIRONMENT</b>	(6) Improve <b>environmental protection</b> and <b>climate change resilience</b>	<i>WWF, Vredeseilanden, Louvain Coopération au Développement, Aide au Développement Gembloux, Oxfam WereldWinkels</i>
<b>HIGHER EDUCATION, RESEARCH and INNOVATION POLICIES</b>	(5) Ensure and improve access to knowledge, improve <b>research</b> and stimulate innovation in order to contribute to development	<i>ARES, VLIR-UOS, Aide au Développement Gembloux, APOPO, Louvain Coopération au Développement</i>