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Country Sheet Cambodia

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Foreword

The Country Sheet Cambodia is a compilation of information from related documents with factual country information, economic, social and development priorities, information on higher education, and university cooperation in Cambodia. The information included is extracted from policy documents, academic articles, websites and strategy papers from (amongst others) World Bank, USAID, UNDP, UNESCO, EU, JICA... and other organisations. Also, the various Flemish universities and university colleges did provide data regarding their specific types of cooperation with Cambodian higher education institutes in October 2016.

This compiled document was realised by the VLIR-UOS secretariat and is by no means to be considered as a policy document. Its sole purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with Cambodia.

As this concerns a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

Statistics Cambodia

| INDICATOR | | VALUE | YEAR | Source |
|--|---|--------------------|-----------|------------|
| 1 | Human Development Index | 0,555 (143/188) | 2014 | UNDP |
| 2 | Government expenditure on Education (as % of GDP) | 2.02% | 2013 | UNESCO |
| VLIR-UOS INVESTMENTS | | | | |
| 3 | Total VLIR-UOS projects | € 1.002.655 | 2003-2016 | VLIR-UOS |
| | Total Scholarships | € 384.956 | 2003-2015 | VLIR-UOS |
| | # Institutional University Cooperation | 0 | 2003-2016 | VLIR-UOS |
| | # TEAM (Own Initiatives) | 3 | 2003-2016 | VLIR-UOS |
| | # South initiatives | 3 | 2003-2016 | VLIR-UOS |
| | # Crosscutting and other projects | 0 | 2003-2016 | VLIR-UOS |
| | # Scholars (ICP/ITP/KOI/ICP-PhD) | 31 | 2003-2015 | VLIR-UOS |
| | # Travel Grants + VLADOC | 94 | 2003-2015 | VLIR-UOS |
| EDUCATION AND DEVELOPMENT AID | | | | |
| 4 | # Higher learning institutions | 101 | 2012 | MoEYS |
| 5 | Gross enrolment ratio (%) in tertiary education | 15,9 | 2011 | UNESCO |
| 6 | Net ODA (USD million) | 799,4 | 2014 | OECD |
| 7 | DGD expenditure: bilateral | € 0 | 2014 | DGD |
| 8 | DGD expenditure: non-governmental | 3,32 million € | 2014 | DGD |
| HUMAN DEVELOPMENT | | | | |
| 9 | Life expectancy at birth (years) | 68,2 | 2014 | World Bank |
| 10 | Mortality rate, under -5 (per 1,000 live births) | 28,7 | 2015 | World Bank |
| 11 | Adult literacy rate (both sexes) (% 15 years and older) | 78,35 | 2015 | UNESCO |
| DEMOGRAPHIC AND ECONOMIC INDICATORS | | | | |
| 12 | Population | 15.577.899,0 | 2015 | World Bank |
| 13 | Labor force participation rate, total (% of total population ages 15+, national estimate) | 83,0 | 2012 | World Bank |
| 14 | GDP per capita (PPP current international US\$) | 3.483,3 | 2015 | World Bank |
| 15 | Improved water source (% of population with access) | 75,5 | 2015 | World Bank |
| 16 | Internet users (per 100 people) | 19,0 | 2014 | World Bank |
| 17 | GINI index (World Bank estimate) | 30,8 | 2010 | World Bank |

1 Country profile

1.1 Geographical presentation¹

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 km² 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 (Southeast Asia's largest freshwater lake, 2.590km² during the dry season – 24.605km² during the rainy season) 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. To the north the Cambodian plain abuts a sandstone escarpment, which forms a southward-facing cliff stretching more than 320 kilometers from west to east and rising abruptly above the plain to heights of 180–550 meters. This cliff marks the southern limit of the Dângrêk Mountains. Flowing south through the country's eastern regions is the Mekong River. East of the Mekong the transitional plains gradually merge with the eastern highlands, a region of forested mountains and high plateaus that extend into Laos and Vietnam. In southwestern Cambodia two distinct upland blocks, the Krâvanh Mountains and the Dâmrei Mountains, form another highland region. In this remote and largely uninhabited area, Phnom Aural, Cambodia's highest peak rises to an elevation of 1.813 meters. The southern coastal region adjoining the Gulf of Thailand is a narrow lowland strip, heavily wooded and sparsely populated, which is isolated from the central plain by the southwestern highlands.

Cambodia's climate, like that of the rest of Southeast Asia, is dominated by monsoons. Cambodia has two distinct seasons. The rainy season, which runs from May to October, can see temperatures drop to 22 °C and is generally accompanied with high humidity. The dry season lasts from November to April when temperatures can rise up to 40 °C around April. Cambodia has a wide variety of plants and animals, much of this biodiversity is contained around the Tonle Sap Lake and the surrounding biosphere (UNESCO reserve). The most severe environmental issue in Cambodia is considered to be deforestation, because of illegal loggings and large scale clearings from big construction projects and agricultural activities. The global issue of land grabbing is particularly rampant in Cambodia.

1.2 Historical background

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. The city Angkor, which could have supported a population of up to one million people, and Angkor Wat, the best known and best-preserved religious temple at the site, still serve as reminders of Cambodia's past as a major regional power. Attacks by the Thai and Cham (from present-day Vietnam) weakened the empire, ushering in a long period of decline. King Norodom, who had been installed by Thailand, placed the country under French protection in 1863, and it became part of French Indochina in 1887. The provinces Battambang and Siem Reap were ceded back to Cambodia by a border treaty between France and Thailand in 1907. Following Japanese occupation in World War II, Cambodia gained full independence from France in 1953 under the kingdom of King Norodom Sihanouk. At the end of the 1960s, Cambodia was dragged into the Vietnam War. The US secretly bombed suspected communist camps on Cambodian territory, on the border with Vietnam. Shortly after the coup led by Prime Minister General Lon Nol and Prince Sisowath Sirik Mata in 1970, American and South Vietnamese troops crossed the border passing through Cambodia to attack Vietnamese communist

¹ This and following sub-chapters are based on Wikipedia Cambodia, World bank website, CIA factsheet, UNESCO data, etc.

troops. The new government of Lon Nol, the Khmer Republic, supported the Americans and demanded the departure of the Vietnamese communists on Cambodian soil. The attack of the Americans and South Vietnamese failed and the Cambodian and Vietnamese communists pulled ever deeper into the interior of Cambodia. Soon the whole country ended up in the war. In April 1975, after a seven-year struggle, communist Khmer Rouge forces captured Phnom Penh and evacuated all cities and towns. They officially changed the country's name to Democratic Kampuchea. 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. The Communist Khmer Rouge regime arrested and eventually executed almost everyone suspected of connections with the former government or with foreign governments, as well as professionals and intellectuals. Ethnic Vietnamese, ethnic Thai, ethnic Chinese, ethnic Cham, Cambodian Christians, and the Buddhist monkhood were the demographic targets of persecution. 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 People's Republic of Kampuchea (PRK), a pro-Soviet state led by a group of Khmer Rouge who had fled Cambodia to avoid being purged by Pol Pot, was established in 1978. A government-in-exile referred to as the Coalition Government of Democratic Kampuchea (CGDK) was formed in 1981, which consisted of a Khmer Rouge section, a royalist faction led by Norodom Sihanouk, and the Khmer People's National Liberation Front.

The 1991 Paris Peace Accords mandated democratic elections and a cease-fire, which was not fully respected by the Khmer Rouge. UN-sponsored elections in 1993 helped restore some semblance of normalcy under a coalition government and Norodom Sihanouk was restored as King of Cambodia. Factional fighting in 1997 ended the first coalition government, but a second round of national elections in 1998 led to the formation of another coalition government and renewed political stability. The remaining elements of the Khmer Rouge surrendered in early 1999. Some of the surviving Khmer Rouge leaders have been tried or are awaiting trial for crimes against humanity by a hybrid UN-Cambodian tribunal supported by international assistance. Elections in July 2003 were relatively peaceful, but it took one year of negotiations between contending political parties before a coalition government was formed. In October 2004, King Norodom Sihanouk abdicated the throne and his son, Prince Norodom Sihamoni, was selected to succeed him. 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. National elections in July 2013 were disputed, with the opposition - the Cambodian National Rescue Party (CNRP) - boycotting the National Assembly. The political impasse was ended nearly a year later, with the CNRP agreeing to enter parliament in exchange for ruling party commitments to electoral and legislative reforms.

1.3 Socio-economic analysis

Cambodia has experienced strong economic growth over the last decade; GDP grew at an average annual rate of over 8% between 2000 and 2010 and at least 7% since 2011. The tourism, garment, construction and real estate, and agriculture sectors accounted for the bulk of growth. Around 600.000 people, the majority of whom are women, are employed in the garment and footwear sector. An additional 500.000 Cambodians are employed in the tourism sector, and a further 50.000 people in construction. Tourism has continued to grow rapidly with foreign arrivals exceeding 2 million per year since 2007 and reaching around 4.5 million visitors in 2014. Mining also is attracting some investor interest and the government has touted opportunities for mining bauxite, gold, iron and gems.

Cambodia ranked 143rd out of 188 countries in the U.N.'s 2014 Human Development Index, which classifies Cambodia as a country with "medium human development". Between 1980 and 2014, Cambodia's life

expectancy at birth increased by 40.9 years, mean years of schooling increased by 2.3 years and expected years of schooling increased by 4.2 years (see also figure 1).

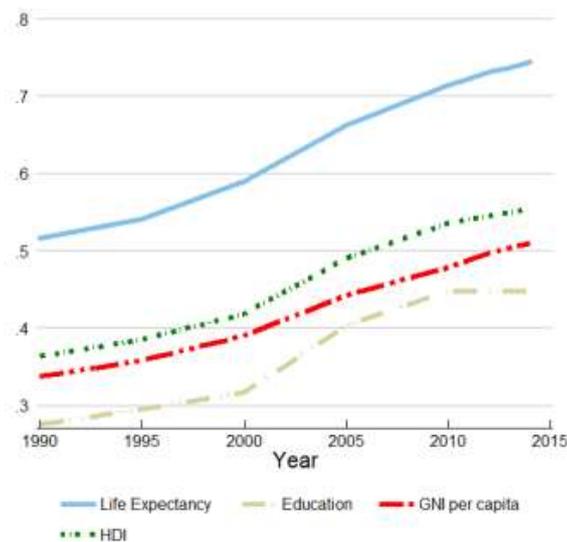


Figure 1: Trends in Cambodia's HDI component indices (UNDP)

Cambodia however 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. It is among the countries with highest HIV burden in Asia and the Pacific. More than 30% of the government budget comes from donor assistance. 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 (see figure 2).

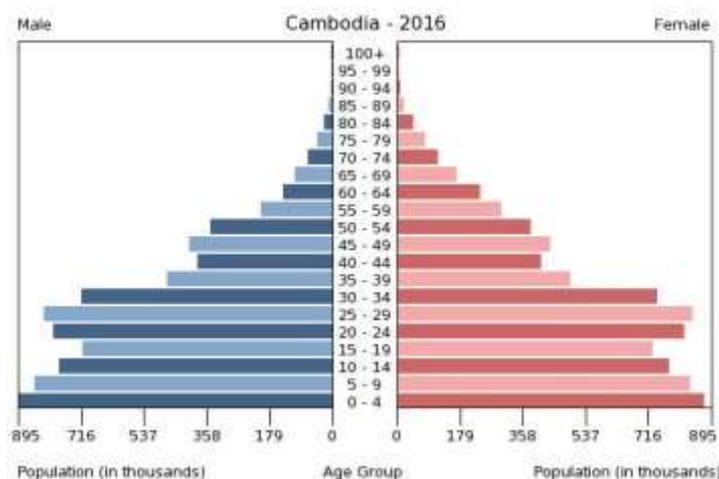


Figure 2: Population pyramid of Cambodia (CIA-The World factbook)

Cambodia's population is relatively homogeneous. The largest ethnic group in Cambodia are the Khmers, who comprise around 90% of the total population in Cambodia, and are indigenous to the lowland Mekong subregion in which they inhabit. The Vietnamese are the largest ethnic minority in Cambodia (5%), with an estimated 400.000 – 700.000 living in provinces concentrated in the southeast of the country adjacent to the Mekong Delta. Chinese Cambodians are approximately 1% of the population. Most Chinese are

descended from 19th–20th century settlers who came in search of trade and commerce opportunities during the time of the French protectorate. The indigenous ethnic groups of the mountains are known collectively as Montagnards or Khmer Loeu. Being isolated in the highlands, the various Khmer Loeu groups are culturally distant from modern Khmers and often from each other, observing many pre-Indian-contact customs and beliefs. The Cham are descended from the Austronesian people of Champa, a former kingdom on the coast of central and southern present-day Vietnam and former rival to the Khmer Empire. The Cham in Cambodia number under a million and often maintain separate villages in the southeast of the country. Almost all Cham in Cambodia are Muslims.

The Khmer language is a member of the Mon–Khmer subfamily of the Austroasiatic language group. French, once the language of government in Indochina, is still spoken by many older Cambodians, and is also the language of instruction in some schools and universities that are funded by the government of France. However, since 1993, there has been a growing preponderance of English, which has been replacing French as the main foreign language. English is widely taught in several universities and there is also a significant press in that language. Due to this shift, English is now mostly used in Cambodia's international relationships.

1.4 National development agenda

1.4.1 Rectangular Strategy Phase III

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 (annual average of 7%), 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 had placed high priority on investing in road, water and electricity. But, in the era of the knowledge-based economy and information technology, the competitive advantages of a 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.

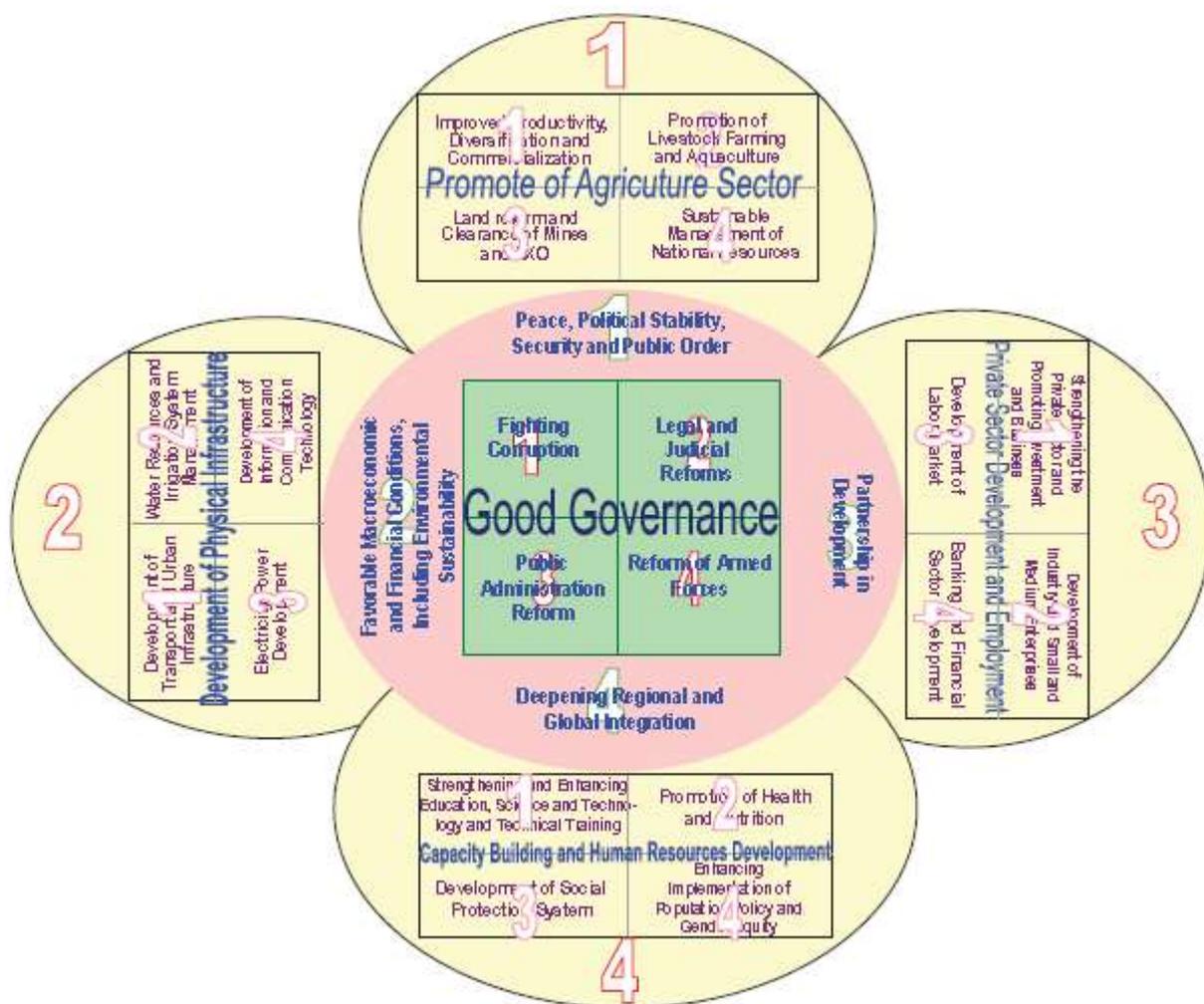


Figure 3: Rectangular Strategy Phase III

Following priorities to strengthen the quality of education and promoting scientific research, technology development and innovation are put forward:

- Further developing and improving education **policies and strategies**, especially updating the Education Strategic Plan, Master Plan on ICT in Education and Policy on Research Development in Education.
- **Enhancing knowledge and human resource capacity in science and technology**, especially in the priority sectors including agriculture, livestock farming and aquaculture, industry, energy, construction and physical infrastructure, ICT, healthcare and environment, through implementing a number of key measures including:
 - o (1) mainstreaming scientific and technological knowledge and its applications in academic curriculums at all levels especially in high school, vocational and technical training and higher education;
 - o (2) promoting R&D including the introduction of a research network model linking universities, public institutions and industry.
- Increasing **equitable access** to education (at least one university or its branch in each Province subject to capacity constraints and specific circumstances in deploying teachers to all those establishments).
- Continuing **institutional development and capacity building**.
- **Increasing quality and effectiveness of educational services at all academic levels** in particular, technical and skill training for both public and private institutions in accordance with

international standards; meeting domestic development needs through: training and re-training of teachers, improvement in curriculums, strengthened inspection and management capacity, improved teacher motivation to increase their teaching capacity, better quality of examinations at all academic levels, encouraging study of needed foreign languages, improved learning environment, expanding libraries and science laboratories, increased supply of learning materials, as well as participation of parents, guardians and communities.

- Further promoting the role of **religion** in education, especially Buddhism which is the state religion.
- Promoting the formulation and implementation of a **national policy on education and technical and vocational training**.
- Further strengthening the **quality of education and technical and vocational training**, and the development of technical and soft skills for youth, especially team work, discipline and professional ethics at workplaces.
- Further promoting the implementation of National Policy on **Youth Development** and the National Policy on **Physical Education and Sports**.
- Further developing National Stadium and related **sports facilities** as well as training of athletes and sportsmen

1.4.2 National Strategic Development Plan 2014-2018

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 to participate in 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 (*in continuation of the previous NSDP*)

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.

2 Education

2.1 General²

In Cambodia, an education system has been in place since at least from the thirteenth century on. Traditionally, Cambodian education took place in the Wats (Buddhist monasteries) and was offered exclusively to the male population. The education involved basic literature, the foundation of religion and skills for daily life like carpentry, artistry, craftwork, constructing, playing instruments etc.

This 'traditional' education was gradually changed when Cambodia was a French colony. The French introduced a formal education system influenced by a Western educational model, which was developed through the independence period (1960s), alongside with the traditional education. During the following civil wars, the education system suffered a chronic crisis and was completely destroyed during the Red Khmer regime (1970s). Between 1980s and 1990s, education was reconstructed from almost 'nothing' and has been gradually developed until now.

Presently, after its reform in 1996, the formal educational structure of Cambodia is formulated in 6+3+3. This means 12 years for the completion of general education that divides up into six years for primary education (grade 1 to 6) and six years for secondary general education (grade 7 to 12). Secondary education consists of three years each for lower secondary education (grade 7 to 9) and upper secondary education (grade 10 to 12). This formulation does not include at least one year for pre-school education (kindergarten) for children from 3 to below 6 years old and higher education of 4 to 5 years.

With a net enrolment rate of 97% for primary education and improved repetition and dropout rates, Cambodia has made remarkable improvements. Of particular concern are the outcomes for secondary education where enrolment (37,8% in 2012-2013) and completion rates (40,6% in 2012-2013) for lower secondary are markedly less than expected. Gender gaps in enrolment have been closed at the primary and lower secondary level, and literacy is rising, although significant sociocultural and economic obstacles to girls' education remain, and girls still drop out at a higher rate, primarily for economic reasons.

Two others components of Cambodian educational structure involve non-formal education providing all children, youth, adult, disabled people with literacy and access to life skills. The other component is teacher training education. This allows students that successfully completed grade 12 or grade 9 to pursue teacher certificates at provincial teacher training colleges (for primary school teachers) or regional teacher training centers (for lower secondary school teachers).

Currently, the educational system is run by the Ministry of Education, Youth and Sports ([MoEYS](#)), but private education exists at all levels and is run by private sectors. Most private schools offering pre-school education and general education have been operated by the communities of ethnic and religious minority including Chinese, Muslim, French, English and Vietnamese. Private higher education is accessible mainly in the capital of the country, but it is also available throughout the provinces of Cambodia.

Cambodian general education is based on a national school curriculum that consists of two main parts: basic education and upper secondary education. Basic education curriculum is divided into three cycles of three years each.

Despite the country's high economic growth rate in recent years, challenges remain for the education sector. Principal problems include the low quality of learning, limited learning infrastructure, insufficient well-qualified teachers, not fully implemented quality assurance system, and few quality institutions of higher education.

² <http://bookbridge.org/en/the-education-system-in-cambodia/> and <http://www.moeys.gov.kh/en/>

Not a single Cambodian university made it to the top 5.000 ranking of universities (of Webometrics), only 3 reached the top 10.000 (University of Puthisatra, Royal University of Phnom Penh, Royal University of Agriculture Cambodia).

2.2 Higher education

According to the Ministry, considerable progress has been made in Higher Education between 2009 and 2013 with a 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, HEIs 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 so absorb more funds for program expansion. The Accreditation Committee of Cambodia (ACC) 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 and discussion on higher education issues.

A major challenge for the coming years will be to address the mismatch between the needs of the labor 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 labor 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.

The Government has recognized the importance of providing opportunities in higher education and the importance to assuring relevance and quality. ASEAN integration will provide opportunities for collaboration between institutions, joint research and quality standard setting.

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 programs 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.

2.3 Cambodian University and Research Cooperation

Over 4.000 Cambodian students were studying abroad in 2014, of which 9 had Belgium as a destination country. The top three of destination countries are Australia, Thailand and France. Few information can be found on Cambodian scholarship opportunities for international higher education.

2.3.1 The Asian University Network (AUN)

The AUN was established in 1995, with the signing of its charter by the ministers responsible for higher education from six countries in the Association of South-East Nations (ASEAN). Cambodia was then not yet a member of the ASEAN, it became a member in 1997. The AUN seeks to strengthen the existing network of cooperation among higher education institutions in ASEAN by promoting collaborative studies and research programmes on the priority areas identified by ASEAN. The AUN aimed to promote cooperation and solidarity among scientists and scholars in the ASEAN member countries; to develop academic and professional human resources in the region; to promote scientific and scholarly knowledge and information dissemination; and to enhance the awareness of regional identity amongst its members.

Later, when the ASEAN Charter was signed by the Ministries of 10 ASEAN Member States in 2007, AUN became tasked as a key implementing agency of ASEAN in the Socio-cultural portfolio. AUN conducts programmes and activities to encourage and promote higher education cooperation and development to enhance regional integration in achieving global standards. Their current activities are categorised into five areas (1) Youth Mobility, (2) Academic Collaboration, (3) Standards, Mechanisms, Systems and Policies of Higher Education Collaboration, (4) Courses and Programmes Development and (5) Regional and Global Policy Platforms.

Cambodia has 2 member universities in AUN: the Royal University of Phnom Penh and Royal University of Law and Economics.

3 Development Aid Analysis

3.1 Donor Aid

3.1.1 Overview

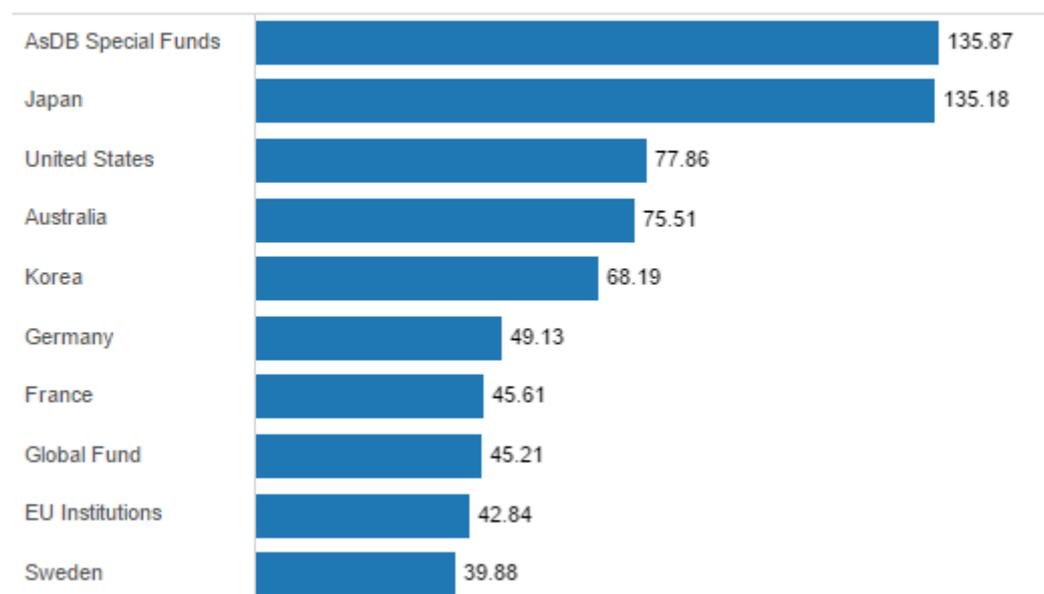
Receipts for Cambodia

| | 2012 | 2013 | 2014 |
|----------------------------------|---------|---------|---------|
| Net ODA (USD million) | 807.4 | 805.4 | 799.4 |
| Net ODA/GNI (%) | 6.0 | 5.6 | 5.0 |
| Gross ODA (USD million) | 860.3 | 870.2 | 873.8 |
| Bilateral share (gross ODA) (%) | 74.7 | 63.4 | 65.3 |
| Net Private flows (USD million) | 270.7 | 312.4 | 401.2 |
| Total net receipts (USD million) | 1,117.1 | 1,204.5 | 1,294.2 |

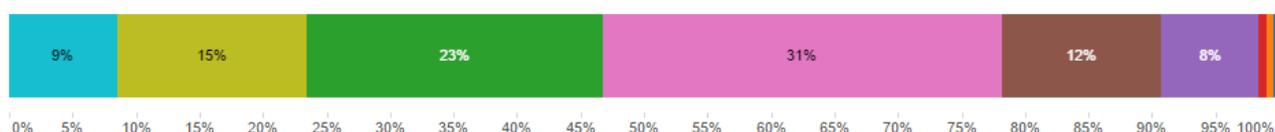
For reference

| | 2012 | 2013 | 2014 |
|----------------------------|------|------|-------|
| Population (million) | 15 | 15 | 15 |
| GNI per capita (Atlas USD) | 880 | 960 | 1,020 |

Top Ten Donors of Gross ODA for Cambodia, 2013-2014 average, USD million



Bilateral ODA by Sector for Cambodia, 2013-14 average





Source: OECD – DAC; <http://www.oecd.org/dac/stats>

Gross official development aid (ODA) was 799,4 million USD in 2014, which is in line with previous years. The Asian Development Bank (AsDB) is top donor in Cambodia and provides loans and technical assistance programs. The Cambodia Country Partnership Strategy for 2014-2018 is focused on inclusive economic growth, environmentally sustainable growth and regional cooperation and integration. Within the educational sector, they support development of the upper secondary level in order to achieve the goals of ESP 2014-2018. Global fund, also a main donor, is a financing institution that doesn't implement programs in Cambodia. Global Fund gives grants to Cambodia in order to achieve the goals of Cambodia's programs against malaria, HIV and Tuberculosis.

In the rest of the chapter, the activities of the other important donors (from a higher education perspective) and Belgium will be described.

3.1.2 Japan (JICA)

Japan, through the Japan International Cooperation Agency (JICA), is the second donor for Cambodia, spending 135 million USD in 2013-2014. JICA has different types of interventions (technical cooperation, grant aid, loan assistance) related to three goals of their Country Assistance Policy for Cambodia:

- Strengthening of the basis for economic activities: (1) development of economic infrastructure, (2) strengthening of the private sector and (3) agriculture and rural development.
- Promotion of social development: (1) development of water supply and sewage systems, (2) enhancement of health and medical care, (3) improvement of education quality (elementary and lower secondary teachers' training through science and mathematics education), (4) demining of anti-personnel mines.
- Strengthening of governance.

The Japanese Project for Human Resource Development Scholarship (JDS) has started in Cambodia in 2000. JDS Scholarship is a part of the Japanese bilateral grant aid for human resource development. The scholarship targets mainly the master degree study through providing opportunity for Cambodian young government officials to conduct the researches that are relevant to the development of Cambodia. Currently, the JDS scholarship is provided in fields of (1) Economic Infrastructure Development, (2) Private Sector Development, (3) Economic Development, (4) Agriculture and Rural Development, (5) Improvement of Education Quality, (6) Improvement of Administrative Functions, (7) Legal and Judicial Development, and (8) Building of International Relations. The number of dispatches is 24 per year.

3.1.3 United States (USAID)

USAID works with Cambodian and international partners on a range of programs on (1) democracy, governance and human rights; (2) global health and education; (3) food security and environment. Activities in the education sector are related to early grade reading analyses and capacity building and support for senior MoEYS engagement on global education policy dialogue

USAID also supports the Lower Mekong Initiative (LMI). LMI is a multinational partnership effort initiated by the United States in 2009 to promote greater cooperation in the Mekong sub-region. The countries of the Lower Mekong sub-region share a variety of common concerns, including trans-boundary water resources management, infectious diseases such as dengue and pandemic influenza, and vulnerability to the negative effects of climate change. LMI seeks to support a common regional understanding of these issues and to facilitate effective, coordinated responses. USAID supports LMI through the 'Connecting the Mekong through Education and Training' program, a signature investment in workforce development under the initiative. This five-year program enables teachers to better prepare youth for employment in the Lower Mekong countries of Burma (Myanmar), Cambodia, Laos, Thailand and Vietnam through the use of innovative training approaches.

USAID works to bridge the gap between the private sector, universities and vocational centers to build up the supply of skilled workers to meet the demands of local businesses. The project partners with local education providers to utilize available technology, online learning and traditional in-person workshops to promote learning and regional networking in targeted ASEAN countries in ways that help residents from rural and marginalized areas access educational services.

In the Lower Mekong sub-region, employers seek graduates with training in specific specialties such as science, technology, engineering, mathematics, accounting and tourism (STEM+AT) fields, as well as prior work experience. The project helps universities and vocational centers increase the number of skilled workers in STEM+AT fields in the Lower Mekong countries. A particular focus is placed on enabling greater access to educational opportunities among disadvantaged youth. As a first step, the project identifies specific jobs and skills in high-demand in STEM+AT fields through consultations with leading industries. The project then develops customized curricula and applied work-based learning programs to address these skill gaps through developing partnerships with the private sector, universities and vocational centers in the Lower Mekong sub-region. Instructors from universities and vocational centers in the region receive training in the customized curriculum and in modern strategies for complementing online learning with in-person classes.

3.1.4 Australia (AUSAID)

During 2015–18, Australia's aid investments will prioritise three key objectives: (1) improving access to infrastructure; (2) increasing agricultural productivity; and (3) better health and education. Transversal themes are inclusive participation, governance, women's empowerment and disability. AUSAID support will prioritise innovative approaches to delivering aid which work closely with the private sector to drive growth and poverty reduction, and will contribute to achieving Australia's overall aid for trade target by 2020.

AUSAID will continue to support Cambodia's education sector through their long-running Australia Awards Scholarships program. Since 1994 more than 600 of Cambodia's most talented people have been awarded scholarships to study in Australia. AUSAID targets disciplines that are vital for Cambodia's economic growth, such as agriculture and health, but which are less likely to be studied by privately-funded students.

3.1.5 Korea (KOICA)

The Korea International Cooperation Agency (KOICA) is responsible for Korea's bilateral grant aid and technical cooperation programs. Korea has emerged from recipient to donor of ODA, joining the OECD in 1996. Korea states that its first-hand experiences could be of great help in assisting other developing nations. KOICA has projects in Cambodia in the field of education (upper secondary level), health (sector support program, project to improve child care medical center, project for strengthening capacity of Batheay Referral Hospital), rural development (self-supporting project) and human rights (empowerment program for persons with a physical disability).

A previous project of the KOICA has resulted in the creation of the Cambodia-Korea Cooperation Center (CKCC), for educating high quality human resources and strengthening mutual relations between Cambodia

and Korea. The CKCC is located at the Royal University of Phnom Penh. Another project was involved in developing Cambodia's National Science and Technology Master Plan 2014-2020.

The KOICA Scholarship Program offers a full funded scholarship scheme for all potential government officials at Korean universities in the fields of science, governance, agriculture and rural development, economic development, ICT and health system strengthening.

3.1.6 Germany (GIZ & DAAD)

Germany is also a top donor of ODA in Cambodia. German development cooperation with Cambodia began in 1994 and consists of technical and financial cooperation. The latter is in the form of nonrepayable grant schemes from the German Federal Ministry for Economic Cooperation and Development (BMZ) in the areas of health and rural development. Technical cooperation is implemented by GIZ (German Agency for International Cooperation). Main sectors of technical cooperation are rural development and health and social security. Crosscutting issues are good governance, gender equality, political participation, transparency and counteracting corruption.

Academic relations between Germany and Cambodia are promoted by the German Academic Exchange Service (DAAD), which sponsors the study of Cambodians in Germany as well as in countries of the region through scholarships. Next to scholarships, DAAD also sets up partnerships between higher education institutions in Germany and their counterparts in Cambodia. The DAAD also funds a lecturer at the Royal University of Phnom Penh's Department for Media and Communication.

3.1.7 France (AFD)

The Agence Française de Développement (AFD) was authorised to begin activities in Cambodia in 1993. Its Phnom Penh agency opened in September of that year. Historically, AFD has focused on grant support to agriculture and to the sectors of urban development and health. Today, the main target sectors for AFD intervention are:

- agriculture and agro-industry;
- infrastructure;
- the productive sector;
- vocational training (for textile manufacturing and tourism, and potentially for agriculture).

The AFD Group in Cambodia uses a wide range of supporting financial products:

- concessionary sovereign loans to the State;
- non-sovereign loans to public or private enterprises, concessional or not and without State guarantees;
- loan guarantees (in particular through the ARIZ scheme for individual guarantees or portfolio guarantees in partnership with local commercial banks);
- equity or quasi-equity investments;
- grant financing for development or technical assistance programmes, including grants from the FGEF (French Global Environment Facility) or the PRCC (business capacity building programme) and for NGOs;
- training and capacity building for businesses through the AFD enterprise university, CEFEB (centre for financial, economic and banking studies) based in Marseille: diploma courses, short seminars or seminars on request;
- preparatory studies prior to project examination and strategy studies by sector.

AFD also provides grant funding for regional activities (15.1 M€ in the last few years): these include projects

to control emerging diseases with the Pasteur Institute network, implementation of a regional scheme to promote geographical indications and several activities to support the Mekong River Commission (MRC).

3.1.8 EU Institutions

a. EU-ASEAN regional cooperation

The EU has significantly increased its development cooperation funds for ASEAN for the period 2014-2020. Ongoing cooperation programmes cover a multitude of activities:

- The EU supports capacity building for regional economic integration in areas such as trade and transport, harmonisation of standards, air transport, monitoring and statistics, and the protection of intellectual property rights.
- For socio-cultural connectivity, the EU promotes regional integration in the field of higher education (SHARE), and contributes to strengthening the capacity of ASEAN's emergency management systems. This includes providing support to the ASEAN Coordination Centre for Humanitarian Assistance so it can achieve operational excellence in disaster monitoring and emergency response.

The cooperation agenda for 2014-2020 focuses on three sectors:

- Connectivity: sustainable and inclusive economic integration (€85 million/50 % of the funding)
- Climate change, environment and disaster management (€60 million/37.5 %)
- Comprehensive Dialogue Facility (€25 million/12.5 %)

The EU Grant funded project to promote regional integration in the field of higher education (**SHARE**) wants to enhance the quality, competitiveness and internationalisation of ASEAN higher education institutions and students, contributing to an ASEAN Community beyond 2015. The main aim is to enhance cooperation between the EU and the ASEAN Economic Community (AEC) and to create lasting benefits from the harmonisation of higher education across ASEAN.

A consortium led by British Council, comprising the German Academic Exchange Service (DAAD), EP-Nuffic, Campus France, the European Association for Quality Assurance in Higher Education (ENQA) and the European University Association (EUA) will be working between 2015 and 2018 with ASEAN counterparts to implement SHARE. There are 3 main components (called Result Areas) during the implementation of SHARE, as follows:

- Result 1 – Policy Dialogues: led by British Council
- Result 2a and 2b – ASEAN Qualifications Reference Frameworks and ASEAN Quality Assurance: led by DAAD working with European partners ENQA and EUA
- Result 3a – ASEAN Credit Transfer System (ACTS) & Result 3b – ASEAN-EU Credit Transfer Systems (AECTS): led by Campus France
- Result 3c ACTS & AECTS Student Mobility with Scholarships: led by EP-Nuffic

Next to the SHARE project, the EU also strengthens higher education in Cambodia through the **Erasmus+** programme offering inter alia scholarships to study in Europe. The Erasmus programme also supports the establishment of partnerships between European and Cambodian higher education institutions for networking, research, scholarships, curriculum development, etc.

b. EU bilateral cooperation with Cambodia

The Multiannual Indicative Programme 2014-2020 of Cambodia with the EU presents three focal sectors for development cooperation: **Agriculture/Natural Resource Management, Education/Skills and Good Governance. Gender equality and empowerment of women** will be mainstreamed in all three chosen focal sector programmes as an important driver of poverty reduction and sustainable development. **Nutrition** as a cross-cutting issue will also be given attention in education and agriculture/natural resource

management programmes. The **environment** will also be considered as a cross-cutting issue within interventions in all focal sectors, with the establishment of the necessary environmental safeguards for all cooperation activities undertaken.

In the area of education, the main expected results are: improved equitable access (early childhood education, basic education and non-formal education), improved implementation of inter-sectoral activities impacting on education (including nutrition), improved quality and relevance of education (greater teaching skills, quality development, and relevance and quality of learning), improved system efficiency and increased capacity at all levels.

3.1.9 Sweden

Swedish development cooperation with Cambodia, regulated by a strategy 2014-2018, is focused on the following results: 1) Strengthened democracy and gender equality, greater respect for human rights and freedom from oppression, 2) Better opportunities for people living in poverty to contribute to and benefit from economic growth with a focus on good education and increased employment, 3) A better environment, limited climate impact and greater resilience to environmental impact, climate change and natural disasters.

Sweden has decided to continue and expand the support in the educational sector to include secondary school and higher education (through funding of the implementation of the Education Strategic Plan). Equal access to education, between men and women and between children from different backgrounds, is given high priority. Furthermore initiatives to promote cooperation and exchanges between the education system and the private business sector are taken, in order to enhance youth employment opportunities.

Sweden also offers each year between 25 and 30 International Training Programs (ITP). ITP courses include areas such as management, environmental- and energy-related issues, capital markets and capital management.

3.1.10 Belgian cooperation with Cambodia

Since 2004, Cambodia is not a partner country of the bilateral development cooperation. The last bilateral project in Cambodia in the field of health, ended in 2012. Currently, Belgian donor aid in Cambodia goes through indirect development cooperation. Partners for this type of cooperation are civil society organisations (CSO) and institutional actors (IA, e.g. university cooperation). In 2014, according to "[NGO open boek](#)", 8 organisations were active in Cambodia for a total of almost 2 million euros (for more details for the period 2012-2014, see annex 1). "Artsen Zonder Grenzen" was the principal donor (€ 808.750) of indirect development cooperation in 2014, followed by Louvain au Développement and Plan België.

ARES is also working in Cambodia and has an ongoing institutional support programme (2014-2016) with the Institute of Technology of Cambodia. The programme focuses on :

- Improve the quality and structuring of research
- Increase the critical mass of PhD in the perspective of creating a doctoral school
- Create with ICT an interface to professional environments
- Improve internal communication with ICT
- Improve technical and library assistance in favour of researchers

Following themes have been put forward: engineering science, natural resources and urban/rural development.

The Institute of Tropical Medicine (ITM) has also been working for several years in Cambodia, with partner institute Sihanouk Hospital Centre of Hope (SHCH) in Phnom Penh. Research has been set up on antibiotics resistance. Together with the Cambodian centre for Malaria control, ITM also executed a research on community protection against malaria, funded by the Bill & Melinda Gates Foundation.

In 2015, the Belgian government started to prepare a reform of the sector of non-governmental development cooperation. All actors active in Cambodia were asked to elaborate a [Joint Context Analysis](#) (JCA). 19 actors made an in depth analysis of civil society, the decentralised administrations and public institutions and the conditions which enable their strengthening. The actors presented this for the sectors of agriculture, health, justice and human rights, education, social economy and environment. This analysis made it possible to make a [Joint Strategic Framework](#) (JSF) for Cambodia in 2016 with 13 actors that want to be active (with DGD funding) in Cambodia from 2017 to 2021:

| | | | |
|---|---------------------|-----------------------|------------------------|
| ADG | APEFE | ARES | Handicap International |
| ITM | Oxfam Wereldwinkels | Rode Kruis Vlaanderen | VLIR-UOS |
| Vredeseilanden | VVOB | WWF | APOPO |
| Louvain Coopération au Développement (lead) | | | |

The JSF presents 6 joint strategic goals on which the actors want to work as of 2017:

- Contribute to **rural development** and to **food, nutritional and economic security** of vulnerable rural populations (*Louvain Coopération au Développement, Vredeseilanden, WWF, Oxfam WereldWinkels, ADG...*)
- Contribute to quality of **health** and to better access for all vulnerable patients (*ITM, Rode Kruis Vlaanderen, Handicap International, Louvain Coopération au Développement...*)
- Improve knowledge and implementation of **human rights and labour rights** and support **social economy** (*WWF, ADG, Vredeseilanden...*)
- Ensure inclusive and equitable quality **education** and promote lifelong learning opportunities for all (*APEFE, VVOB, ARES, Handicap International...*)
- Ensure and improve access to **knowledge**, improve **research** and stimulate **innovation** in order to contribute to development (*ARES, VLIR-UOS, ADG...*)
- Improve **environmental protection** and **climate change resilience** (*WWF, Vredeseilanden, Louvain Coopération au Développement...*)

The JSF also mentions possible synergies and complementarities between Belgian and international actors, as it is a priority for the Belgian government.

The thematic JSF “Decent Work” also covers activities in Cambodia of three organisations (Wereld Solidariteit Mondiale, Instituut voor internationale arbeidsvorming and Oxfam Solidarity). 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.

3.1.11 Other international academic and research cooperation

Started in 2010, the World Bank, in agreement with the Ministry of Education, Youth and Sport, has funded the Higher Education Quality and Capacity Improvement Project (HEQCIP). The project wants to improve a) the quality of teaching, management, and research in project-supported entities and b) pilot the targeting of disadvantaged students for enhanced access and retention. The project has 4 components:

- Component 1: Strengthening the Governance and Capacity of the Higher Education System will improve the overall development and management of the higher education sub-sector by focusing on staff development at the Department of Higher Education (DHE), Department of Scientific Research (DSR) and the Accreditation Committee of Cambodia (ACC).
- Component 2: Provision of Competitive Development and Innovation Grants will (a) strengthen the capacity of participating HEIs and provide the enabling conditions for improved quality in research, teaching and management; and (b) introduce an efficient and sustainable mechanism, which

emphasizes innovation and accountability, in the DHE for the allocation of public funds for research to eligible public and private HEIs.

- Component 3: Provision of Scholarships to Disadvantaged Students will increase the retention of poor students in HE through the provision of 1.050 “special-priority” scholarships, based on pro-poor targeting and educational criteria.
- Component 4: Project Management and Monitoring and Evaluation will support management efforts to coordinate project activities and also assist MoEYS, DHE, ACC, and HEIs to systematically collect, collate, analyse, and report on the human and information resources needed to further develop the HE sub-sector.

The project will close in September 2017. The RUPP (Royal University of Phnom Penh) team has developed a master plan to move the process forward and the World Bank will provide support, where needed, to ensure completion of the activities.

3.2 VLIR-UOS Activity in/with the Country

Cambodia is a small country in the financial envelope of VLIR-UOS. Since 2003, six VLIR-UOS projects have taken place in Cambodia (see annex 2 for past and present VLIR-UOS programmes and scholarships). They were in the field of health and higher education support (curriculum development). Since 2013, Cambodia was not on the partner country list of VLIR-UOS but was only eligible for scholarships. Trainings and courses in the field of ‘government and civil society’ are the main sector of scholarships for Cambodian students, followed by agriculture. For travel grants (‘reisbeurzen’), the main hosting partners of Flemish students (2011-2015) are the University Hospital of Phnom Penh, the University of Health Sciences and VVOB Cambodia. The grants are consequently mostly related to the domains of health (67%) and education (18%).

3.3 Activities of Flemish HEI in/with the country

Some Flemish universities and university colleges also have other scientific cooperation with Cambodia, outside the VLIR-UOS framework (see annex 3). 3 PhD students have been mentioned and about 15 initiatives for cooperation are listed in different areas and with different local partners. Some initiatives are already in synergy with other Belgian actors (Handicap International, VVOB) or funded by international actors (UNESCO, EU Commission, Erasmus).

Conclusion

Putting together information from Cambodian development priorities, the higher education landscape and the development aid analysis with a focus on higher education and research (see annex 4 for a résumé), this factsheet can serve as a base for defining the VLIR-UOS country strategy for Cambodia. In this country strategy, priority themes, partner institutions, geographic areas and cooperation modalities will be defined as to optimise the impact of the future VLIR-UOS cooperation.

List of Resources and interesting Links

Some interesting references used for this document:

- HDI : http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf
- Asean Development Bank: <https://www.adb.org/sites/default/files/institutional-document/150147/cps-cam-2014-2018.pdf>
- JICA: <http://www.kh.emb-japan.go.jp/economic/cooperation/Assistance%20Policy.pdf>
- USAID: https://www.usaid.gov/sites/default/files/documents/1861/CAMBODIA_COUNTRY%20PROFILE_2016.pdf
- GIZ : <http://giz-cambodia.com/wordpress/wp-content/uploads/Roadmap.pdf>
- EU: http://www.eeas.europa.eu/archives/delegations/cambodia/documents/eu_cambodia/2014_2020_mip_final_en.pdf
- Sweden: <http://www.regeringen.se/contentassets/7f41249d8f114cf09c1c185f1d2d91b3/results-strategy-for-swedens-international-aid-in-cambodia-2014--2018>

Some interesting links used for this document:

- DGD: http://diplomatie.belgium.be/nl/Beleid/Ontwikkelingssamenwerking/Wie_zijn_wer/Onze_organisatie/ODA/ODA-databank
- Worldbank: <http://databank.worldbank.org/data/reports.aspx?source=2&country=KHM>
- UNESCO: <http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=KHM> and <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>
- Wikipedia: <https://en.wikipedia.org/wiki/Cambodia>
- CIA factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html>
- AUN: <http://www.aunsec.org/>
- Global Fund: <http://www.theglobalfund.org/en/portfolio/country/?loc=KHM&k=d75fca8c-d7e4-4c8d-9c44-91d6112827c7>
- AUSAID : <http://dfat.gov.au/geo/cambodia/development-assistance/Pages/development-assistance-in-cambodia.aspx>
- KOICA: <http://www.koicacambodia.org/>
- AFD : <http://cambodia.afd.fr/>
- EU: https://eeas.europa.eu/delegations/swaziland/907/eu-projects-with-asean_en
- Sweden : <http://www.swedenabroad.com/en-GB/Embassies/Phnom-Penh/Development-Cooperation/International-Traning-Programmes/>
- ARES: <http://www.ares-ac.be/fr/cooperation-au-developpement/pays-projets/projets-dans-le-monde>
- HEQCIP: <http://www.moeys.gov.kh/en/heqcip.html>

ANNEXES

Annex 1 – Overview Belgian Funded Interventions in Cambodia (2012-2014)

| Title | Actor | Sector | Expense 12-14 |
|---|------------------|---|---------------|
| De bevolkingen in de interventiezones zijn minder kwetsbaar voor de voedselonzekeerheid en hebben hun inkomsten verhoogd met respect voor het milieu | Louv. Coop. | 31120 - Landbouw en veeteelt - Landbouwontwikkeling | € 86 668 |
| Familiale landbouw en voedselsoevereiniteit in Cambodja | ADG | 31120 - Landbouw en veeteelt - Landbouwontwikkeling | € 312 370 |
| Gezonde en Souvereine Planeet Fase II | ADG | 31120 - Landbouw en veeteelt - Landbouwontwikkeling | € 241 550 |
| Gemarginaliseerde werkers in de ASEAN regio hebben een grotere onderhandelingsmacht om een betere sociale bescherming en meer sociale rechtvaardigheid af te dwingen. | Oxfam Sol | 15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers | € 235 427 |
| Steun aan de verenigingen van gehandicapten: De verenigingen van gehandicapten beïnvloeden over de beslissingen waarvoor zij betrokken worden | HIB | 15160 - Overheid & Civiele Maatschappij - Mensenrechten | € 196 920 |
| Project voor integratie van de preventiediensten van HIV/AIDS en van reproductieve gezondheid in Cambodja om de doeltreffendheid van deze diensten te verbeteren | ITG ANTWERPEN | 13040 - Bevolking & Reproductieve Gezondheid - Seksueel overdraagbare aandoeningen en HIV/AIDS | € 189 070 |
| Project van universitaire ontwikkelingssamenwerking - Eigen Initiatief 2011 - Een oncologisch centrum aan de Medische Universiteit van Phnom Penh | VLIR | 12182 - Gezondheid - Medisch onderzoek | € 277 111 |
| VVOB Onderwijs voor ontwikkeling - Cambodja | VVOB | 31191 - Landbouw en veeteelt - Landbouwdiensten | € 199 700 |
| BIO - Expertisefonds - Prasac - Cambodja | BIO nv | 24040 - Financiën/Banken - Microkrediet | € 95 691 |
| DE READAPTATIE AAN COMMUNAUTAIRE BASIS: De personen in situatie van handicap in de gebieden in kwestie verwezenlijken hun potentieel als personen op een basis van gelijkheid met hun medeburgers | HIB | 16010 - Sociale infrastructuur - Sociale diensten | € 332 913 |
| Sociale dialoog voor waardig werk - programma 2012-2014 | SYNDIC IIAV | 16020 - Sociale infrastructuur - Werkgelegenheidsbeleid en administratief beheer | € 267 232 |
| Groter respect van arbeidsrechten afdwingen bij de werkgevers | Oxfam Sol | 16020 - Sociale infrastructuur - Werkgelegenheidsbeleid en administratief beheer | € 198 439 |
| Cambodja: ondersteunen van de werknemers die zich in een precare arbeidssituatie bevinden, voor betere arbeidsvoorwaarden en sociale bescherming en het verhogen van de kansen op tewerkstelling | WSMco | 16020 - Sociale infrastructuur - Werkgelegenheidsbeleid en administratief beheer | € 79 239 |
| Sociale Bescherming, een recht voor kwetsbare werknemers (sters) in Cambodja | WSMco | 16020 - Sociale infrastructuur - Werkgelegenheidsbeleid en administratief beheer | € 74 341 |
| NGO Louvain Coopération 2014-2016 | Louv. Coop. | 31194 - Landbouw en veeteelt - Landbouwcoöperatieven | € 91 140 |
| Institutionele ondersteuning van het Sihanouk Hospital Center of HOPE - SHCH op het vlak van onderwijs en klinisch onderzoek op infectieziekten meer bepaald HIV/AIDS en tuberculose om goede praktijken van beheersing van infectieziekten te bevorderen | ITG ANTWERPEN | 12250 - Gezondheid - Basisgezondheid - Besmettelijke ziekten | € 476 597 |
| Basisgezondheidszorg in de provincies Siem reap & Otdar Meanchey | BTC | 12220 - Gezondheid - Basisgezondheid - Basisgezondheidszorg | € 399 550 |
| NGO Louvain Coopération 2014-2016 Cambodja OS2 Lokale gezondheidssystemen | Louv. Coop. | 12220 - Gezondheid - Basisgezondheid - Basisgezondheidszorg | € 255 913 |
| Verminderen van het aantal en de impact van de handicap bij zwangere vrouwen en | HIB | 13020 - Bevolking & Reproductieve Gezondheid - Gezondheidszorg | € 219 273 |

| | | | |
|---|------------------|--|-------------|
| kinderen, door de ontwikkeling van een replicerbaar opsporingsmodel, doorverwijzing en vroegtijdige behandeling | | i.v.m. vruchtbaarheid | |
| Promotie van de seksuele en reproductieve gezondheid en rechten van adolescenten in Siem Reap, Cambodja, via 'Comprehensive Sexuality Education' | PLAN BELGIË | 13020 - Bevolking & Reproductieve Gezondheid - Gezondheidszorg | € 214 469 |
| Bijdragen aan de aansluiting tussen TVET en werk, om de socio-professionele insertie van jongeren om te arbeidsmarkt te verbeteren en bij te dragen aan de sociaal-economische ontwikkeling van de landen | APEFE | 11330 - Onderwijs - Beroepsvorming | € 159 363 |
| CIUF - CUD Institutionele Universitaire Samenwerking (CUI) 2008-2013 - Institut Technologique Cambodja | CIUF | 11420 - Onderwijs - Hoger onderwijs | € 633 620 |
| ARES-CCD Programma institutionele steun van de franstalige universiteiten 2014 - Cambodge | CIUF | 11420 - Onderwijs - Hoger onderwijs | € 413 522 |
| De lokale mechanismen van kwaliteitsontwikkeling van de gezondheidszorg en geestelijke gezondheidszorg zijn autonomer en aangepast aan de socioculturele context | Louv. Coop. | 12110 - Gezondheid - Gezondheidsbeleid en -adm. beheer | € 399 334 |
| ITG 2014-2016:Nationale aanpak van besmettelijke ziekten | ITG ANTWERPEN | 12181 - Gezondheid - Medisch onderwijs en vorming | € 505 821 |
| VVOB Onderwijs voor ontwikkeling - Cambodja | VVOB | 11220 - Onderwijs - Lager onderwijs | € 2 185 249 |
| De verkeersveiligheid wordt verbeterd in de partnerlanden | HIB | 21010 - Transport en opslag - Transportbeleid en administratief beheer | € 408 097 |
| Project van universitaire ontwikkelingssamenwerking - Zuidinitiatief 2011 - Duurzame uitvoering van "Student-gerichte Aanpak" in het wetenschapsonderwijs in Cambodja | VLIR | 11110 - Onderwijs - Onderwijsbeleid en administratief beheer | € 20 350 |
| TOTAL | | | € 9 168 969 |

Annex 2 – Overview of VLIR-UOS Interventions in Cambodia (2003 – 2016)



| Projects 2003-2016 | | |
|--------------------|------------------|----------|
| Type | Budget (€) | Number |
| Total | 1 002 655 | 6 |
| TEAM | 944 039 | 3 |
| SI | 58 616 | 3 |

Legend

- University Hospital Phnom Penh
- Royal University of Agriculture
- University of Health Sciences
- National University of Management
- Cambodia Maritime Institute
- National Institute of Education



| Scholarships 2003-2015 | | |
|------------------------|----------------|------------|
| Type | Budget (€) | Number |
| Total | 384 956 | 125 |
| Short term | | |
| Subtotal | 172 153 | 118 |
| ITP | 3 966 | 1 |
| KOI | 40 868 | 19 |
| REI | 96 433 | 94 |
| Other scholarships | 30 887 | 4 |
| Study | | |
| Subtotal | 212 803 | 7 |
| ICP | 212 803 | 7 |

| List of projects 2003-2016 | | | | | | |
|----------------------------|-----------|---|----------------------|----------------|-----------------------------------|------------------|
| Type | Runtime | Title | Flemish promoter | Local promoter | Local institution | Total budget (€) |
| TEAM | 2007-2012 | Creation of a reference centre for gastrointestinal tumours in Cambodia | P. Pattyn (UG) | Y. Kheang | University Hospital Phnom Penh | 306.444 |
| TEAM | 2007-2012 | The diagnosis, epidemiology and control of parasitic infections of livestock in Cambodia | J. Vercruyse (UG) | S. Meas | Royal University of Agriculture | 291.610 |
| TEAM | 2011-2015 | An oncology centre at the University of Health Sciences in Phnom Penh: a challenge for expanding teaching and research facilities | P. Pattyn (UG) | Y. Sophanna | University of Health Sciences | 294.438 |
| SI | 2007-2008 | Opportunities for a Transport & Logistics study within the framework of a Business Administration degree at the National University of Management (NUM) | G. Janssens (UH) | P. Thong | National University of Management | 2.970 |
| SI | 2008-2009 | Development of bachelor level education at the Cambodia Maritime Institute | E. Van Hooydonk (UA) | H. Bavy | Cambodia Maritime Institute | 12.140 |
| SI | 2011-2013 | Sustainable implementation of SCA (student centered approaches) in science education in Cambodia | J. Veeckman (AH) | I. Koch | National Institute of Education | 43.506 |

Abbreviations (type): SI=South Initiatives; ICP Ph.D.=ICP doctoral scholarships; VLADOC=Flemish doctoral scholarships.

Abbreviations (Flemish institutions): KUL= Katholieke Universiteit Leuven; UG=Ghent University; UA=University of Antwerp; UH=University of Hasselt; VUB=Vrije Universiteit Brussel; AH = Artevelde University College.

Annex 3 – Other scientific cooperation of Flemish universities with Cambodia

| Indicative list of international cooperation with Cambodia | | | | | | | | | |
|--|--|---|--|--|---|--|--------|-------|-----|
| Name Flemish Promoter | Flemish University/ University college | Department | Funding | Partner institution | Project Title | Local contact | Budget | Begin | End |
| Non-VLIR-UOS funded projects, agreements, cooperation... between Flemish higher education institutions and institutions in the partner country | | | | | | | | | |
| Piet Pattyn | UGent | Department of surgery | | Institute of Health Sciences | Adv Clinical training | | | | |
| Leo De Ridder | UGent | Medicine and Health Sciences | | Institute of Health Sciences | Basic Science teaching | | | | |
| Geert Haesaert | UGent | Department of Applied biosciences | | Cambodian Institute for Research and Rural Development | Applied Biosciences | | | | |
| Anselme Derese | UGent | Department of Family Medicine and Primary Health Care | | Institute of Health Sciences | Skillslab | | | | |
| Peter Bossier | UGent | Department of Animal Production | | | Aquaculture | | | | |
| koen.eneman@kuleuven.be | KU Leuven campus Groep T | Faculty of Engineering Technology | Own funding | Royal University of Phnom Penh (RUPP) | bilateral agreement for scholarships of staff members of RUPP and curriculum development (current curriculum Industrial sciences is inspired on the group T curriculum) | | | | |
| koenraad.vanbalen@kuleuven.be | KU Leuven | Department of civil engineering | Angkor Training Centre, UNESCO or APSARA Authority | | provide short trainings at the Angkor Training Centre | | | | |
| marlies.lacante@kuleuven.be | KU Leuven | Faculty of Psychology and educational sciences | VVOB | | Leerresultaten in het lager onderwijs | | | | |
| Els Callens and Sofie De Rijck | VIVES | Education | | MoU Ministry of Education, Youth and Sport (MoEYS) and MTTC municipal teacher training college Phom Penh | Active learning, active games | Phd. Visalsok TOUCH, MoEYS, Row Phengse MTCC | | 2014 | |

| | | | | | | | | | |
|--------------------------------------|-----------------------|------------------------------------|-----------------------------------|---|---|-------------|------|------|------|
| Els Callens and Kristof Van De Keere | VIVES | Education | | MoEYS and MTTC Phom Penh with VVOB www.vvob.be | STEM and mathematics - inclusion | | VVOB | 2017 | 2021 |
| Dirk F. P. Verbergt | Hogere Zeevaartschool | | EU, under its Asia IT&C programme | Ministry of Public Works and Transport, "Cambodia Maritime Academy" | E-tools for Off Shore Training of Maritime Personnel. | | | 2003 | 2003 |
| | Hogere Zeevaartschool | | Asia-Link programme of the EU | Ministry of Public Works and Transport, "Cambodia Maritime Academy" | Definition of the Curriculum and Training of All Instructors for the Start-up of a New and Full Cycle of Maritime Navigation Training and Education in Cambodia. | | | 2004 | 2007 |
| Marita Granitzer | UHasselt | Medicine and Life Sciences | | to be defined | Exploration phase: pediatische en musculoskeletale revalidatie (in eerste instantie voor reisbeursstudenten) | | | | |
| Tom Brijs | UHasselt | School for Transportation Sciences | | Handicap International, Institute for Road Safety in Cambodia | Exploration phase: in het verleden voerde IMOB reeds enkele projecten uit in Cambodia, in samenwerking met/opdracht van Handicap International. Ook zijn er contacten met de director of the Institute for Road Safety in Cambodia (een voormalige ITP Road Safety deelnemer). Recent werd daarnaast een ICP - Master of Transportation Sciences, Road Safety gegund. Op korte termijn ligt hierbij de voornaamste focus op de samenwerking met Vietnam. Als buurland van Vietnam kan het daarnaast interessant zijn om de samenwerking met Cambodia uit te breiden in deze regio. Hiervoor moeten de contacten die er momenteel zijn, verder verkend worden (om te zien of er verder potentieel in zit) en ook uitgebreid worden naar hoger onderwijsinstellingen. Een eerste concrete stap hierin zal de INCO Networking Conference on Road Safety in Low & Middle Income Countries zijn, die georganiseerd zal worden aan de UHasselt in oktober 2017. | Ear Chariya | | | |

| Name Flemish Promoter | Flemish University/ University college | Department | Funding | Partner institution | Project Title | Local contact | Budget | Begin | End |
|--|--|--|----------------|------------------------------------|---------------|---|-----------|------------|------------|
| Participation in other networks/financing organisms involving higher education institutions in the partner country (EU, Nuffic, ...) | | | | | | | | | |
| Katrien.vanelven@kuleuven.be | KU Leuven | *Soksamphoas IM: exchange Students Faculty of Arts *Horn KEN: exchange Students Faculty of Arts | Erasmus Mundus | Paññāsāstra University of Cambodia | AREAS | Eng Kimsan, Associate Dean and Professor for Small and Medium Enterprises and Marketing, Faculty of Business and Economics. | 1 997 650 | 15/07/2011 | 14/07/2015 |
| Katrien.vanelven@kuleuven.be | KU Leuven | *Sopheap SAM: exchange Students Faculty of Psychology and Educational Studies *Chea TY: exchange Students Faculty of Social Sciences *Channly Toeu: exchange Students Faculty of Social Sciences | Erasmus Mundus | Paññāsāstra University of Cambodia | AREAS+ | Eng Kimsan, Associate Dean and Professor for Small and Medium Enterprises and Marketing, Faculty of Business and Economics. | 3 024 725 | 15/07/2013 | 14/07/2017 |

| Indicative list of PhD's linked with Cambodia | | | | |
|---|------------------------|----------------|------------|----------|
| Flemish institution | Department | Promotor | Start year | End year |
| UGent | Health Sciences | Piet Pattyn | 2009 | 2015 |
| UGent | Bioscience Engineering | Wim De Waele | 2012 | |
| UGent | Bioscience Engineering | Peter Goethals | 2014 | |

Annex 4 – Matrix matching Cambodian priorities, international donors & Belgian actors

| THEMES | National development priorities (RSP III) | Belgian actors (JSF) | Other international donors | Previous VLIR-UOS interventions |
|---|---|---|---|---|
| Health | <ul style="list-style-type: none"> - Promotion of health and nutrition - Development of social protection system | <ul style="list-style-type: none"> - Contribute to quality of health and to better access for all vulnerable patients | <ul style="list-style-type: none"> - JICA - USAID - AUSAID - KOICA - GIZ | <ul style="list-style-type: none"> - TEAM: reference centre gastrointestinal tumours - TEAM: parasitic infections livestock - TEAM: oncology centre - Travel grants |
| Economy | <ul style="list-style-type: none"> - Development of human resources to ensure competitiveness in an increasingly open regional labor market - Continued investment in transport infrastructure and improving trade facilitation - Strengthening governance and capacity of public institutions in order to improve the efficiency of public service delivery and investment climate. | <ul style="list-style-type: none"> - Contribute to rural development and to food, nutritional and economic security of vulnerable rural populations - Improve knowledge and implementation of human rights and labour rights and support social economy | <ul style="list-style-type: none"> - JICA - USAID - KOICA - GIZ - AFD - EU - SIDA | <ul style="list-style-type: none"> - SI: transport and logistics study |
| Government and Civil Society | <ul style="list-style-type: none"> - Good governance - Strengthening governance and capacity of public institutions in order to improve the efficiency of public service delivery and investment climate. - Gender equity | <ul style="list-style-type: none"> - Improve knowledge and implementation of human rights and labour rights and support social economy | <ul style="list-style-type: none"> - JICA - USAID - AUSAID - KOICA - GIZ - EU - SIDA | <ul style="list-style-type: none"> - Scholarships |
| Food security and agriculture | <ul style="list-style-type: none"> - Further development of and increasing value added in agriculture | <ul style="list-style-type: none"> - Contribute to rural development and to food, nutritional and economic security of vulnerable rural populations | <ul style="list-style-type: none"> - JICA - USAID - AUSAID - AFD - EU | <ul style="list-style-type: none"> - TEAM parasitic infections livestock - Scholarships |
| Environment | <ul style="list-style-type: none"> - Further development of and increasing value added in agriculture | <ul style="list-style-type: none"> - Improve environmental protection and climate change resilience | <ul style="list-style-type: none"> - USAID - EU - SIDA | <ul style="list-style-type: none"> - SI: bachelor CMI |
| CROSSCUTTING/SUPPORT DOMAINS | | | | |
| Education, Research and University | <ul style="list-style-type: none"> - Strengthening the quality of education and promoting scientific research, technology development and innovation. | <ul style="list-style-type: none"> - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - Ensure and improve access to knowledge, improve the quality of scientific research and stimulate innovation in order to contribute to sustainable development | <ul style="list-style-type: none"> - JICA (scholarships) - USAID (Mekong) - AUSAID (scholarships) - KOICA (scholarships) - DAAD (HE & research) - AFD (vocational training) - EU (HE & research) - SIDA (ITP) - Worldbank (HEQCIP) | <ul style="list-style-type: none"> - All previous VLIR-UOS interventions |