

<p>Challenges</p> <ol style="list-style-type: none"> 1. Lack of human resources, including limited number of staff and qualified preschool teacher. 2. Limited budget allocation to support early education. 3. Lack recognition on the importance of ECCD among key stakeholders, including governance agency from national to sub-national levels, community, parent and caregivers. 	 <p>Cambodia Country Profile: Early Childhood Care and Development (ECCD)</p>
<p>Photo</p>	<p>General information about ECCD in Cambodia^{i ii iii}</p> <p>In 2010, Cambodia adopted the National Policy on ECCD. An ECCD National Committee has been formulated with representatives from 11 cross-cutting ministries as mentioned within the policy. A National Action Plan on Early Childhood Care and Development 2011-2013 has also been developed.</p> <p>Pre-school education provision is catered towards children 3 to 5 years of age and is organized with a three-step system (L1-L2-L3) though in practice, children may receive only one or two years of provisions. The Ministry of Education-developed National Early Learning and Development Standards for children age-5 is part of the preschool curriculum.</p> <p>Despite progress in Cambodia, stunting rates remain high and large gaps in under-5 child mortality persist among children in rural areas as compared to those in urban areas.</p>
<p>Priorities</p> <ol style="list-style-type: none"> 1. Increase access to ECCD services. 2. Increase number of qualified preschool teacher for state-, private-, and community preschools, as well as other ECCD service providers. 3. Develop standards on children's learning and development outcomes, including nutrition, for children aged 0-5. 	<p>Key policy</p> <ul style="list-style-type: none"> • National Policy on Early Childhood Care and Development (<i>Endorsed by Council of Ministers on February 19, 2010</i>) • Sub-Decree on management of community preschool (<i>Approved by Prime Minister on December 29, 2017</i>) <p>Ministry in charge</p>

Ministry of Education, Youth, and Sport (MoEYS) oversees the National Committee for Early Childhood Care and Development which consists of 14 cross-cutting ministries. The Ministry of Health (MoH) largely focuses on children aged 0-2 and MoEYS focuses on children from aged 3-8.

For more information, please contact: ARNEC National Representative, Cambodia

Mr. Sok Sothirak ✉ sothirak@bandoskomar.org 🌐 www.arnec.net/country-pages/

Key data: A life cycle approach for ECCD

Demographics

Indicator	Data	Source (year)
Total population (thousands)	15,762.37	World Bank Open Data (2016 ^{vi})
Rural population (%)	79	ARNEC Regional ECD Data Portal (2015 ^v)
Under-5 population (thousands)	1,761	UNICEF SWOC (2016 ^{vi})
Population below the global poverty line of US \$ 1.90/day (%)	2	UNICEF SWOC (2014)
Population growth rate (annual %)	2.2	UNICEF SWOC (2016)
Total fertility rate (births per women)	2.6	UNICEF SWOC (2016)

Prenatal

Indicator	Data	Source (year)
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Noteworthy practices

1. Comprehensive parental education program
2. Community preschool program
3. A New Day for Kids community program
Noteworthy aspects: Intervention during sensitive developmental period of a child by recognizing multiple spheres of influence on children. The program is driven by the community it serves and builds on strong relationships with the government.
Achievements: Served 1,310 men, 2,095 women, 1,952 children in two of Cambodia’s most rural and remote provinces (as of 2011).

Annual number of births (thousands)	368	UNICEF SWOC (2016)
Birth registration (%)	73	UNICEF SWOC (2016)
Maternal mortality ratio (per 100,000 live births)	170	UNICEF SWOC (2016)

Birth to 5 years

Indicator	Data	Source (year)
Infant mortality rate (deaths per 1,000 live births)	26	UNICEF SWOC (2016)
Exclusive breastfeeding under-6 months (%)	65.2	ARNEC Regional ECD Dashboard (2014)
Under-5 stunting prevalence (moderate and severe) (%)	32	UNICEF SWOC (2016)
Under-5 mortality rate (deaths per 1,000 live births)	31	UNICEF SWOC (2016)
DTP3 national immunization coverage (%)	90	UNICEF SWOC (2016)
Violent discipline (Children aged 1-14 exposed to violent disciplinary methods during the last month) (%)	N/A	N/A

School readiness

Indicator	Data	Source (year)
Early Childhood Development Index or ECDI (%)	N/A	N/A
Father's support for learning (%)	9	UNICEF SWOC (2016)
Availability of children's books (%)	3.9	ARNEC Regional ECD Dashboard (2014)
Gross enrollment ratio or GER in pre-primary (%)	17.94	UIS (2015 ^{vi})
Gender parity index of GER; F/M (%)	1.07	UIS (2015)
Children entering Grade 1 with ECD experience (%)	21.09	UIS (2013)
Gender parity index of children with ECD experience; F/M (%)	1.14	UIS (2013)
Grade 1 repetition rate (%)	8.2	UIS (2013)

Testimonies

"It is well known that children who attend pre-school are more likely to continue to mainstream schooling and are less likely to drop out. As part of its commitment to poverty reduction and human capacity development, the Ministry has prioritized the development of the Early Childhood Education sub sector in recent years. The national Early Childhood Care and Development Policy emphasize the expansion of services for the most vulnerable." – His Excellency Im Sethy, Minister of Education, Youth and Sport, Cambodia, 2014

ⁱ ARNEC. [Asia Pacific Regional ECD data portal: Enabling environments](#).

ⁱⁱ UNESCO. (2017). [ECCE country profiles](#).

ⁱⁱⁱ UNESCO. (2016). [New Horizons: A review of early childhood care and education in Asia and the Pacific](#)

^{iv} World Bank Group. (2016). [World Bank Open Data](#). (Accessed 17 January 2018)

^v ARNEC. [Asia Pacific Regional ECD data portal](#). (Accessed 12 January 2018).

^{vi} UNICEF. (2016). [The State of the World's Children 2017 Statistical Table](#).

^{vii} UNESCO Institute for Statistics (UIS). (2018). [Education dataset](#). (Accessed 12 January 2018).