



The [Early Childhood Education Policy Academy](#)¹ is a multi-year effort by the World Bank designed to help countries identify needs and generate options to improve early childhood education (ECE) at the country level. It offers a unique opportunity for country teams to strengthen policymaker capacity, problem-solve within a global network of peers, and engage in South-to-South learning along some of the world's leading early childhood practitioners and academic experts. The program's first cohort supported 12 countries² from April 2021 to November 2022. This case study showcases how the program specifically supported the Cambodia country team.

CONTEXT

Cambodia has made important progress in improving ECE. The country has been successful in establishing a national policy and committee for Early Childhood Care and Development (ECCD), in addition to developing enrollment targets, quality measurement indicators and a national curriculum framework. The enrollment rate for 5-year-olds is on track to meet the country's target goal, demonstrating a positive trend towards improved ECE access and participation. These are all strong steps towards the advancement of the country's system of ECE and indicative of Cambodia's commitment to ECE. Moving forward, the government is exploring to foster a skilled and dedicated workforce, enhance learning through plan approaches in the curriculum, and engage more deeply with parents and the community. The ways in which the program has supported these efforts are detailed below.

ECE SNAPSHOT

Access

GER: 37% for ages 3-5 – 14% for age 3; 34% for age 4; 65% for age 5 (MoEYS 2023)

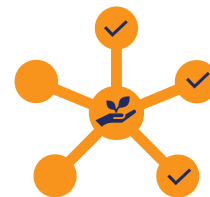
GER breakdown across providers: 25% in public preschools; 5% in private; 8% in community-based (MoEYS 2023)

Enabling environment

Learning standards/curriculum

Coordination
body

Measurement
system



ECD plan or
strategy

Quality
assurance

PROGRAM CONTRIBUTION

GOAL 1

STRENGTHEN
THE ECE
WORKFORCE



- **Contribution:** The program module on Attracting, Training and Retaining Teachers has supported the country team in exploring ways to improving the capacity of the existing stock of the ECE workforce.
- **Next steps:** Drawing on the module, the country team is currently implementing capacity building activities designed to address the persistent shortage of ECE teachers and modernizing teacher training facilities and improving capacities of teacher trainers for better pre- and in-service teacher training quality.

GOAL 2

ENHANCE
PLAY-BASED
LEARNING



- **Contribution:** The program supported the country team's attendance at the LEGO Idea Conference in 2022, providing an opportunity to learn new and innovative approaches to play-based learning and to build new partnerships and collaborations with experts and practitioners from around the world.
- **Next steps:** Building on these experiences, the country team is planning to replicate similar trainings and workshops on play-based learning at the national, provincial and school levels.

GOAL 3

STRENGTHEN
PARENT AND
COMMUNITY
ENGAGEMENT



- **Contribution:** Through the program, the Cambodia country team has been able to explore various strategies to empower schools to engage more closely with communities, including parents.
- **Next steps:** As a result of this process, the country team had identified engaging parents through School Based Management (SBM) Committees as a promising approach for the future in building parent financial support for preschool programming.

¹ The Early Childhood Education Policy Academy is managed by the World Bank's Early Learning Partnership (ELP), a multi-donor trust fund that provides resources and technical assistance to support early childhood development and early learning around the world.

² Participating countries included: Cambodia, Central African Republic, El Salvador, Liberia, Morocco, North Macedonia, Paraguay, Senegal, South Africa, Türkiye, West Bank and Gaza, and Uganda.