



Ministry of Education, Youth and Sport

**Kingdom of Cambodia
Nation Religion King**

**Mid-Term Review Report in 2016 of the
Education Strategic Plan 2014-2018 and
Projection to 2020**

November, 2016

Preface

During the two and half years of the implementation of the Education Strategic Plan (ESP) 2014-2018 , significant progresses have been made for providing equitable access to education at all levels, implementing specific measures to strengthen quality and responsiveness of education services, and promoting the efficiency and effectiveness in education services management.

The 2016 Mid-Term Review (MTR) of the ESP 2014-2018 implementation is an essential and necessary opportunity for the Ministry of Education, Youth and Sport (MoEYS), the Development Partners to see the progresses and the effectiveness of Educational Performance against the defined goals and objectives.

This MTR reflects a trend toward improving the MoEYS's ownership and capacity in leading the process, arrangement and decision making. The MTR realigns the program / sub-program, indicators and targets with newly emerged or articulated priorities, notably the teachers, curriculum, personnel, policy and planning reforms with a supplementary of The Rapid Education Sector Analysis (2016), focusing on gaps in the sub-sectors, teachers, PFM, and institutional capacity,

In addition, this MTR report proposed the revised medium-term education policy from three to two policies in 2016, consistent with SDG4, revised core breakthrough indicators, indicators by sub-sectors and targets 2015-2016 to 2019-2020. The student projections and the education resource estimation from 2016 to 2020 have been also adjusted. An update of the policy action matrix from 2016 to 2020 is also included. The credibility of the MTR recommendations will be enhanced by the adopted M&E Framework/Guidelines 2016-18.

Finally, the MoEYS would like to thank all MoEYS's technical staff, senior officials and Education Sector Working Group (ESWG) members who have supported and made their significant contribution to the development of the ESP MTR report and the education reform process.

Phnom Penh, November, 2016

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1. Executive summary

The mid-term review 2016 of ESP 2014-2018 enhances the credibility of the plan by examining the realization of educational achievement, provision of inputs, programs, implementation strategies, and making necessary updates and adjustments to achieve the policy objectives. It will serve as a re-adjusted ESP, and will help accelerate the implementation of the second half of the plan. The plan realigns the program / sub-program, indicators and targets with newly emerged or articulated priorities, notably the teachers, curriculum, personnel, policy and planning reforms (such as Decentralization & De-concentration). The plan is also in line with the SDGs, and newly emphasizes “inclusion” and “lifelong learning” as a major policy goal. A simulation exercise updating projections of population/students and other inputs was carried out in 2016, and this has allowed to update the financing needs of the ESP/MTR. The Rapid Education Sector Analysis (2016), focusing on gaps in the sub-sectors, teachers, PFM, and institutional capacity, will supplement the MTR. The credibility of the plan will be also enhanced by the M&E Framework/Guidelines 2016-18 (target date October 2016), which will for example clarify the roles and responsibilities between central departments and also between central and provincial education offices.

The implementation of Education Strategic Plan 2014-2018 represented an important step by the Ministry of Education, Youth and Sport in the implementation of education, youth and sport reforms in Cambodia, aligned with other reforms of the Royal Government of Cambodia in the fifth mandate. The important policies and strategies of the Nation Development Strategic Plan 2014-2018 were reflected in the Education Strategic Plan 2014-2018.

Significant progress has shown in providing equitable access to education at all levels, implementing specific measures to strengthen quality and responsiveness of education services, and promoting the efficiency and effectiveness in education services management.

About 60 per cent of the policy actions planned for 2014 and 2015 were completed. These actions paved the way for the implementation of strategies and programs planned in education sector for 2014-2018.

There has been mixed advancement toward the achievement of the policy objective 1. As shown in Chapter 5, some of the CBIs show relative progress, but even in these cases it has not been sufficient to reach the set targets. The second policy objective can't be thoroughly measured because the assessment framework is not in place yet. However, the assessments conducted so far on Khmer and Math at grade 3, grade 6 and grade 8 show some worrisome results, indicating a low level of learning achievements in these subjects. Many steps have been taken at MoEYS to make progress toward policy objective 3, including enabling regulation, and work mechanisms, and capacity development. Results-based management has also improved. Functional responsibility and transfer in education of 3 sub-sectors to sub-nation level is preparing and planning (Early Childhood Education, Primary Education and Non Formal Education are starting to implement at early 2017).

Strategies of each sub-sector are relevant to effectiveness through implementation of sub-programs and priority activities, and illustrate the change result as shown in chapter 3. However, some strategies require to be revised to respond to evolution and related effects.

Main activities and programs which set in the Education Strategic Plan 2014-2018 have been implemented about 100 percent, except some of the programs and activities which require more resources and some with unclear sources of supporting budget. However, the scope and efficiency of implementation of programs and main activities are limited. At the same time, the targets of some programs and activities need to be revised to ensure consistency with the implementation capacity and available resources.

The resource mobilization for supporting the implementation of ESP in 2014 and 2015 achieved about 90 percent. The Gov't budget has increasing gradually in both volume and share of the Gov't recurrent budget. The DP's budget has contributed in education development about USD\$ 70 million per year. However, the review of budget expenditure on some key reform priorities need to be conducted especially the financing support to the implementation of TPAP, curriculum and textbook development, and school inspection.

Among the 15 reform priorities, the PFMR and the personnel management reform enable the changes in the whole systems, which also show the effects in the upper secondary education examination process and result. It's expected that the rigorous implementation of TPAP and education personnel management reform in the next phase will strongly improve the performance of educational staff and education system.

Despite significant progress toward the three policy objectives set out in the ESP 2014-2018, there are various areas that need to be strengthened or improved. Some of the challenges are related to the expansion of access to education service at pre-school and secondary education. The equity and inclusion need to be improved in primary education. Others are related to improving the quality of services provided at ECE and higher education. Learning is one of the major areas in need of improvement throughout the education cycles, and from an early age, so that the foundations for subsequent and lifelong learning can be secured. Youth need to be equipped with skills for an effective integration to the labor market, to ensure their contribution as citizens at different levels, and to thrive in their lives. Several reforms continue to be rolled out such as the TPAP, the PFM, and the D&D. Thus, the development of capacities and the establishment of support structures continue to be key areas of focus for MoEYS at national and sub-national levels.

The MoEYS adopts the revised medium-term education policy from three to two policies in 2016, consistent with SDG4, as following; Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and Policy 2: Ensuring effective leadership and management of education staff at all levels

Thus, revised core breakthrough indicators, indicators by sub-sectors and targets 2015-2016 to 2019-2020 will ensure the compliance with the SMART principle. The student projections and the education resource estimation from 2016 to 2020 have been also adjusted. An update of the policy action matrix from 2016 to 2020 is also included.

Although several of the components of the 15 priority reforms were present in different sections of the ESP 2014-2018, this Mid-term Review report highlights the strategies of each reform separately, making reference to their presence in the ESP.

CAMBODIA RAPID EDUCATION SECTOR ANALYSIS EXECUTIVE SUMMARY

The Cambodia Rapid Education Sector Analysis is aimed as a complement to the Mid-Term Review of the Education Strategic Plan 2014-2018 of the Ministry of Education, Youth and Sport. As such, it takes a longer-term view to identify the main areas of progress and the key challenges facing the education sector in regards to the basic education years and the teacher workforce.

Cambodia has made much progress in providing education opportunities for children and young people in the past eight years. A policy of expansion of early childhood education services has allowed enrolment at this level to increase significantly, thereby providing thousands of children with a strong educational start. Access to primary education is significant. Gender parity has improved in most subsectors. Learning conditions have improved. Nevertheless some challenges remain to reach the SDG 4 goal of inclusive and quality education for all, and the promotion of lifelong learning. The key findings in the report follow.

1. The program of expansion of pre-school classrooms undertaken by MoEYS in the past years and the growth of community pre-schools allowed enrolment in pre-primary education to grow by 2.5 times since 2007/08. However, the proportion of pre-school-aged children attending ECE services is still low. Just over 19 per cent of children 3-5 years old are registered in ECE services, but attendance is lower especially among poor families and in rural areas.
2. While the number of children enrolled in public pre-schools increased at an annual rate of 10.3 percent, the number of teachers allocated to these schools grew at an annual rate of 5.5 percent. As a result, the pupil-teacher ratio in pre-school education rose, from 26.9 in 2007/08 to 38.3 in 2015/16. Increasing pupil-to-teacher ratios suggest that the recruitment of teachers for public pre-schools has not kept pace with enrolment, and this may have an impact on quality. Moreover, when contract teachers have been recruited to cover for teacher shortages, they only go through a small amount of training hours.

The efforts of expansion of ECE need to continue, but the quality of the services also has to accompany this process, through adequate recruitment and deployment of teachers, appropriate training of teachers, and adoption of quality standards in ECE services.

3. Despite high rates of enrolment in primary education and remarkable improvements in the internal efficiency of this level, a drop in net enrolment rates in the past two years should be a wake-up call to ensure that the achievements in the past decade are not lost. NER in public schools in urban areas, in particular, only reaches 82.6 percent, a drop of 10 percentage points since 2007/08. A possible transfer of students from the public to the private sector, especially in urban areas, does not account for the overall reduction in neither GER nor NER. In 2015/16, the total -public and private- net enrolment rate was 97.9 percent.
4. In addition to reinforce equitable access to primary education, progression and retention until the last grade need to improve. Repetition is still high in the first grade of schooling. Dropout is pervasive in some regions, with some districts in the north and south-west of Cambodia where 2 rates of abandon are well above the average. After a period of increasing rate of completion in primary education, the situation has deteriorated in the recent past and the rate has fallen to 80.6 percent. Under current flow trends, primary completion rates will continue to decline for at least the next two years. There is some degree of overlapping between the districts with low primary completion rate and high dropout rate. Moreover, dropout picks up toward the end of the primary school cycle, which has an impact on the completion rate.
5. Part of the problem of early dropout and lack of completion of primary schooling could be due to overage. Late entry to school is still common, and a slow progression within the cycle could lead to early abandon. Another possible reason for poor completion rates is the lack of complete schools in some rural districts. An additional issue that can affect access to school and completion is the lack of separate latrines, safe water and hand-washing facilities. About 86 percent of primary schools have latrines and safe water, and only 47 percent have hand-washing facilities.

Access to quality pre-school education can contribute to improve entry at the right age and enhance school readiness. School infrastructure has been boosted in the past years, but planning can still be improved, to guarantee that new schools respond to local needs, that both new and existing schools comply with WASH standards and have adequate equipment and learning materials, that they provide all grades, and that teachers are deployed where they are needed.

6. Access to lower secondary education remains quite low. Considering both public and private enrolment, the GER has remained stable around 55 per cent in the past three years. The current total NER in lower secondary education is about 40 percent, after slightly improving in the past seven years. Rural enrolment rates have approached the urban rates because of the sharp drop of the latter and the improvement of the rural NER. While progress toward greater access in rural areas is commendable, the downward trend observed in urban areas is worrisome. In 2014/15, the urban NER was 44.6 percent while the rural NER reached 37.8 percent.

7. Dropout represents the major challenge at the lower secondary level. All throughout the period 2007/08 – 2015/16, the rate remained very high, around 20 percent, and has not showed any significant improvement. Given this situation, it is not surprising that progress with regard to completion of lower secondary has been very slow.
8. As a result of the lack of progress in access to lower secondary education, access to the upper secondary education grades is even lower. Moreover, the efforts to reach the rather high access levels in urban areas eight years ago have been lost, and there has not been a major focus on improving access in rural areas either. Indeed, the urban GER is less than 40 percent, and the rural GER is half this level; whereas the urban NER is less than 30 percent, and rural NER only reaches 14 percent. Dropout rates are even higher than in lower secondary, reaching 23.8 percent in the last academic year. Almost one in two male students in rural areas drop out without completing the last grade of upper secondary education.
9. High dropout rates in secondary education may be a result of the rise in the opportunity costs of schooling. Dropout rates climb with grades, as adolescents get older, and are particularly high in rural areas, where the need to contribute to families' income is more pressing. Dropout could also be linked to lack of enough education services at a reasonable distance, especially in rural districts.
10. As a result of lack of access and poor retention, a significant number of children of basic education age are not attending school. Exclusion from schooling in rural areas is almost double the proportion found in urban areas. The reasons vary, but wealth appears as the main factor associated with lower school attendance. Economic factors are the reasons given by 43.5 percent of women and 36.8 percent of men for not attending school at the time of the Cambodian Socio Economic Survey 2014.

Efforts to reach out-of-school children, especially to those in marginalized groups, e.g. children from poor families, disabled children, ethnic minority children, etc., should be intensified. This would entail a combination of strategies, some of which are already being adopted but might need to be strengthened or refocused. Scholarships, for instance, have been very effective in raising access, but the targeting could be sharpened, and the grants could be linked to other indicators of performance to ensure retention and completion of an education cycle. The scholarship along with the reduction in the number of incomplete schools might have contributed to improve retention and progression, thereby the importance of considering its further potential in secondary education.

11. Girls' enrolment still lags behind that of boys in primary school, although girls that are in school fare better in terms of progression and completion than their male peers. Gender parity is reverted in secondary education as girls' access and retention has improved. In recent years, boys – especially in rural areas - have become more likely to abandon primary and secondary education prematurely compared to girls.
12. The establishment of a national learning assessment system in Cambodia is on-going. In addition, the two Early Grade Reading Assessments (EGRA) were conducted, raising very serious concern on the quality of learning. A similar assessment in Math (EGMA) showed further problems. The findings of recent assessments suggest that even though access to primary school is relatively high, children are not learning sufficiently. Indeed, the EGRA tests showed that half of the children in grades 1 and 2 were unable to read a familiar word. Some of the effects of these problems can again be observed in grade 3. Although the results cannot be compared across assessments, this should lead to the reflection of the factors that can be associated with children's learning problems. The report suggests that students are not adequately building the basic Khmer and Math competencies in the first grades, so that difficulties along the 4 cycle have accumulated considerably by the time they reach grade 6. Although there are some minor differences in the results of girls and boys (slightly higher for the former), the key disparities are by geographical area of residence and socio economic background of children. Irregular attendance to classes also have a negative link with learning outcomes. Findings in the learning assessments in primary education are echoed by those recently conducted in grade 8.

Learning assessment findings raise concerns as to the quality of basic education and actual learning in schools. As learning difficulties show from an early age, quality strengthening measures should also be set up at an early stage. Pre-school education and the reinforcement of reading, writing and math skills in the first grades of primary school are foundations for later learning. Qualified teachers are essential, as are adequate teaching methodologies, curriculum, textbooks and other learning materials. It is important that all components are consistent: a sound curriculum framework, textbooks that are coherent with it, and teacher training that incorporates the new curriculum framework.

13. During the last few years, the government of Cambodia has made an important effort at improving teachers' conditions of work, increasing salaries and providing incentives to teach in rural and remote areas. However, the incentives, notably to teach in more disadvantaged areas do not seem to be sufficient.
14. The deployment of the enlarged teacher workforce has not always responded to the real needs of schools, though. A recent study of deployment of primary school teachers shows that there has not been much progress in ensuring a more equal teacher distribution among primary schools, whereby schools facing acute shortages of teachers should have been prioritized. Furthermore, it is common to find urban districts with surplus of teachers whilst rural districts are likely to face shortages.
15. Recognizing that a highly qualified and motivated teacher workforce is a key factor in the quality of education, the MoEYS has embarked on a major teacher policy reform. The strategies devised to achieve a quality teaching workforce are at the core of the Teacher Policy Action Plan (TPAP) of 2015. In the last fifteen years the education level of Cambodian teachers has improved considerably, but the new teacher policy would require all teachers to hold at least a Bachelor's degree in education from 2020 onward. Upgrading the teacher workforce to the levels targeted in the TPAP is a vast challenge. The needs appear to be highest for provinces with a prevalence of remote and rural areas, where the level of qualifications of teachers is lower. There are several constraints to embark on a fast upgrading process. Among these is the limited current capacity of the Teacher Training Centers for offering a teacher education program that would meet the standards required for a Bachelor of Education degree.

A review of deployment practices, and the incentives for teachers to work in disadvantaged areas would be very important to ensure that children can learn with qualified teachers. The main challenge of upgrading the current teacher workforce to the qualifications set in the new teacher policy lies on upgrading primary education teachers, and strategies could be devised targeting this group in the first place. A possible avenue of action could be to implement an in-service upgrade plan for primary school teachers in a gradual manner, for example, by focusing first on provinces/districts with the greatest challenges in terms of student progression.

16. The important reforms that the MoEYS is leading require strong institutional, organizational and individual capacities. Several improvements have been made since the implementation of the ESP 2014-2018 to strengthen results-based management. Examples of this include the adoption of a sub-sector approach to program planning and reporting, the development of Annual Operational Plan, and of a Budget Strategic Plan. Still, some important challenges remain: (i) the capacities and the experience on strategic planning and results-based management continue to be in a developing stage, especially at sub-sector and sub-national level; (ii) the different structures of the ESP on one hand and budget planning on the other, make it difficult to link financial resources to results.
17. There is also concern on the D&D policy implementation and on the capacities at the sub-national level to undertake this policy. The Capacity Development Master Plan recognizes the need for appropriate capacity development under the D&D reform. Support for the D&D process, particularly at the school level, seems to be still in its initial stages.
18. Another aspect of the capacities if the system is the availability and use of Information Systems. The EMIS Master Plan 2014-2018 is contributing to strengthen a comprehensive and timely

information system on education trends and school profiles, and a Quality EMIS has been established. However, the use of the statistical data for planning and decision-making is limited, as many staff at central and sub-national levels do not have sufficient capacity to perform complex data analysis.

19. A special note has to be made on the national learning assessment framework. Though there has been progress in the implementation of learning assessments, the mechanism to translate their findings for improving system performance are still not in place, for instance on teaching and learning processes, curriculum, inspection, training, etc. In addition, inspection activities and reports are not fully conducted and produced.

It's important that capacities at the Education Quality Assurance Department be strengthened to be able to manage the various national and be prepared for regional or international assessments that MoEYS conducts, but it's also key that findings from the assessments feed into the teaching and learning process. These aspects form part of a strong national learning assessment framework, which the education system needs to develop.

20. Recent improvements in budget allocation and to ensure better working conditions for teachers are important steps toward a more adequate level of funding of education in Cambodia. An effective implementation of the Public Financial Management reform should also contribute to ensure more timely disbursement of funds, higher degree of budget execution, and a strengthened link between funding and education policy priorities.

2. Introduction

Ministry of Education, Youth and Sport formulated the Education Strategic Plan (ESP) 2014-2018 to respond to the progress and development processes undertaken by the Royal Government in the fifth legislature of the National Assembly and respond to NSDP, 2014-2018. In ESP 2014-2018, MOEYS together with Development Partners (DPs) and other stakeholders are committed to strengthening the implementation of policies, strategies and programs identified so far and incorporating priorities and new activities. ESP is based on result-based management, planning and budgeting and designed by key sub-sector. Periodical and regular monitoring and review of ESP are also important for all stakeholders to focus on. In the fifth mandate of the Royal Government, MOEYS introduced 8 additional reforms in 2014. Seeing key progresses of these reforms, MOEYS expanded to 15 points, focusing on 5 pillars to enhance quality of education.

2016 is the time to undertake mid-term review on ESP, 2014-2018 by reviewing education performance, implementation of strategies, programs, sub-programs and other relevant factors including inputs for education sector. Harmonizing works and timeframe must also be efficient and effective, especially between Joint Review Mission of development partners, annual education congress, ESP MTR and education retreat.

The aim of MTR in 2016 are to strengthen M&E system as outlined in ESP, to ensure consistency among priorities and promote implementation of key reform programs of MOEYS.

Outcomes from this MTR will shape the direction, accelerate and harmonize the implementation of ESP 2014-18 in the next two years and a half through MTR report, which will reflect the sharpening of strategies, harmonization of reform priorities, improvement of programs/sub-programs, indicators and targets and mobilization of inputs for the implementation.

2015 is the final year of CMDGs. Cambodia has achieved Goal 2 on Universal Access to Primary Education. In the global context, Sustainable Development Goals 2030 started with Goal 4 on Education. At regional level, Cambodia must prepare itself towards integration into ASEAN, which begins in 2016. Education is part of the third pillar on social affairs and culture.

Cambodia's Industrial Development Policy emphasized creating potential and added value. Education sector will focus on creating second chance to complete secondary education through equivalency program based on tests which allow learners to be awarded with general education certificate at all levels, whether their learning takes place in non-formal or informal system. Strengthen education quality at primary and secondary education focusing on strengthening basic knowledge of children, youth, math, science, literature and technology. Promote general education for at least 9 years by minimizing dropout rate at primary education and promoting enrolment at secondary education. Improve curriculum by including soft skills including social communication skills, problem solving skills, respect for disciplines at work and many other skills which are important for developing industrial foundation.

3. Review Process

To ensure consistency and complementarity between ESP MTR, Education Congress, Joint Mission Review and Education Retreat, the framework and timeframe (see Annex 1) will be coordinated as follow:

Mid-term review will start in Oct 2015 and finish in April 2016. MTR will focus on 3 key areas including:

- Reviewing ESP from 2014 to 2016
- Harmonizing reforms in ESP: Based on the analysis of progress of the 15 reforms, the 15 reforms must be incorporated into ESP (See Annex 2)
- Updating strategies, activities, indicators, targets and financing plan form 2016-2018.

4. Assessment of general progress of the Education Strategic Plan 2014-2016

4.1. Progress of the Core Breakthrough Indicators

The Education Strategic Plan 2014-2018 set three policy objectives for the whole sector:

1. Ensuring equitable access for all to education services
2. Enhancing the quality and relevance of learning
3. Ensuring effective leadership and management of education staff at all levels

A series of ten key indicators were chosen to measure progress toward the achievement of these three objectives. Table 4.1 shows the trends since the beginning of the ESP implementation and the final targets for each of the selected indicators.

Table 4.1 Core Breakthrough Indicators targets and status

Core Breakthrough Indicators	Baseline 2013-14	Status 2014-15	Status 2015-16	Target 2017-18
1. Percentage of five-year old children enrolled in any form of Early Childhood Education Program	59.9%	61.4%	64.1%	80%
2. No. of districts with primary education completion rate at least 80%	119	104	95	144
3. No. of provinces with lower secondary education completion rate at least 40%	7	9	8	17
4. Youth literacy rate (15-24)	91.5%	93% (2013)	90.1% (2014)	97.5%
5. Adult literacy rate (15-45)	87.05%	80% (2013)	78.1% (2014)	90.5%
6. National learning assessment of students at grade 3, 6 and 8 for Khmer and Math subjects	Being implemented for grade 3	Implemented for grade 6	Results for grade 6 disseminated	Implemented for grade 8
7. No. of teachers at higher education level with Master degree	6,311	7,117	8,321	7,311
8. No. of teachers at higher education level with PhD degree	808	830	971	1,058
9. Percentage of PB against total budget of MOEYS	13.69% (2013)	21%	100%	100%
10. Percentage of PB liquidation	86.7%	86.16%	94%	95%

Sources: Education congress report 2016 and technical departments

Percentage of five-year old children enrolled in all aspects of ECE has been increasing from year to year, but it is still far from the final target. Enrollment for this age group increased around 2 percentage points per year, when in fact it was expected to increase by 5 percentage points per year. This pace of growth makes it difficult to achieve an enrolment rate of 80 % in 2018. It noticed that ECE service expansion depend on increasing Community Preschools (CPS). However, the construction of schools under this modality and the corresponding deployment of teachers were limited in various areas. Therefore, there is a need to review on target of five-year old children, promote the responsibilities of

stakeholders for expanding early childhood education services, and provide more inputs to support early childhood education service for achieving targets.

The **number of districts achieving a primary completion rate of at least 80%** has declined from an initial level of 119 districts in 2013/14, the number of districts reaching the set threshold declined to 104 districts in 2014/15 and 95 districts in 2015/16. Moreover, 21 districts that had achieved a completion rate of at least 80% in SY 2014-2015 fell below this threshold in 2015-2016, while other 12 districts reached the 80% limit. Over the last four years the number of districts with over 80% primary completion rate has declined. The increase in districts with PCR less than 60% (19 in total) is a cause for concern. The large number of districts in the 70-79.9% band appears to indicate that the fall in performance has not been too severe and that there may be the potential to bring many districts back above 80%. The level of change in performance for each district shows that 69% of the districts have performed less well than in 2014-15 and only 31% have improved. The average level of change across the 197 districts was a reduction in PCR of 3.0%. This is broadly consistent with the change in the nationally aggregated PCR, which fell from 84.1% in 2014-15 to 80.7% in 2015-16.

Lack of progress in dropout and repetition rates could be behind the worsening of completion rates in primary education. Although the dropout rate declined for primary education overall, it remains high in the last two grades of the cycle. In addition, repetition has increased, especially among girls (4.3% to 8.1%) and in the first grade. Specific interventions should focus on districts which have the lowest performance (40 districts).

The number of provinces achieving a lower secondary education completion rate of at least 40 percent. The trend has been fluctuating around 8 out of 25 provinces, which is still far from the target set for 2017-2018. However, there were 5 provinces had increased above 1 percent and 11 provinces decreased more than 1 percent which including Phnom Penh fell considerably from 54.6 percent to 45.5 percent (not included statistic of private schools). Dropout rates at lower secondary are still high, around 19 percent, and have not improved in several years, negatively affecting the completion rate.

Youth literacy rate (15-24) increased from 92.1 percent in 2012 to 93 percent in 2013 and declined to 90.1 percent in 2014. The adult literacy rate (15-45) increased from 77.6 percent in 2008 to 80 percent in 2013 and decreased to 78.1 percent in 2014. The trends of literacy indicators show a lack of progress because there are some challenges such as it is difficult to select literacy teachers in some areas; it is not possible to open literacy classes in some areas by lack of class-size norm; and some learners studied in regular. In 2015, MoEYS in collaboration with UNESCO, relevant ministries and DPs organized the National Literacy Campaign to increase adult literacy rate (for 15 years of age and over) to 84.4 percent to achieve Goal 4 of Education For All. Through these inventions, MoEYS is likely achieved the 2018 target.

National assessment test on students learning achievement Grade 3, Grade 6 and Grade 8 in Khmer and Math subjects implemented. Respectively Grade 3, Grade 6 and Grade 8 assessment test have been implemented in SY 2013-2014, SY 2014-2015 and SY 2015-2016. The test results of Grade 6 on Khmer, Physics and Math subjects have disseminated. The use of national assessment test results by grade remains priority for improvement of Education System.

The **numbers of Higher education lecturers holding Master degree and Ph.D.** have increased over the years of ESP implementation, in the first case, even above the target for 2018. This has been accomplished through upgrading and training activities at university, supported by government and DPs. Number of lecturers were got scholarship from other countries and 64 lectures (63 for Master Degree and 3 for Ph.D.) have gotten scholarship at abroad by Higher Education Quality Improvement Project under supported World Bank fund. However, there is need to further focus on priority skills, such as science, technology, engineering, arts and mathematics (STEAM).

The conversion to **Program Budget** was completed in 2015. Whereas PB was 13.7% of total MoEYS budget in 2013, and 21% in 2014, it has currently reached the totality of the Ministry’s budget. The technical Departments/Institutions and POEs are presently budget entities. MoEYS is ready to implement the 3rd phase of Public Finance Management Reform which was introduced in early 2016.

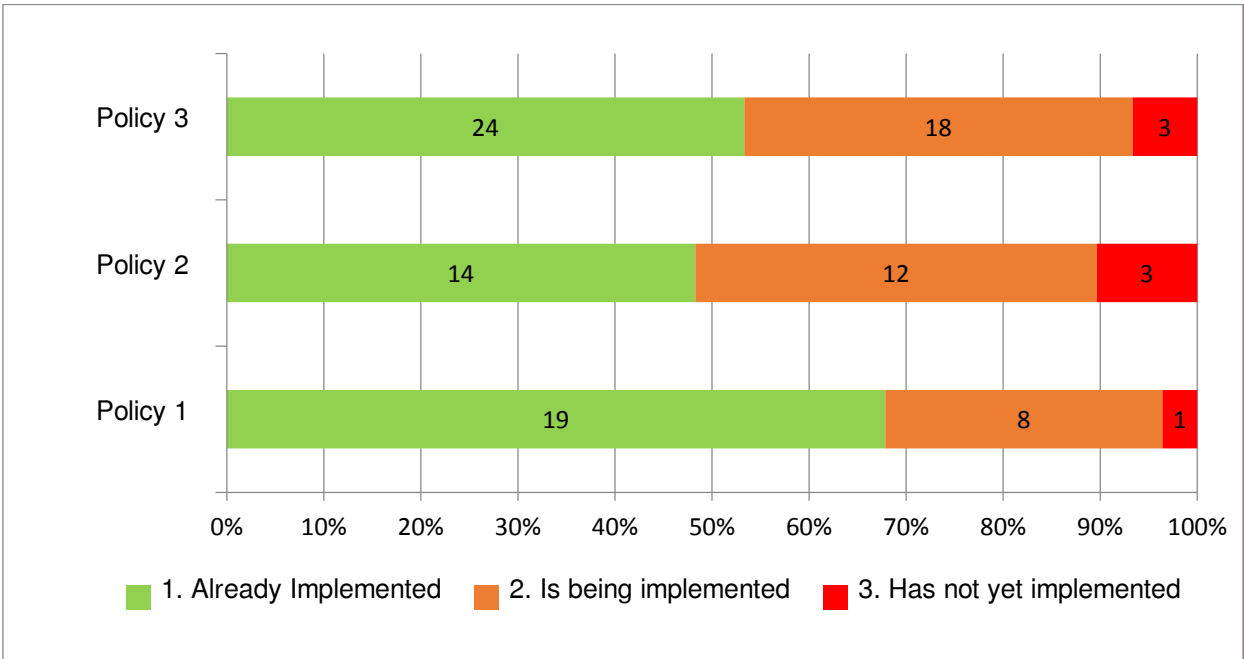
Percentage of PB liquidation has improved, rising to 94% in 2015. MoEYS paid attention to strengthening the linkage between policy and budget through improving formulation of Budget strategic plan, PB and Annual Operational Plan as well as budget implementation and liquidation.

4.2. Analysis on the Progress of Policy Action Implementation for 2014 and 2015

In 2014 and 2015, MoEYS planned to implement 102 policy actions, 55.9% completed, 37.2% ongoing and 6.9% not yet implemented. The first policy consisted of 28 policy actions, 67.9% completed, 28.6% ongoing and 352% not yet implemented. The second policy consisted of 29 actions, 48.3% completed, 41.4% on-going and 10.3% not yet implemented. The third policy consisted of 45 actions, 53.3% completed, 40% on-going and 6.7% not yet implemented.

There are 44 policy actions in 2014 which were carried out to 2015, of which 47.7% were completed, 50.5% were on-going and 2.3% was not yet implemented. In 2015, there are totally 74 policy actions including remain 2014 policy actions. In summary, 43.2% of policy actions were completed, 51.4% were ongoing and 5.4% were not yet implemented because of financial constraint and capacity to implementation, some issues beyond decision of the Ministry of education Youth and Sport.

Figure 4.1 Progress in implementation of policy actions for 2014 and 2015



Early childhood education sub-sector had 13 actions, 7 (53.8%) completed, 5 (38.5%) on-going and 1 (7.7%) not yet implemented. Delay of the formulation of guidelines to strengthen management and functioning of organizations contributed to non-achievement of targets of this sub-sector.

Primary education sub-sector had 18 actions, 16 (88.9) completed and 2 (11.1%) on-going. More attention on the formulation of statutes for establishing public and private primary education establishments is an immediate challenge to be addressed.

Secondary and technical education sub-sector had 21 actions, 9 (42.9%) completed and 12 (57.1%) on-going. Delay in the formulation of regulations and working mechanisms led to lower scope of technical education than expected.

Higher education sub-sector had 18 actions, 4 (22.2%) completed, 11 (61.1%) on-going and 3 (16.7%) not yet implemented. This requires speeding up of the formulation of guidelines to promote quality and management of higher education institutions.

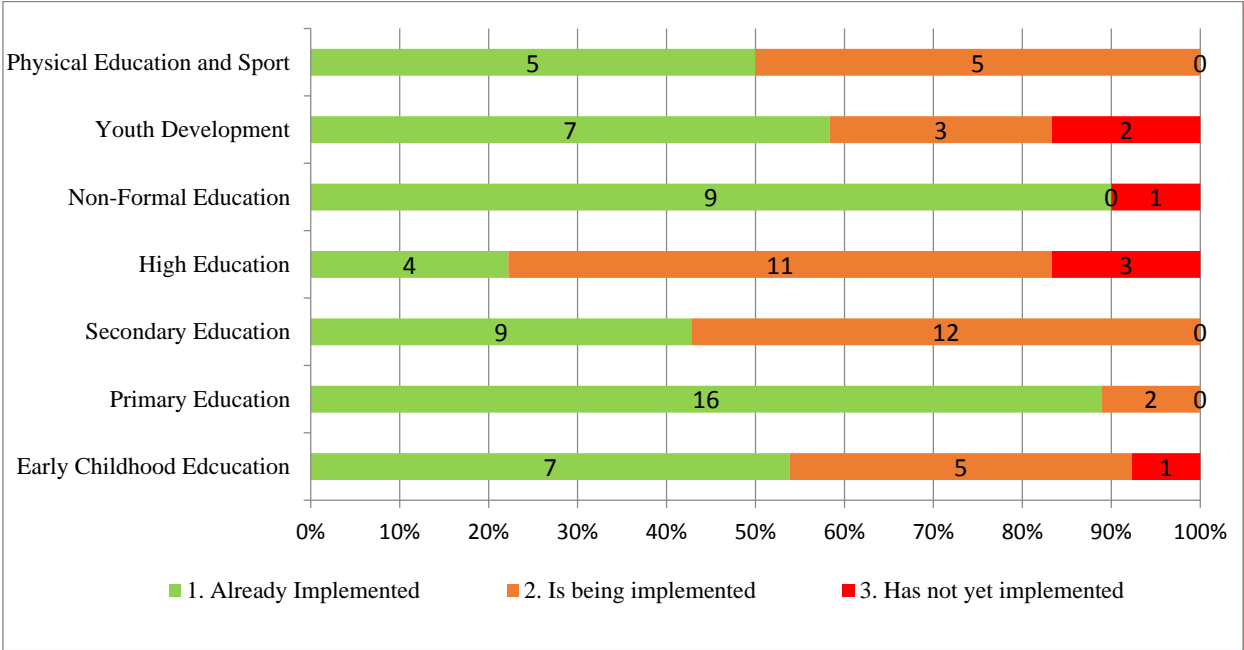
Non-formal education sub-sector had 10 actions, 9 (90%) completed and 1 (10%) not yet implemented. Guidelines on Scholarship for Learners in Non-Formal Education Program should be discussed to increase the number of vocational skill learners in Community Learning Centers.

Youth development sub-sector had 12 actions, 7 (58.3%) completed, 3 (25%) on-going and 2 (16.7%) not yet implemented. This requires more efforts to strengthen student and youth council mechanism and standards for vocational skill training.

Physical education and sport sub-sector had 10 actions, 5 (50%) completed and 5 (50%) on-going. Development of master plan on sport development towards SEAGAME 2023 and formulation of regulations on transfer of physical education and sport functions to sub-national level are priorities.

Among 7 sub-sectors, Primary Education and Secondary and Technical Education sub-sectors have greatest progresses in the implementation of policy actions in respectively subsector objectives such as Formulation of the Master Plan for Children with Disabilities; Amendment of the Sub-Decree on Scholarship for Primary Education; Formulation of School-level Quality Assurance Framework; Improvement of Regulations on Construction and Furnishing of Education Establishments Based On Quality Standards for Primary Schools; Improvement of Primary Education Curriculum; Formulation of Sub-Decree on Increased Incentives for Teachers in Disadvantaged and Remote Areas; Development of Master Plan for Technical Education Development; Formulation of Guidelines on Child Friendly School Program for Secondary Education; etc.

Figure 4.2 Progress in implementation of policy actions for 2014 and 2015



5. Assessment of sub-sector progress

The objective of sub sector assessment is to review the progress and challenges in the last two years, revise policy objectives, strategies, programs, indicators and targets of the education strategic plan 2016-2018 whenever considered appropriate.

5.1. Early Childhood Education Sub-sector

The ESP set three policy objectives for the subsector for the period 2014-2018. There are:

- Increased enrolment of children from 0 to under 6 years old, especially for poor, ethnic minorities, and children with disabilities with priority to community pre-school and home based care services.
- Improved quality of ECE, care, nutrition and increased health care services.
- Ensure result-based management system fully functioning to support ECCD.

5.1.1 Assessment of progress towards the 3 objectives

Table 5.1. Progress of Outcome Indicators in ECE subsector

Early Childhood Education	Baseline 2013-14	Target 2014-15	Status 2014-15	Target 2015-16	Status 2015-16	Target 2016-17	Target 2017-18
Objective1							
% of 5 year old children accessing any form of early childhood education	59.9%	66%	61.4%	71%	64.1%	75%	80%
Female	48.5%		50.3%		50.8%		
% of 4 year old children accessing any form of early childhood education	24.5%	33%	29.1%	37%	28.3%	41%	45%
Female	50.7%		50.5%		50.8%		
% of 3 year old children accessing any form of early childhood education	16.7%	27%	16.6%	32%	19.8%	36%	40%
Female	50.3%		51.2%		52.1%		
Objective2							
% of ECE services meet quality standards	N/A	40%	N/A	60%	11%	80%	90%
% of ECE services of 5 year old learning capacity tested	N/A	40%	N/A	60%	20%	70%	80%
% of children with an acceptable nutritional status	N/A	40%	N/A	60%	N/A	80%	90%
% of children in public pre-schools get deworming pills	N/A	90%	87.8%	90%	95%	90%	90%
Objective3							
No outcome indicators							

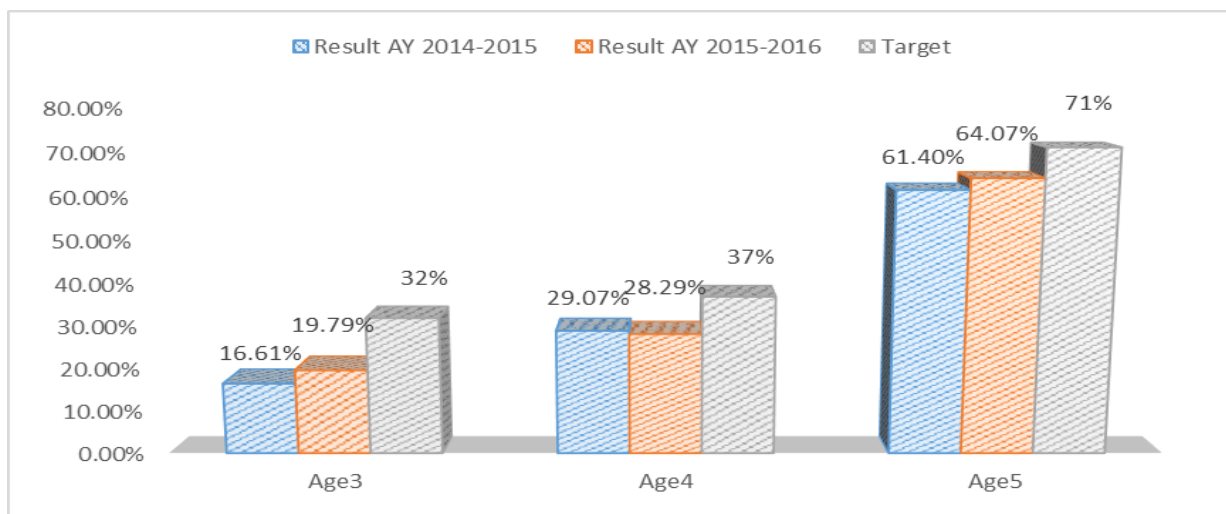
Sources: Education congress report and technical departments

5.1.1.1 Assessment of Policy Objective 1

The percentage of five-year-old children accessing all aspects of ECE services shows a gradual increase throughout the period of ESP implementation (see Figure 1). In 2015/16, 64.1% of the population of this age group was enrolled in some form of ECE. This represents an increase of 7% since the start of the current ESP. Despite this positive trend, the annual targets have been missed, and the progress so far is not sufficient to reach the expected target of 80% for the year 2018. This target was too ambitious, considering the baseline value of enrolment and the slower pace of growth that could be observed at the end of the previous ESP. If the target is to be met, it would require much additional efforts.

It is important to note that participation of 5 year-old girls in all forms of ECE increased compared to the baseline value. In 2015/16 just above 50% of children enrolled in this age group were girls.

Figure 5.1: Enrolment of children from three years to five years old in ECE against ESP targets 2014-2015 and 2015-2016 (%)



Source: Education Congress Report 2016

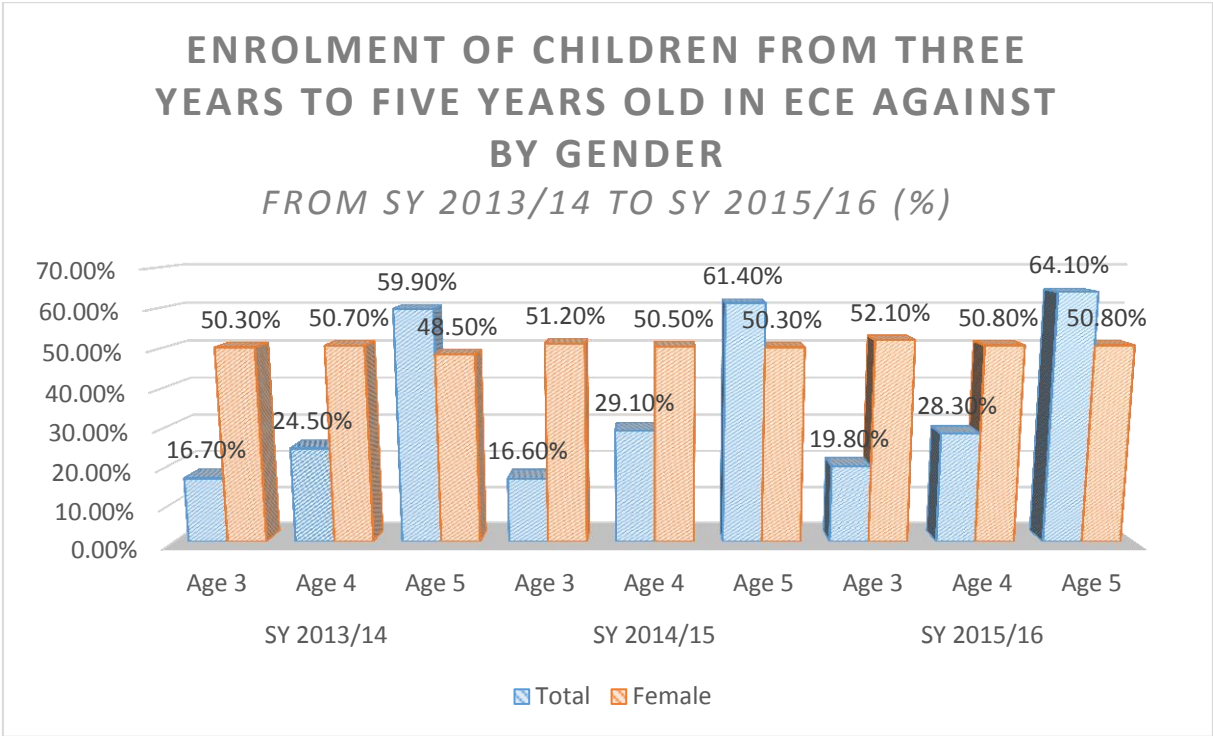
Although the overall targets of enrolment of 5 year old children to any form of early childhood education have not been met, there were 10 provinces that did reach the targets of 2015-16. Kep province presents the highest level of enrolment of five year-olds, at 90%; while Kampong Cham and Svay Rieng surpass 80% of participation in this age group. In the case of Kampong Cham, participation increased by 16 percentage points between 2014 and 2015, and in Svay Rieng it increased by 10 percentage points. Participation in ECE services is lowest in Mondul Kiri and Kratie provinces, where less than one in two five year-old children are enrolled (see figures in annex).

Enrolment of 4 year-old children increased steadily between 2012/13 and 2014/15, but fell slightly in the school-year 2015/16. By 2014/15, 29% of the children in this age group were enrolled in some form of ECE, an increase of 35% compared to 2012/13. In order to reach the final target of 45% enrolment, the pace of expansion of ECE for this age group would need to be at least as swift as the one observed between these two years, but this would require a larger effort.

The **percentage of three-year old children** in some form of ECE program declined significantly right after the start of ESP implementation. Although participation of this age group improved by rising three percentage points in the last year, it is still below the level of 21% in 2012, at the end of the previous ESP. Under these conditions, the final target is not likely to be reached, as enrolment would need to be more than twice the current value.

Overall, girls constitute just above 50% enrolment in all forms of ECE between 3 and 5 years of age. In terms of geographical location, there are major differences in participation between urban and rural areas, due to many challenges, including for the construction of schools in more remote areas.

Barriers linked to language, culture, geographic setting, and safety affect access to ECE. Multi-language and inclusive education programs need to be addressed and given top priority. Economic conditions are also a determinant of access to pre-school education. According to the Rapid Education Sector Analysis in Cambodia 2016, 5-year old children in the poorest quintile of household wealth are one and a half times more likely to be out of school than children from the richest quintile.



Source: EMIS

In conclusion, the values for the three indicators of enrolment in ECE service were below the targets set in each year. Under these circumstances, it would be difficult to achieve the final target. The targets proposed were too ambitious since the beginning of the current ESP. Therefore, the MoEYS needs to identify specific strategies to address the challenge of low access to ECE services, especially among disadvantaged and younger children. At the same time, the targets for the next two years should be revised to make them more realistic. Moreover, as mentioned in the Education Congress Report, further identification of children that are in remote and rural areas or migrant children would help developing the most appropriate strategies to reach them.

5.1.1.2 Assessment of Policy Objective 2

The quality of ECE services meeting quality standards could not be measured in 2013 and 2014 because the data collection only began in 2015. The data shows that only 11% of ECE services met quality standards in 2015, which is very far from the target of 60%. It will be impossible to meet the final target of 90% in 2018. The measurement on ECE services quality standards is conducted through the monitoring and evaluation systems, with a focus on teaching and learning environment management, collaboration and training.

The implementation of **learning assessment tests in ECE services for 5 year-olds** has only recently started. The MoEYS has developed test items and provided training to all 25 provinces. However, the implementation rate was 20% in 2015, well below the expected 60% for this year. It will be important to assess the extent of the synergy between the assessments and Cambodia's Early Learning and Development Standards. This target is unlikely to be achieved in 2018.

The **percentage of children with an acceptable nutritional status** was expected to reach 60% by the Plan's mid-term, and 90% in 2018. It has not been possible to measure this target yet, because the measurement approach has not yet been finalized.

The **percentage of children in public preschools receiving deworming medicine** was only measured in 2014 and 2015. Nevertheless, it shows a significant improvement, so much so that the final target has already been reached and even surpassed, with 95% of children receiving deworming pills in 2015. It is expected that coverage will at least remain stable until 2018. This is an important achievement in helping to ensure children's holistic physical development.

Other indicators are available that could give some idea of the health status of children. According to the Joint Sector Review report 2016 more than 50% of the children do not have sufficient hygiene practices and less than 5% of the children have been checked for vision, hearing or speech problems.

5.1.1.3 Assessment of Policy Objective 3

There were no outcome indicators included in the ESP 2014-2018 in relation to the third sub-sector policy objective. As a result, it is not possible to measure progress toward its achievement within the current ESP monitoring framework. Therefore, some indicators should be proposed to measure progress until the end of the ESP. However, a series of strategies and programs have been implemented in regards to the third objective, as reported in the annual Education Congress.

5.1.2 Explanation of progress towards each of the three objectives

5.1.2.1 Analysis and explanation of progress towards subsector policy objective 1

The Ministry has expanded early childhood education services nationwide to provide opportunities for children aged less than 6 years to receive care, protection and education, so that they are able to enrol in primary education at the right age and with early stimulation and health support. The analysis based on three outcome indicators has illustrated that progress toward achieving the subsector's first policy objective is lower than what was expected, despite increased access to all forms of ECE services since 2013. The expansion of ECE services, particularly community and state preschools, has been significant in the period 2013-2015. However, there is still a need for further expansion in order to cover the expected enrolment, as well as continued efforts to attract younger children to ECE.

The following three strategies in the ESP are linked to this objective:

1. Expand nationwide all aspects of ECCD services and in particular to geographical areas where primary education admission and enrolment rates are low and dropout rate is high and areas with nutrition, children care, prevention, and health services are low.
2. Strengthen and expand multi-lingual community pre-schools for ethnic minorities
3. Expand inclusive program for children with disabilities in public pre-schools and community pre-schools.

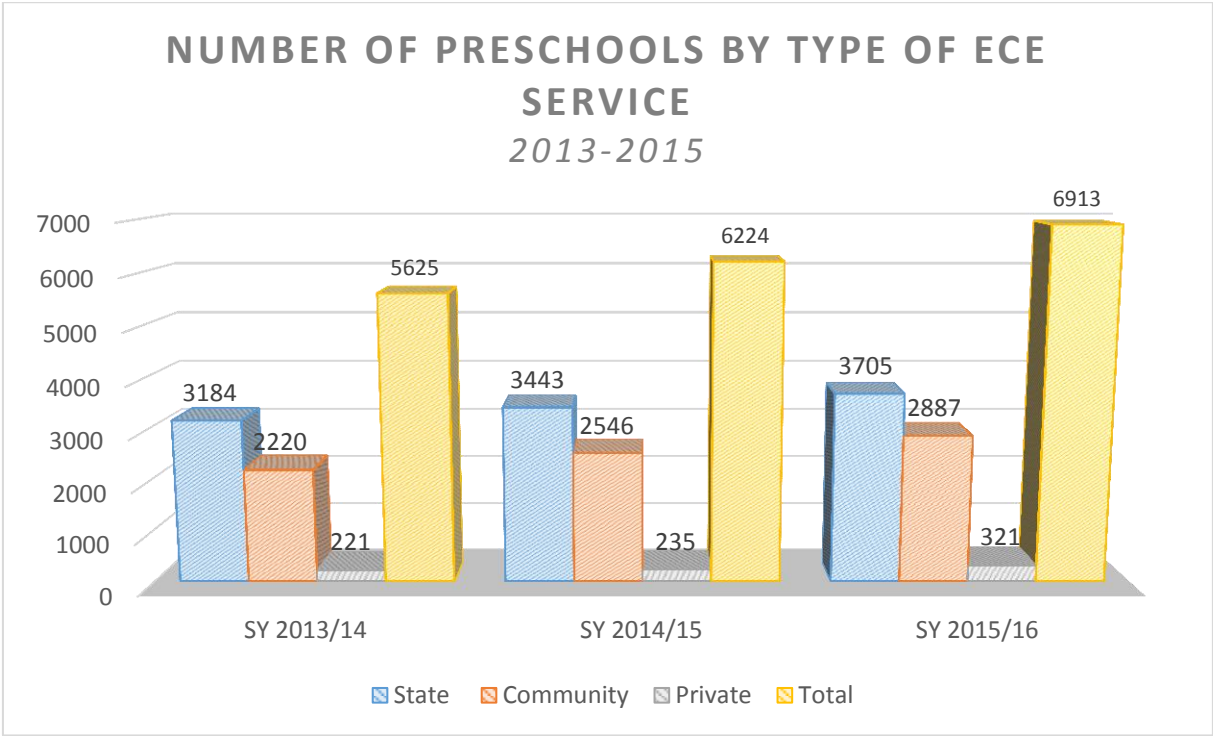
Strategy 1

The main strategy to increase access to ECE in the period 2014-2016 has been to expand the establishment of preschools. This was accomplished through a series of programs, particularly community preschools and state preschools. Community preschools were expanded substantially, about

30% between 2013 and 2015. In addition, the number of state pre-schools grew through the creation of new detached pre-schools or pre-schools in primary school premises, especially in low lands and urban areas. The number of state schools increased 16% between 2013 and 2015.

A small expansion of private preschools also reflects higher demand for ECE services, particularly by middle-income and urban families. Since 2013, these services have increased 4.5%.

In total, the number of preschools increased 23% between 2013 and 2015, and 26.5% in terms of the number of preschool classes. This has been a significant improvement, although the higher demand for ECE requires to continue accelerating the expansion of services.



Source: EMIS

The sustainability of some of the programs to expand ECE services requires further assessment. For example, some of the pre-school classes in primary school premises close after 2-3 months, because they employ contract teachers from primary education category, who later return to teach at this level, or do not substitute teachers who take extended leave.

In the case of community pre-schools (CPS), they depend on the available support from stakeholders, rather than the government’s budget. UNICEF and GPE have supported the expansion of these pre-schools, contributing to improve access to ECE services for students in disadvantaged areas. However, the sustainability of this model when external funds are no longer available is not clear. In addition, these schools employ contract teachers, whose recruitment falls under the responsibility of the communes/sangkat council. Sometimes no actual contracts are signed, and the subsidy for teachers is not uniform (varies according to the different sources of funding); thus, teachers may not feel motivated. Other times the location of CPS is not appropriate; thus, parents may not send their children. Teacher training duration is not up to the standard, as it only lasts 35 days. Finally, despite the significant expansion, the construction of community pre-school classrooms fell short of the planned number, and some communities had to step in and build the services themselves.

Over 9 % of children enrolled in ECE, especially among middle class and urban families, attend private institutions. These schools offer full-day services with meals and teaching of foreign languages. The collection of information and the monitoring of these institutions are challenging because there are no clearly designated focal points between ECE Department and NFE Department. Moreover, there are not enough regulatory tools to ensure the quality of teachers and of the services offered.

There are also home-based ECE programs, which are mainly supported by development partners. These programs work directly with families, providing orientation sessions. Reporting the coverage of these programs is a challenge, due to the potential of double counting. A study on effectiveness of home based ECE-programs, with appropriate indicators to measure the program results, would be necessary to assess their relevance.

The offer of ECE services also includes Parental and Guardian education. These programs are focused on nutrition, child protection and health care. Public pre-schools are required to monitor these programs through specific monitoring tools, and group meetings on management and implementation.

Strategy 2

To provide indigenous children with the opportunity to access education services from an early age, the ESP included the implementation of a multi-lingual education program. This program is applied in pre-schools of areas with indigenous population, and is conducted in different languages, including: Tumpoun, Kroeng, Ponorng, Kouy, Kroal, Kavet, Kachok, Laotian, and Prao. In 2015-2016, the multi-lingual education program for indigenous children was implemented in 18 districts in 5 target provinces, including Ratanakiri, Stung Treng, Mondulkiri, Preah Vihear and Kratie provinces. In this year the program reached 1588 students in 4 state pre-schools and 80 community pre-schools, exceeding the target set in the result framework for ECE sub-sector. On the other had, this service requires more capacity at national and sub-national levels in the aras of program management, curriculum implementation, inclusion of Khmer language, and compilation of pre-school level documents in indigenous languages.

Strategy 3

Equitable access to ECE services is also enhanced through the Inclusive Education Program for children with disabilities. This program is currently being implemented in Siem Reap, Battambang, Kampong Thom, Prey Veng, Ratanakiri and Phnom Penh, in 63 state pre-schools and 17 community preschools, covering 145 students. A total of 96 teachers in these schools received training in inclusive education, and are expected to provide acceptable support to children with special needs. The program achieved the targets set in the National Action Plan on Early Childhood Care and Development; however its sustainability is a challenge, as it depends on funding support from UNICEF. Also, it has been found that some children faced difficulties when they were integrated into public primary schools where there was no inclusive education support.

5.1.2.2 Analysis and explanation of progress towards subsector policy objective 2

The analysis based on 4 outcome indicators in the policy objective 2 reveals that the progress is lower than expected according to the targets in the Education Strategic Plan 2014-2018. On the other hand, the percentage of children in public pre-schools receiving deworming pills has surpassed the targets set for 2015-2016.

The following strategies in the ESP are linked to this objective:

1. Provide quality inputs and technical support to public pre-schools, community pre-schools, and home-based education programs in accordance with the standards (teacher training, curriculum, and physical education, health, learning and teaching materials both in and out of the class).

2. Develop the teacher training system through preparation of teacher training system standard by stopping training formula 9+2 and train teacher for public and private schools.
3. Strengthen the quality of pre-school teacher training and in-service training.
4. Provide nutrition and improved health services for early childhood education in all aspects.

Strategy 1

The standards of quality of early childhood education services have been established, with a focus on teaching and learning, management, collaboration, environment, and training. Since the standards have only recently been agreed and only a handful of schools (11%) meet them, it is not possible to conclude so far whether the provision of inputs in accordance with the standards is being relevant to fulfill the policy objective. It might be a relevant strategy in the future, though, as more schools meet the standards.

Complementing the establishment of standards, the pre-school curriculum is being incorporated into the general education curriculum. However, there are concerns as to the capacity of teachers, particularly in community pre-schools to implement the curriculum.

The Guidelines for the operation of parental education program is waiting for approval.

Strategies 2 and 3

As the Rapid Education Sector analysis shows, the appointment of teachers in public preschool services has not kept pace with the increase in enrolment. Pupil-teacher ratios have increased, reaching a ratio of 38.3 pupils per teacher in 2015-2016. This compromises the quality of educational services.

One of the obstacles for expanding early childhood services that could have had an impact on the slow progress in enrolment observed is that the number of preschool teachers trained has fallen short of the target. While it was planned to have trained 450 preschool teachers per year, the actual numbers were 250 in 2015, and 200 in the current year.

Pre-school teacher training is led by the Teacher Training Department with support from development partners. The development of teacher training modules was completed, but there is a need to further develop modules to increase pedagogical techniques. There is also a need to include training on inclusive education into pre-service teacher training. Furthermore, primary school teachers who want to teach in CPS only receive a 35 - day training.

Insufficient support to Pre-School Teacher Training Center is still a concern. There is a need rehabilitate the physical infrastructure and improve the human resources. Currently, there is only one main building with 6 rooms, without any computer lab, resource center, or sport room. There is also a shortage of master trainers and the training quality should be strengthened. The Education Congress report 2014-2015 recommended the Ministry to study and establish Pre-school Training Centers in 6 regional teacher training centers. One of the priority reforms of MoEYS is, precisely, to improve teacher training centers, including ECE teachers.

Strategy 4

The program on nutrition and school health promotion for all forms of ECE is linked to parental education initiatives. There are also some initiatives led by other Ministries, such as the small-scale vegetable growing and animal raising for domestic consumption by the Ministry of Agriculture Fishery and Forestry; or the parental education program by the Ministry of Information.

Health screening of children before enrolment is necessary. To support this, Inter-Ministerial Prakas on Health Screening have been issued. Under these, health centers are expected to conduct screening and issue cards in order to receive treatments. So far, this has been implemented in Kampong Thom, Takeo and Siem Reap province.

5.1.2.3 Analysis and explanation of progress towards subsector policy objective 3

Although there are no outcome indicators in the ESP to measure progress toward this objective, a series of strategies and programs are included in the Plan, and their relevance and implementation can be examined.

The following three strategies in the ESP are linked to this objective:

1. Strengthen the management, planning, performance, monitoring based on result, and report.
2. Strengthen cooperation with stakeholders for early childhood care and development.
3. Strengthen good governance and democratic development at sub-national level and modernization of legal framework

Strategy 1

With regards to the first strategy, a monitoring framework has been clearly defined in the Education Sector Strategic Plan, but the modules and tools for monitoring and evaluation have only been recently finished. A results-based monitoring and evaluation system for the sub-sector was prepared and will be published soon. The next steps should be: preparing additional instructions; provide training to stakeholders on how to use the results-based monitoring and evaluation system; and develop the capacity of teacher trainers at the Pre-School Teacher Training Center.

The program on capacity development for national and sub-national education officers faces some challenges. For instance, training is not offered on a regular basis. As a result, the capacity of officers at national level is still limited. Moreover, the priority is to increase capacity of officers at sub-national level, especially human resources at district level.

Strategy 2

With regards to the second strategy, the Ministry has been strengthening cooperation with stakeholders for early childhood care and development through the establishment of the National Committee for Early Childhood Care and Development, supported by the General Secretariat in order to facilitate the participation from relevant institutions. A National Policy and National Action Plan on the development of early childhood care and development were developed.

The absence of holistic, integrated support for young children is a challenge to meet their varied needs including nutrition, screening and referrals and deworming.

Strategy 3

The Ministry has established a clear division of responsibilities between central, provincial and district levels in view of the Decentralization and Deconcentration reform. To this end, MoEYS has conducted a functional mapping and functional review, which has been submitted for endorsement from NCD. More generally, MoEYS has finalized the draft Policy on D&D for the Education Sector, proposing the transfer of a series of functions of three subsectors to a sub-national level: ECE, Primary education, and Non-formal education. The transfer of functions and resources for these three levels will be piloted in 2016, in district administrations in Battambang province. It is expected to expand into other four provinces in 2017, and transfer countrywide in 2019. A challenge for the success of this process is that awareness and participation of local authorities about early childhood education are limited. The legal norms on the transfer of functions of ECE must clearly define responsibilities and participation. As part of the D&D process, the early childhood education service at district level has to work directly with the district governor to prepare the work plan.

A regulatory framework for Community Preschools is still lacking. The absence of the formal recognition of CPS within Government legislation is a barrier to their institutionalization and effective

decentralization. There is also inadequate management capacity of some Commune Councils to establish and oversee CPS as well as insufficient community support for CPS.

In conclusion, there has been steady progress in expanding all types of ECE services, in particular providing pre-school service for 5-year-old children, the dissemination and implementation of policy and action plan on prevention and development for early childhood. However, a great proportion of children are still out of early childhood education, particularly younger children, those living in rural areas, and, more generally, from lower socioeconomic background. The implementation of the standards of quality for ECE services, and expanding the training and deployment of qualified teachers for preschools will be key for enhancing the quality of early childhood education. Preparing the support regulations and reinforcing strategies to promote participation and responsibilities of stakeholders, as well as strengthening the monitoring and evaluation system will help to increase not only access to ECE services, but to improve the quality of the services. Implementing health screening across ECE services will allow for identify the main challenges in improving health conditions of children.

5.2. Primary Education Sub-sector

The ESP set three policy objectives for the Primary education subsector for the period 2014-2018.

These are:

- Ensure all school-age-children and at age-of-enrolment are enrolled and retained to the end of the school year and cycle
- Ensure all children gain knowledge, skills, good health and ethics to agreed standards
- Primary Education Results-Based Management Systems are fully functioning

5.2.1 Assessment of progress towards the 3 objectives

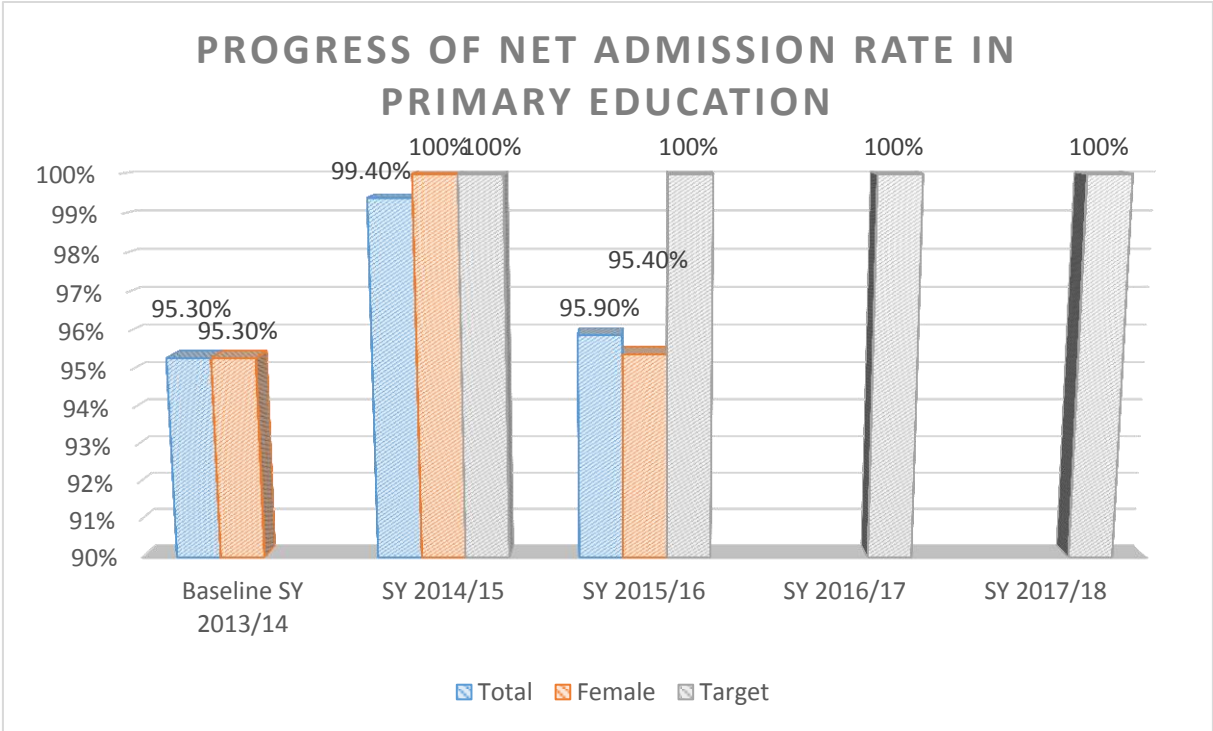
Table 5.2. Progress of Outcome Indicators in Primary Education

Primary Education	Baseline 2013-14	Target 2014-15	Status 2014-15	Target 2015-16	Status 2015-16	Target 2017	Target 2018
Objective 1							
Net Admission Rate	95.3%	100%	99.4%	100%	95.9%	100%	100%
Female	95.3%	100%	100%	100%	95.4%	100%	100%
Net Enrolment Rate	97%	98%	97.9%	99%	98.4%	100%	100%
Female	97%	98%	98.4%	99%	99.3%	99%	100%
Dropout Rate	5%	4%	8.3%	3%	6.2%	2%	1%
Female	5%	4%	7.2%	3%	7.2%	2%	1%
Completion Rate	88.9%	100%	84.1%	100%	80.6%	100%	100%
Female	90.2%	100%	86.6%	100%	83.9%	100%	100%
Transition rate from primary to lower secondary education	76.8%	90%	78.7%	91%	82.1%	93%	94%
Female	89%	90%	81.2%	92%	85%	93%	94%
Objective 2							
Percentage of new grade 1 students with pre-school experience	80%	85%	62%	90%	61.9%	95%	100%
Repetition Rate	4%	3%	5.1%	3%	6.7%	3%	2%
Female	4%	3%	4.3%	3%	8.1%	3%	2%
Percentage of child friendly schools at intermediate and developed levels	80%	85%	73.6%	90%	73.5%	95%	100%
Percentage of primary schools with:							
Latrines and Safe water	82.8%	87%	80.9%	87%	85.9%	87%	87%
Hand washing Facilities	49.6%	60%	47.2%	60%	47.2%	60%	60%
First Aid Boxes	70%	70%	29%	70%	54.3%	70%	70%

Source: EMIS 2015-16

5.1.2.4 Assessment of Policy Objective 1

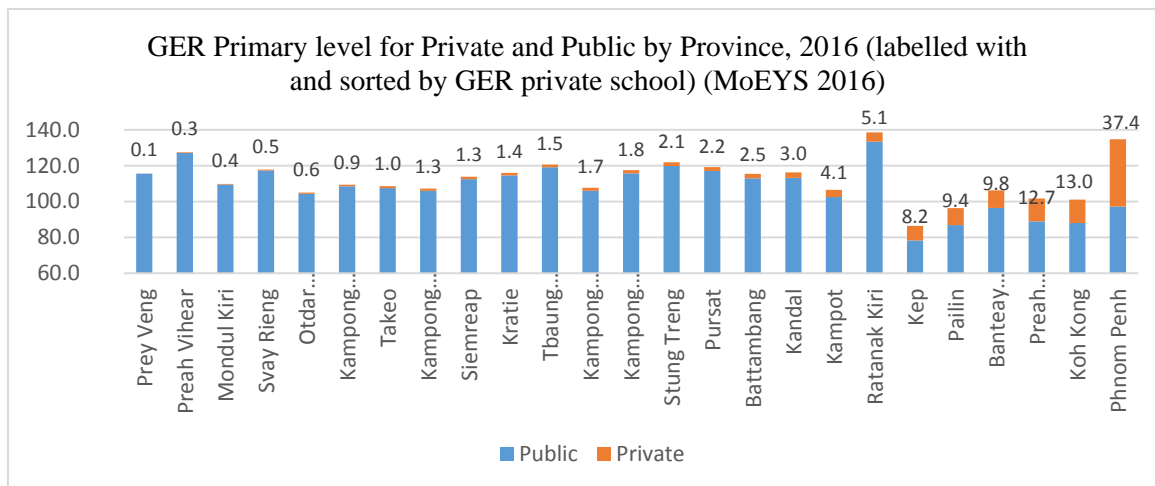
The net admission rate in primary education was already at a high level when the ESP 2014-2018 began to be implemented, and has remained in this position. During 2015-16, however, both the average rate and the rate for girls fell down, distancing from the target. This could be associated with the difficulties to incorporate the remaining proportion of school-age children to primary education at the right age. It will be necessary to identify what groups of children are still not entering primary school at the right age, for example, ethnic minority children, children with disabilities, children in remote rural areas, or children of migrant families. The targets set for the ESP could still be reached, but will require identifying who are the children that enter primary school late, and apply targeted approaches. Increasing access to ECE services would contribute to reduce late entry.



Source: EMIS

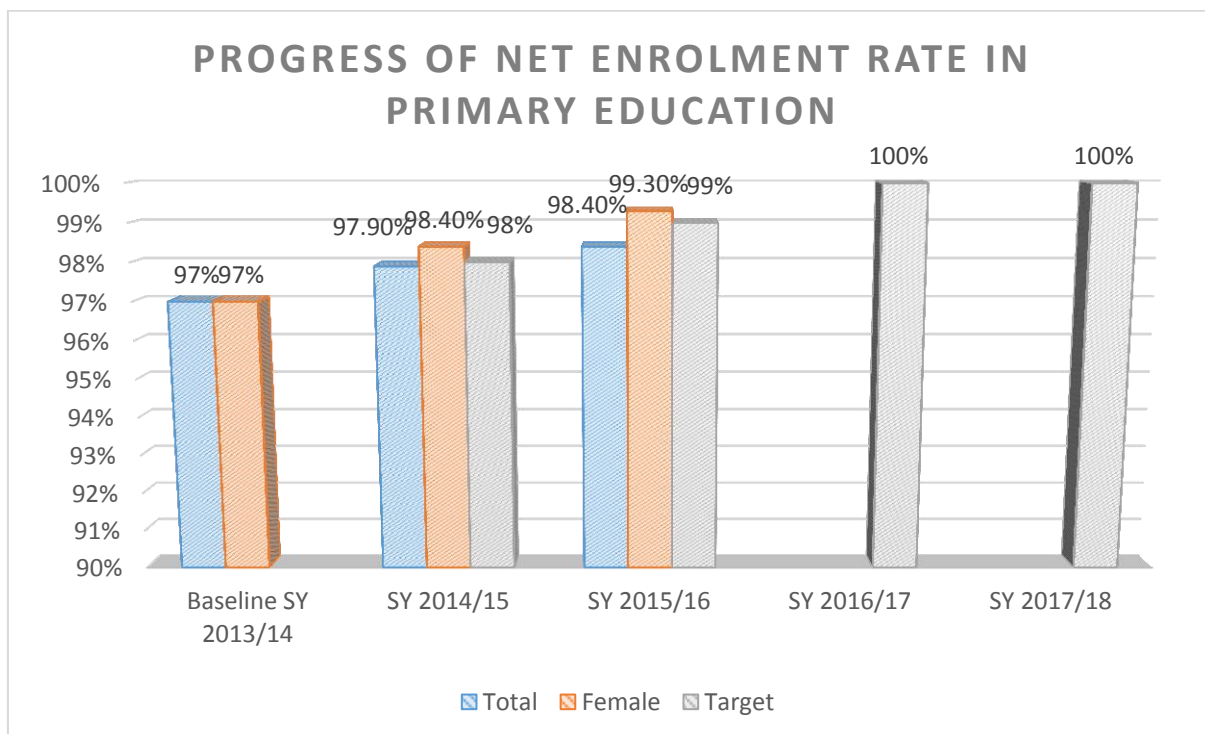
Net enrolment rates are very close to 100%, showing a steady progress throughout the implementation period of the current ESP, particularly among girls. The education system, therefore, seems close to achieving universal access to primary education (though not completion). On the other hand, the overall NER masks different trends of enrolment in public and private schools. In the recent past there has been a transfer of students from public to private schools as distribution of Private Education in Cambodia 2016.

The figures below illustrate the share of private school GER by province in relation to public school GER. Most provinces service only a small percentage (0 to 3%) of primary school children via the private sector. However, the heavily urban with higher per capita incomes have a substantial proportion of children enrolled in the private primary sector. Phnom Penh has the highest proportion of children enrolled in primary and lower secondary schools as indicated by the proportion of GER.



Source: EMIS

Moreover, the percentage of out-of-school children, as computed by UNESCO Institute for Statistics and UNICEF stands at 13.2 percent in 2012, equivalent to almost 250 thousand children aged 6 to 11 years. This number corresponds to actual children's attendance to school rather than enrolment (children may drop out during the school year yet still be recorded as enrolled). Although this is an improvement from the 22.8 percent that were out of school in 2004, there remains a challenge to reach all children. Those most likely to be out of school are children in rural areas and from lower socioeconomic background, in general. Further identification of the children in vulnerable groups that are still out of primary school would help developing the most appropriate strategies to reach them.



Source: EMIS

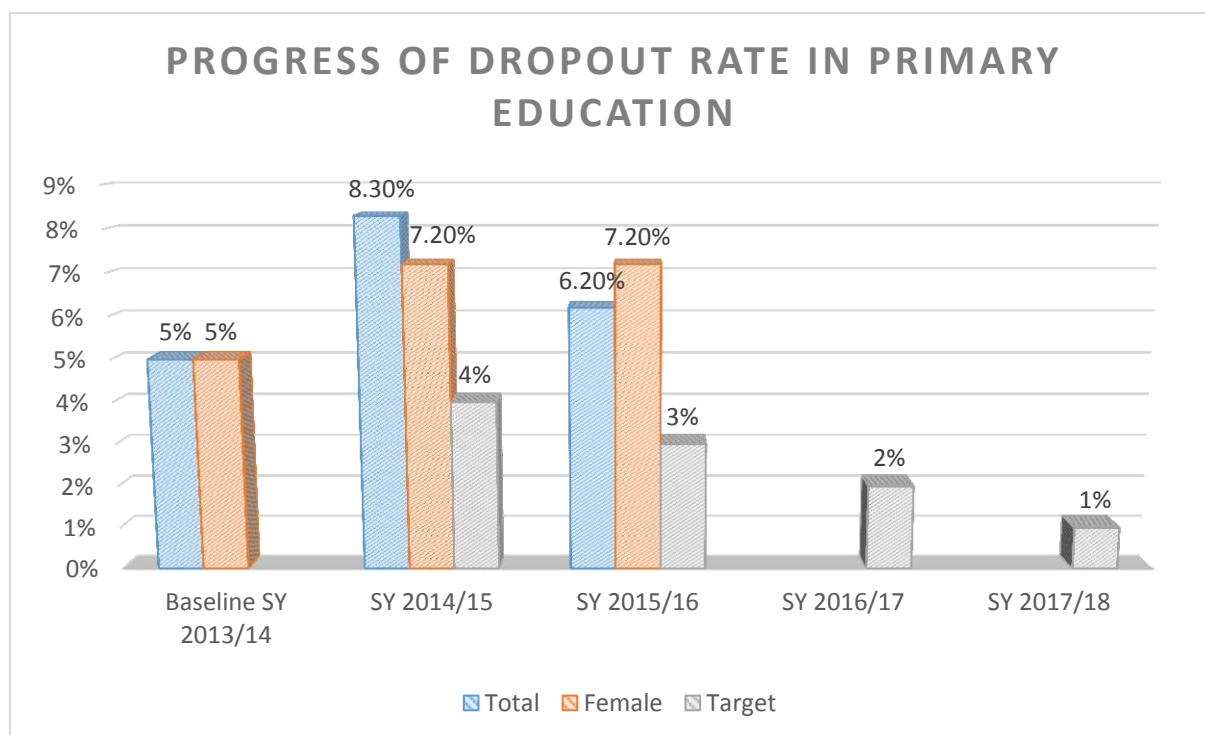
When other indicators beyond enrolment are analysed, particularly trends in dropout and completion rates, it becomes clear that retaining students in primary education is a challenge. **The dropout rate**, for example, increased significantly at the beginning of the ESP. Even though it subsided later on, the dropout rate in 2015 is still more than double the target.

Dropout rates vary noticeably across provinces. Some provinces registered dropout rates above 10% in 2015: Ratanakiri, 15.9%; Koh Kong, 11.2%; Stung Treng, 11.0%; and Kratie, 10.0%. Above average dropout rates have been also registered in Battambang (9.7%), Tbong Khmum (9.3%), and Oddor Meanchey (9.0%). Most of the mentioned provinces are located near Cambodia's borders and include remote areas.

Rural areas present a higher average dropout rate than urban areas, although dropout has been decreasing at a faster pace in the former. There are also differences between boys and girls, as boys abandon primary school at a higher rate than girls, all areas considered. This suggests that more focused strategies will be needed to retain children, particularly boys in rural areas (Education Congress Report 2015 and 2016).

In 2012, dropout was concentrated in the first and last two grades of primary schooling (Education For All 2015 National Review), but the rates have decreased since then. The dropout rate for grade 1, for example, dropped to 5.1% (4.7% for girls) in 2014-2015 from 7.8% in 2012-2013. Dropout rates for grades 5 and 6, on the other hand, diminished significantly more. The dropout rate for grade 5 had reached 19.5% in 2013 (14.8% among girls). By 2015, however, the rate had fallen down to 7.8% overall, and to 6.2 % among girls. This is equivalent to a decrease of 11.7 percentage points over the period. For grade 6, the dropout rate was 11.7% on average and 7.8% for girls in 2013. In 2015, these rates fell to 7.6% overall, a decrease of 4.1 percentage points between 2013 and 2015.

Nonetheless, dropout accelerates toward the end of the primary school cycle. This could be associated to overage children abandoning school, as well as a lack of complete schools in some districts, among other factors. Dropout is more prevalent among rural children, which might be related to lack of complete schools in these areas. The Rapid Education Sector Analysis revealed that there are districts with very large dropout rates, especially in the north and south-west of Cambodia.



Source: EMIS

Under the current circumstances, the dropout rate is not likely to reach the final target, as it would have to be reduced at an annual rate of about 60%.

Household surveys measuring attendance suggest that there might be irregular attendance during the school year, and this might have an impact on regular school progress and, eventually, on dropout. In 2014, the net attendance rate for children 6-11 years old was 84.8%, regardless of the level of education attended (Socio-Economic Survey 2014).

The completion rate of primary education (PCR) shows a troublesome trend, with a continuous decline since 2012, even before the current ESP. Even though completion rates are higher in rural areas, children in these areas registered a greater deterioration in this indicator, in particular boys (Education Congress Report 2015 and 2016). In the north-western districts of Stung Treng, Ratanak Kiri and Mondul Kiri provinces, less than 70 percent of children of the relevant age group reach the last grade of primary education.

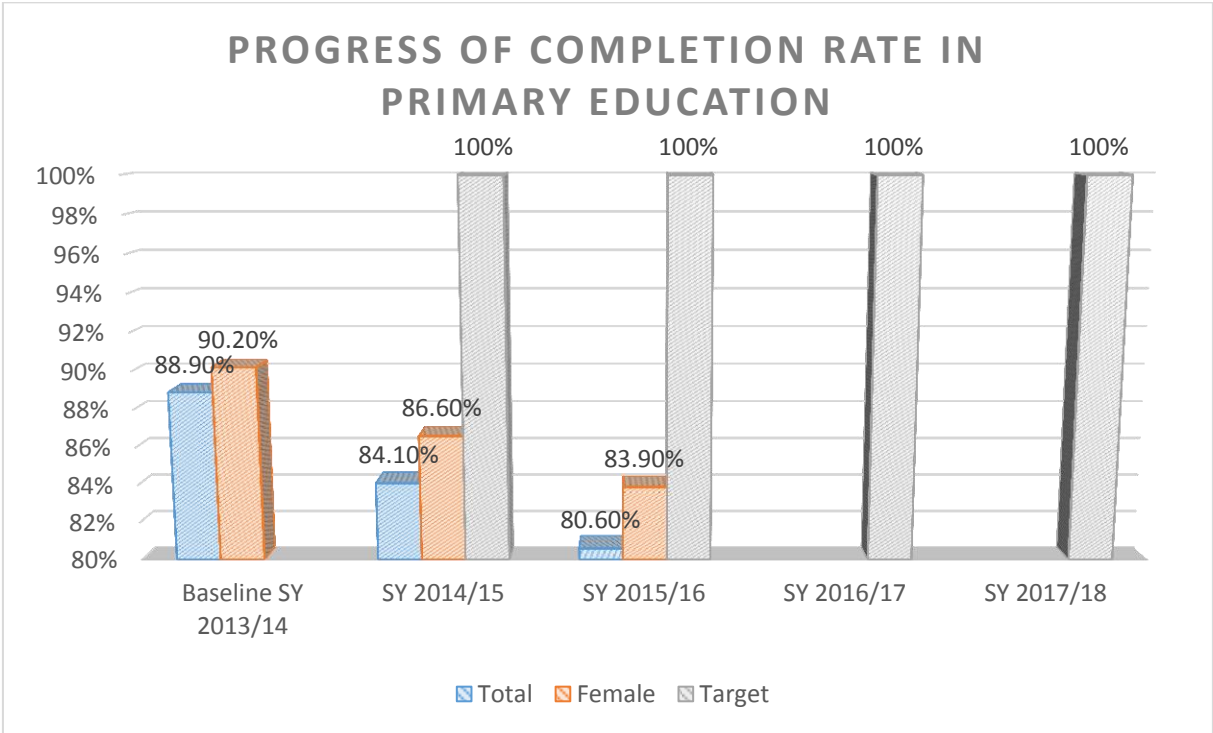
The Rapid Education Sector Analysis reveals that there is considerable variation in PCR at the district level from one year to the next. What's problematic, however, is the situation of districts that register a decline of over 5 points. 37 percent of the districts had seen this level of deterioration in the last academic year, with 7 percent dropping their completion rates by over 15 points.

As was mentioned before, dropout increases toward the end of the primary school cycle, and this has an impact on the completion rate. There is some degree of overlapping between the districts with low PCR and high dropout rate.

This raises the need for conducting further analysis, with more disaggregated data at the district level, to better identify disparities and the possible strategies to overcome them.

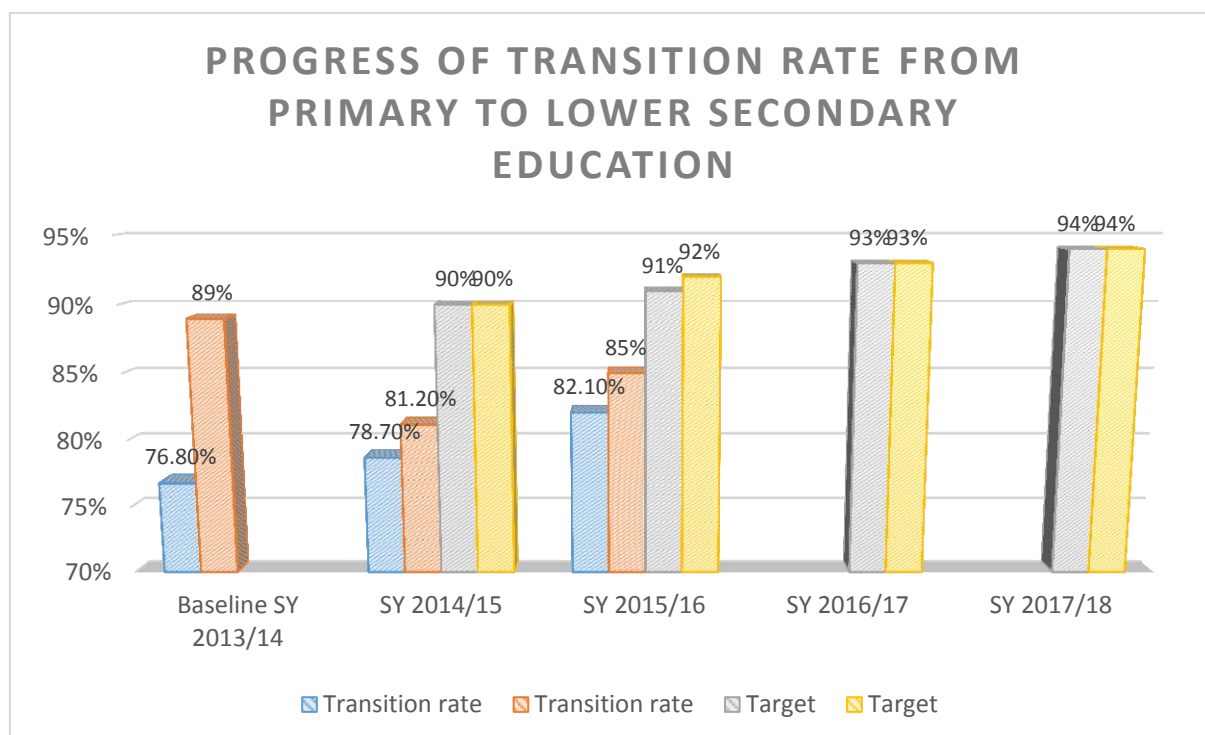
The targets, particularly after 2014 seem too ambitious considering the baseline value and the recent trends. This is also reflected in the core breakthrough indicator of number of districts achieving a primary school completion rate of at least 80%, which is off-track. In fact the number of districts with a completion rate within this range has been falling every year since the start of the ESP. The completion

rate target is not likely to be achieved under current trends. All the weight to improve this indicator was placed on the first part of the Plan period, which seems to have been too ambitious.



Source: EMIS

The transition rate from primary to lower secondary education strongly diminished in 2014 and then recovered a bit in 2015. However, this last increase has not been sufficient to reach the expected target of 91% for the year 2015. As it happens with other flow indicators, girls present higher rates of transition than boys, and these rates are closer to the targets. If the positive trend continues, and strategies in place strengthen the transition, the 2018 targets could still be attained.



Source: EMIS

The provinces with the lowest transition rates from primary education to lower secondary education in 2015 include: Stung Treng province, which achieved only a rate of 64.5%; Ratanakiri, Mondulakiri, Kratie, Tbong Khmum, and Oddar Meanchey, with rates between 73% and 75%. Only Phnom Penh is on target, with a transition rate from primary to lower secondary education of 92.9% overall and 91.2% for girls in 2015 (EMIS 2015-16).

On the other hand, as was mentioned above, the completion rate in primary education has been falling since 2013. Even under current trends of transition to lower secondary, this will be reflected in fewer numbers of children being able to make the transition to lower secondary, and affecting net enrolment rates at this level of education.

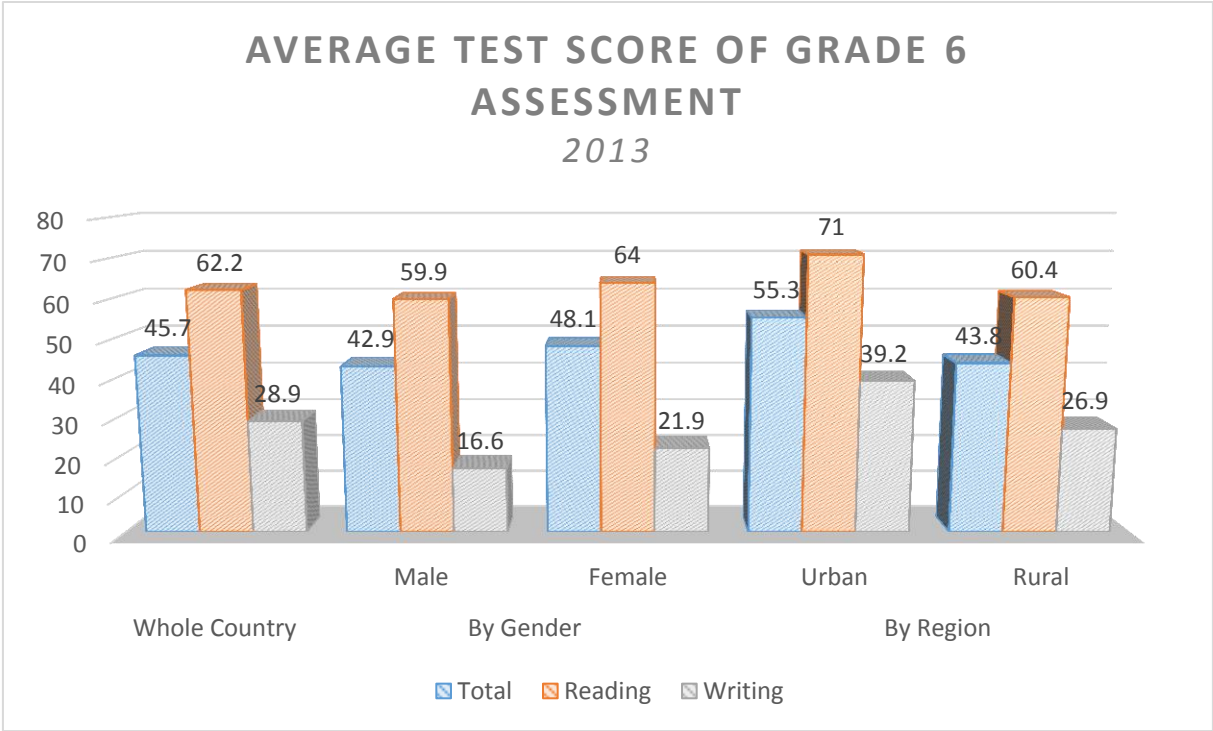
5.1.2.5 Assessment of Policy Objective 2:

The indicators chosen to measure progress toward the second subsector policy objective are not sufficient to make an adequate assessment. For instance, there aren't quality-related indicators such as the pupil/teacher ratio or measures of student learning outcomes in the monitoring table. One of the core breakthrough indicators refers to the national assessment system, but only aims at performing the testing in three grades and two subjects, not to achieve learning outcomes thresholds or improvements.

Nevertheless, some assessment of learning can be made through the results of the sample assessments conducted in recent years. Cambodia piloted and conducted the EGRA test, as part of the National Assessment Tests. Between 2010 and 2012 the mean overall test scores in this test showed a significant improvement in all grades. Cambodia also conducted, in 2015, the Early Grade Mathematics Assessment (EGMA). The results show that the majority of grade 1, 2, and 3 students tested can read numbers, but do not have strong conceptual comprehension. Grade 6 students are good at procedural skills, but lack conceptual understandings. Therefore, actions should be taken to improve command of fractions, decimals, percentages, and geometry. It is recommended to improve early grade foundation skills and reduce recitation/ repetition and focus more on concepts. Some of the challenges identified are that teachers do not follow a lesson plan, children do not have enough learning materials, teachers do not

have enough teaching materials, and teachers do not use learning games or songs (Joint Sector Review Aide-Memoire 2015).

Based on the assessment conducted by the Education Quality Assurance Department on a sample of grade six students in 2013, less than one in two children achieve a minimum competency level in Khmer language. While 62.2% of children in the sample achieved a basic competency level in reading, only 28.9% of these children achieved the minimum competency level in writing skills (see table 5.3). In both cases, girls perform better than boys, and urban students consistently out-perform their rural counterparts. The results show that a significant number of grade six students are not performing at the expected level for their grade.

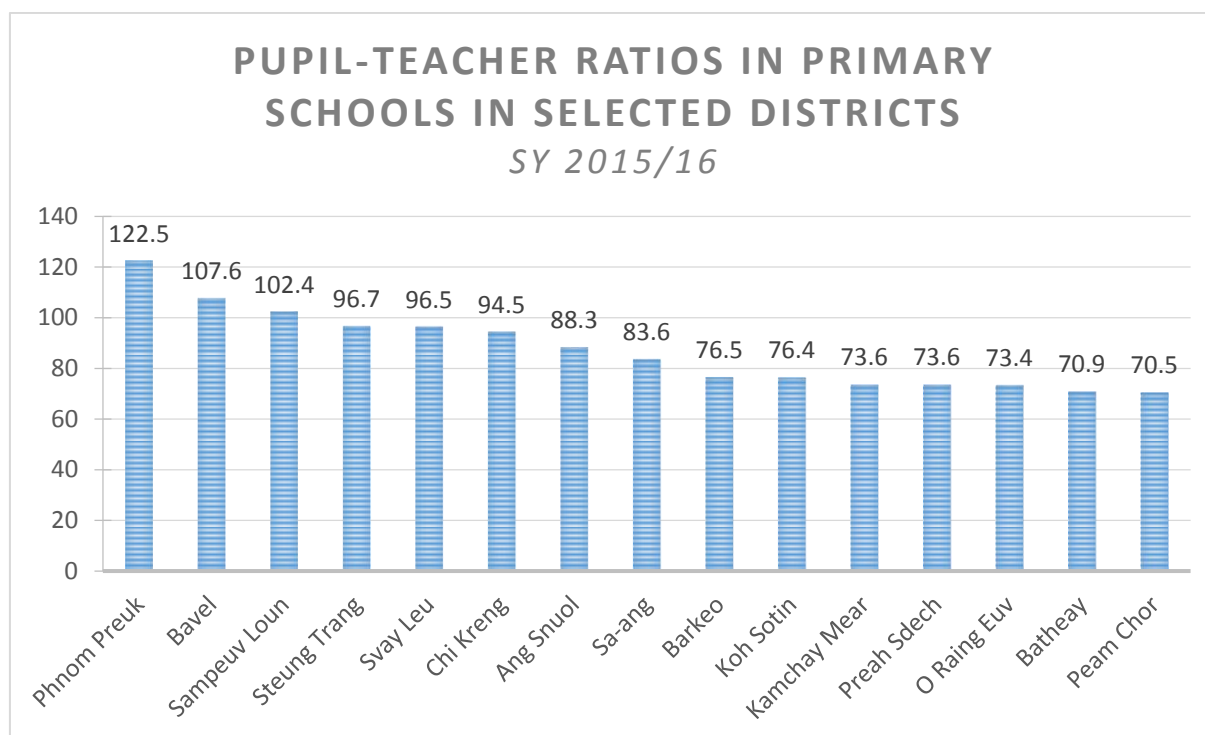


Source: JSR Aide-Memoire 2015.

The Math assessment in grade six reveals that only 43.4% of sample students achieve minimum competency levels, with girls performing better than boys. In terms of specific subjects, test scores on statistics show better results. Some of the reasons that could drive these poor results are that the teacher focuses more on theories instead than exercises, that teaching is abstract and that lacks practical demonstrations; students, in turn, do not know how to use different instruments.

The second policy objective can also be assessed through indicators such as the pupil/teacher ratio.

The pupil/teacher ratio for the whole country declined from 46.2 in 2013 to 44.8 in 2015. However, this figure masks disparities between rural and urban areas, and among provinces. Some provinces have pupil/teacher ratios higher than 50: Kandal, Tbong, Khmum, Siem Reap, Prey Veng, Kampong Speu, and Ratanakiri. However, the higher disparity can be observed among districts. As shown in table 5.4, the pupil/teacher ratio in three districts of Battambang province was higher than 100 in 2015. This shows the shortage of teaching staff in these districts, and a challenge for good quality of education.



Source: EMIS 2015-16

The **percentage of students newly enrolled in grade 1 that have preschool experience** has been much lower in the past two years compared to the baseline value. Under current trends, the target is unlikely to be achieved. In any case, the 100% target for 2018 seems not realistic, as even the target enrolment rate for 5 year-olds in preschool education is lower than this value. The low value of this indicator suggests that an important number of new entrants in primary school will have weak school readiness.

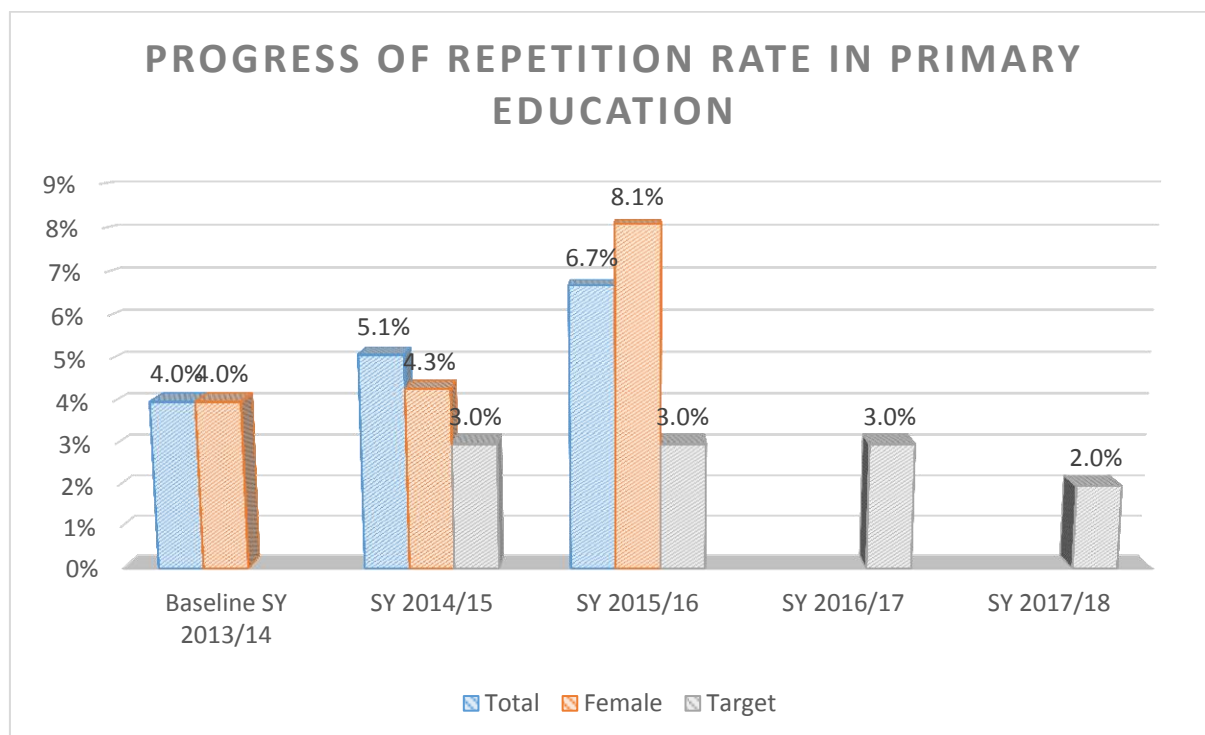
Regarding the differences by provinces, in 2015-2016, the percentage of students enrolled in grade 1 with preschool experience in Ratanakiri was just below 20%. Other provinces also were well-off the target for this year: 32.8% of students in Svay Rieng, and between 40-50% in Kampong Speu, Stung Treng, Pailin, and Banteay Meanchey (see tables in annex). On average, more girls in grade one had gone through preschool education, compared to boys.

The **repetition rate** presents a steady increase since the beginning of the current ESP, reversing a downward trend registered during the previous ESP 2009-2013. The repetition rate in 2015 is more than double the target for this year and unless specific strategies are implemented, it seems unlikely that the final target of 2% will be achieved.

Children in rural areas and particularly boys present the highest rates of repetition, as well as the most deteriorating trend. Specific strategies might be necessary to address this issue and this group of students in particular.

Two provinces - Stung Treng and Preah Vihear - registered average repetition rates above 10% in 2015. Other provinces reached repetition rates between 8% and 9.3%: Kampong Thom, Siem Reap, Kampong Cham, Kandal, and Oddor Meanchey.

It further seems that repetition is concentrated in the first grade of primary school. Between 2013 and 2015, the average repetition rate in first grade increased from 9.7% to 11.4%. In the case of girls, the increase in the same period was from 8.6% to 9.8%. High repetition rates may contribute to increased dropout and reduced completion of the primary school cycle.



Source: EMIS

The **percentage of child-friendly schools (CFS)** at intermediate and developed levels can be considered a proxy indicator to measure factors that enable children to gain knowledge and skills. The percentage of CFS under these two categories is not advancing in the expected manner, and therefore is not contributing to achieve the second subsector policy objective as much as expected. The percentage dropped in 2014 and remained stable afterwards, although in terms of number of schools, those with CFS standards have been increasing every year. Under these circumstances, it would be difficult to achieve the final target. This would require an increase of CFS at intermediate and developed levels of 10% per year.

The following indicators: **percentage of schools with latrines, safe water, handwashing facilities, and first aid boxes**, refer to factors that may contribute to good health, but are not direct measures of this outcome. Some of these indicators are well below the targets for 2014 and 2015. The final target of the percentage of schools with latrines is likely to be achieved. On the other hand, much more efforts would be required to achieve the target of schools with handwashing facilities, and first aid boxes.

5.1.2.6 Assessment of Policy Objective 3:

No outcome indicators were included in the ESP in relation to the third subsector policy objective. As a result, it is not possible to measure progress toward its achievement within the current ESP monitoring framework. However, some indicators could be proposed to measure progress until the end of the ESP.

5.1.3 Explanation of progress towards each of the three objectives

5.2.2.1 Analysis and explanation of progress toward subsector policy objective 1

The analysis of indicators showed that the subsector policy objective 1 is being only partially met. On the one hand, an increasing proportion of children of primary school age enrol in this level of education. On the other hand, high dropout and low completion rates suggest that a large proportion of children leave school too early, without a minimum level of knowledge and skills. There is a need for more

disaggregated information to identify groups that are at risk of dropping out and develop more focussed strategies.

The following strategies in the ESP can be linked to this objective:

1. Increase enrolment in primary schools including marginalized groups through providing scholarship for poor students and nutrition in primary.
2. Increase possibilities of private sector and community participation in the development of education and physical education and sport at all levels, especially all committees and councils at sub-national level.
3. Develop infrastructure through reducing number of incomplete primary school level, establish new school and equip more facilities.

Strategy 1

The first strategy is supported by a scholarship program and several child feeding schemes. The scholarship program is being expanded with support of program budget and development partners. According to Education Congress Report 2016, the primary scholarship program reached 68,234 students, 52.7% of them girls in the academic year 2014-15. There are also several feeding programs aimed at children facing food insecurity. The breakfast program, for instance, reaches almost 245,000 children; different food-related transfers reach over 35,000 students.

These types of programs have been successful in other countries in retaining children in school. However, the information available does not allow to assess whether the scholarship and school-based feeding schemes have had any impact on enrolment and retention recently. As the schemes continue their expansion in Primary Education and targeting is improved, it is expected that they will have a positive effect. A better linkage between the scholarship programs in primary and in lower secondary education would also be more effective to motivate students to continue through subsequent levels of education.

Further information would also be needed to gauge the proportion of children in the target groups that are effectively covered by the different programs aimed at marginalized children (children living in poverty, in remote rural areas, with disabilities, from ethnic minorities). The Education Congress reports 2015 and 2016 suggest that interventions to provide and expand education services to disadvantaged areas and marginalized children have not been comprehensive.

Several activities have been conducted to improve the school opportunities of children with disabilities. For example, the Master Plan to support children with disabilities was incorporated to the child friendly school program, guidelines for implementing inclusive education have been developed, and teacher training modules and textbooks have been produced. Some challenges remain, however, especially identifying children with different types and level of disabilities, and regarding teachers' capacities to integrate children with disabilities. Cooperation with POEs, school health department and health centres at commune level or referral hospitals could be helpful.

The last two Education Congress reports show that programs aimed at reaching children of ethnic minorities, in remote rural areas, or children that are over-aged, have increased their coverage, through accelerated learning classes, multi-grade classes, and multilingual education. However, there is no information on the proportion of target children these programs are effectively covering. The main challenges identified concern the lack of sufficient teachers and their insufficient training to work in the referred programs.

Strategy 2

It is not clear to what extent interventions related to the second strategy have been implemented, therefore no conclusions can be drawn as to the relevance of this strategy to achieve the policy objective.

However, MoEYS has established the One Window Services for opening of private schools and has issued the guideline on school support committees (SSC).

Strategy 3

The implementation of the infrastructure plan appears to have contributed to a reduction in the number of incomplete primary schools, by an average 9% per year since 2013, according to Education Congress Reports 2015 and 2016. Reducing the number of incomplete schools could have contributed to increase enrolment in later grades, but this cannot be corroborated with the information available.

Overall, the strategies do not seem to be addressing adequately or sufficiently the challenges of retention and completion of primary education. Some obstacles can be identified in the implementation of the programs, but a more in-depth analysis would be required to identify the internal and external causes of the high levels of dropout among rural boys and the declining levels of completion of primary education, in order to propose the most appropriate strategies.

5.2.2.2 Analysis and explanation of progress toward subsector policy objective 2

The persistent problem of repetition is an indication that interventions are not being effective to address this problem. But the indicators do not measure learning outcomes or health status, so it is not possible to measure within the current ESP framework whether the strategies selected are increasing children's knowledge and good health.

The following strategies in the ESP can be linked to this objective:

1. Provide quality inputs and technical support to schools in accordance with the standard
2. Revise curriculum in primary education
3. Develop the teacher training system through preparation of teacher training system standard by stopping the training formula 9+2 and train teacher for public and private schools
4. Strengthen the quality of teacher training for primary education
5. Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time
6. Enhance health services to heighten educational health services in primary education

Strategy 1

It is not possible to have an assessment of the first strategy, as the standards to which it refers have only been defined in 2015. Nevertheless, the Joint Sector Reviews of the last two years identified some challenges in the distribution of textbooks, affecting in particular rural schools. Gaps of textbooks at schools exist, especially in rural schools. Textbooks distributed to school are not always given to students, students in towns and cities continue to buy textbooks from markets, and often there is a mismatch between textbooks distributed and the subjects needed.

It is recommended to review the textbook management and distribution process ensuring that each student gets textbooks according to the student/textbooks policy.

Regarding other inputs, the PB and SIG budget provided to schools, based on the number of students enrolled, can be used for purchasing teaching and learning materials according to the real needs at school level. This approach ensures accountability system at school level. The School Improvement Grant has helped covering some expenses at school level. However, these activities cannot be directly linked to learning outcomes.

Strategy 2

It is not possible to have an assessment of this strategy, as the curriculum framework has only been approved very recently.

Strategies 3 and 4

The Education Congress reports 2015 and 2016 include figures on number of trained teachers, but there are no outcome indicators associated with the training, so it is not possible to assess whether these trainings have had a positive effect on teachers' capacities, or contributed to improve students' learning. However, the implementation of higher standards for teacher qualification is expected to have a positive effect in the future. The operationalization of TPAP should be an opportunity to include an appropriate assessment of the changes in the requirements for the certification of teachers.

One of the challenges identified during the subsector workshops is that there is a shortage of teachers in disadvantaged areas. This has led to the employment of contract teachers, who have poorer training, and this may have an impact on learning. Even though some interventions have been implemented, such as constructing teacher houses in remote areas, the operationalization of TPAP should be an opportunity to mitigating this challenge.

Some information on teaching foreign languages was collected in the subsector workshops. Foreign language books have been developed, distributed to schools and used in teacher training in five provinces. However, the teacher manual has not been prepared, and there is a lack of understanding of the guidelines, which makes it difficult to select a teacher to teach foreign languages.

Strategy 5

This strategy included two types of subprograms to assess students' learning: national assessments on Khmer and Math in grades 3 and 6, and EGRA and EGMA. These assessments could provide a baseline to measure progress in learning outcomes. The first results show that learning is an area of necessary improvement.

An assessment for Khmer and for Math in grade 6 was administered to a sample of schools in 2014, and an assessment for Khmer and for Math was applied in a sample of schools to grade 3 students. The results of grade 6 tests were reported and showed low levels of achievement in both tests, but it is not clear whether these results have been used to support schools in improving students' learning outcomes. In 2015, assessments for Khmer and Math were applied in a sample of schools to grade 3 students, but the results were not reported.

A pilot of the EGRA test was conducted in 2010 and 2012. The findings led to the implementation of a new reading phonic, or *Chet Chhem*. After adoption of this approach, mean test scores showed a significant improvement: students' overall test scores increased by 26%, on average. There could be a link between this improvement and the adoption of the *Chet Chhem* method; however, it is not possible to attribute causality between this intervention and the rise in scores. There are a number of possibilities which may contribute to the rise in test scores over the given time period, such as: other curriculum development programs implemented during the same time frame; a program implemented before 2010, that finally gained momentum and could have produced results during the time period studied; differences attributed to students' personal and family background; varying teaching practices in schools of the same community – even between classrooms of the same school. Despite these potential factors, it is hypothesized that the introduction of the new reading phonic or *Chet Chhem* method can account for part of the increase in reading test scores.

The Joint Sector Review 2015 observed that schools needed support to integrate EGRA to regular students' assessment, recommending that NGOs shared best practices on EGRA with MoEYS (Joint Sector Review Aide-Memoire, 2015).

Strategy 6

One possible explanation for the lack of progress on school facilities that comply with health standards is the limited budget to furnish primary schools, especially with sanitation and hygiene facilities (as reported during the subsector workshops). WASH minimum standards for primary school will only be finalized in 2016.

A number of activities have been conducted to enhance children's health knowledge, for instance, manuals on reproductive and sexual health for grades 5 and 6 were printed and distributed to teachers in schools of target provinces; school and community guidebooks for the project "School Model for Hygiene and Sanitation" were launched; and education officers at sub-national level were trained on reproductive and sexual health, and prevention of HIV/AIDS and drugs.

5.2.2.3 Analysis and explanation of progress toward subsector policy objective 3

Although there are no outcome indicators in the ESP to measure progress toward this objective, a series of strategies and programs are included in the ESP, and their relevance and implementation can be examined.

The following strategies in the ESP can be linked to this objective:

1. Set up a school quality assurance framework
2. Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the programs.
3. Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility.
4. Strengthen result-based management, planning, implementation, monitoring and reporting according to the good governance and democratic development at subnational level.

Strategy 2:

The School Operational Budget (SOB) is in place in all schools. The budget is based on the number of students and disadvantaged schools, and it is disbursed through a bank account. However, timely disbursement of funds remains a challenge. Moreover, it has been found through the subsector workshops that this budget does not address the real needs of schools, especially disadvantaged schools.

Furthermore, the limited capacity of principals to prepare and implement the school development plan leads to differences between what is requested and the actual spending.

Other challenges relate to the complexities of the financial procedures to use the SOB. A possible means of dealing with this issue would be to provide accounting specialists to facilitate the tasks at the cluster level (5 schools for 1 cluster).

The procedure for implementation of the School Improvement Grant (SIG) was made more flexible, in particular the consistency between the SIG and SOB. However, the understanding on expenditure items and its flexibility is limited. A better module for implementing the SOB would be helpful.

Strategy 3

Schools and communities in some areas experienced difficulties to manage the School Support Committee. This was related to poor participation and insufficient capacity development for school directors.

The participation of communities in management of schools' funds is important. The guideline of establishment of the school support committee (SSC) was developed, and training courses were conducted for the SSC's members. In some areas, the schools and communities did not have good cooperation due to the lack of participation.

It would be important to improve the selection of the school support committee, so that it complies with the guidelines. Also, to conduct training for principals on tasks such as budget management (especially in small schools, where the principals also teach). In addition, it would be necessary to build capacity for the formulation of proposals for school development at communes, districts and provinces. It is also recommended to transfer the function of SOB planning to provinces.

Strategy 4

A results-based management system was established in 2015. Although school managers have been trained on the system, still follow up, regular data collection and use of the information to improve access and quality of primary education remain a concern.

In addition, there is a need to provide capacity development to school managers on school development planning, focusing on strengthening quality of education, and linking the school plan with district and provincial plans. This will become even more relevant once the transfer of functions foreseen under the D&D reform is implemented.

A staff performance appraisal system was piloted in 2014 and will be officially introduced in 2016. This will provide important information to assess the needs for professional development.

In conclusion, overall enrolment in primary education is quite high, but there has been a move from the public toward the private sector in the recent past, for which the reasons need to be assessed (e.g. perception of lower quality of public education services). Attendance indicators, on the other hand, reveal that there are still a large number of children out of school, and that they are concentrated in rural areas and poorer households. Further identification of the children in vulnerable groups that are still out of primary school would help developing the most appropriate strategies to reach them. Dropout worsened in the period of ESP implementation, particularly among rural boys. As dropout accelerates toward the end of the primary education cycle, completion rates have also deteriorated. As there is considerable variation among districts and from one year to the next one, a more targeted approach toward districts would be beneficial. Repetition rates have also increased, again, in particular among rural boys. As repetition is higher in the first grade of primary school, increased access to early childhood education services would contribute to improve school readiness and facilitate progression in primary education.

The information available does not allow to assess whether the scholarship and school-based feeding schemes have had any impact on enrolment and retention recently. Further information would also be needed to gauge the proportion of children in the target groups that are effectively covered by the different programs aimed at marginalized children.

Despite the high enrolment rate in primary education, the learning assessments conducted in the past few years reveal that children are not learning sufficiently, and that the difficulties start in early grades. It would be important to focus efforts on the quality of education (improving teacher training and deployment of teachers where there are shortages, ensuring appropriate textbooks that are adequately distributed, etc), and using the results of the assessments to improve learning.

5.3. Secondary and Technical Sub-sector

The Education Strategic Plan (ESP) sets three policy objectives for the general and technical secondary subsector for period 2014-2018 as following;

- Ensure equitable and expanded access to general secondary education schools which meet all quality standards in general and technical education and inspire physical and sports activity including the enhancement of school health.
- Ensure graduates from secondary schools and general and technical secondary education high schools are equipped with right and employable skills or able to enter into technical training and higher education.
- Ensure result-based management system of the general and technical secondary education in fully functioning manner.

5.3.1 Assessment of progress towards the 3 objectives

Table 5.5: Progress of Outcome Indicators of Secondary Education

Secondary Education	Baseline 2013/14	Target 2014/15	Status 2014/15	Target 2015/16	Status 2015/16	Target 2016/17	Target 2017/18
Objective 1							
Gross enrolment rate at lower secondary	53.3%	67%	55.1%*	74%	56.5*%	81%	87%
<i>Female</i>	54.5%	66%	56.2%*	73%	59.4*%	80%	86%
Gross enrolment rate at upper secondary education	26%	31%	25.3%*	34%	25.1%*	38%	45%
<i>Female</i>	25.7%	28%	26.9%*	32%	26%*	36%	42%
Dropout rate at lower secondary education	21.2%**	11%	21%**	8%	19.2%**	6%	3%
<i>Female</i>	20.9%**	11%	20.3%**	8%	18.2%**	6%	3%
Completion rate at lower Secondary	39.1%	52%	40.3%	57%	39.2%	67%	76%
<i>Female</i>	40.2%	52%	41.8%	57%	41.3%	67%	76%
Transition Rate from lower Secondary to upper Secondary education	70.2%	83%	71.1%	84%	72.4% (2014-15)	86%	88%
<i>Female</i>	71.4%	83%	72.9%	85%	74.6% (2014-15)	86%	88%
% of scholarship students at lower secondary education	9%	9%	11.97%	9%	12.62%	9%	9%
Number of GTHS	3	4	3	5	4	6	7
Number of GTHS Students	984	1,238	867	1,492	1,066	1,746	2,000

% of secondary schools implements CFS	55.6%	60%	53.1%	65%	20.6%	70%	75%
% secondary school has latrines							
<i>Lower secondary education</i>	63.6%	90%	63.1%	90%	65.5%	90%	90%
<i>Upper secondary education</i>	98%	100%	95.8%	100%	98.5%	100%	100%
% of secondary school has safe water							
<i>Lower secondary education</i>	36.4%	90%	34.5%	90%	33.4%	90%	90%
<i>Upper secondary education</i>	62.6%	100%	59.9%	100%	57.2%	100%	100%
Objective 2							
% of secondary schools have implemented the life skill program	N/A	N/A	N/A	N/A	N/A	N/A	30%
Objective 3							
<i>No indicators were included</i>							

Sources: Education Congress Report and Technical Departments

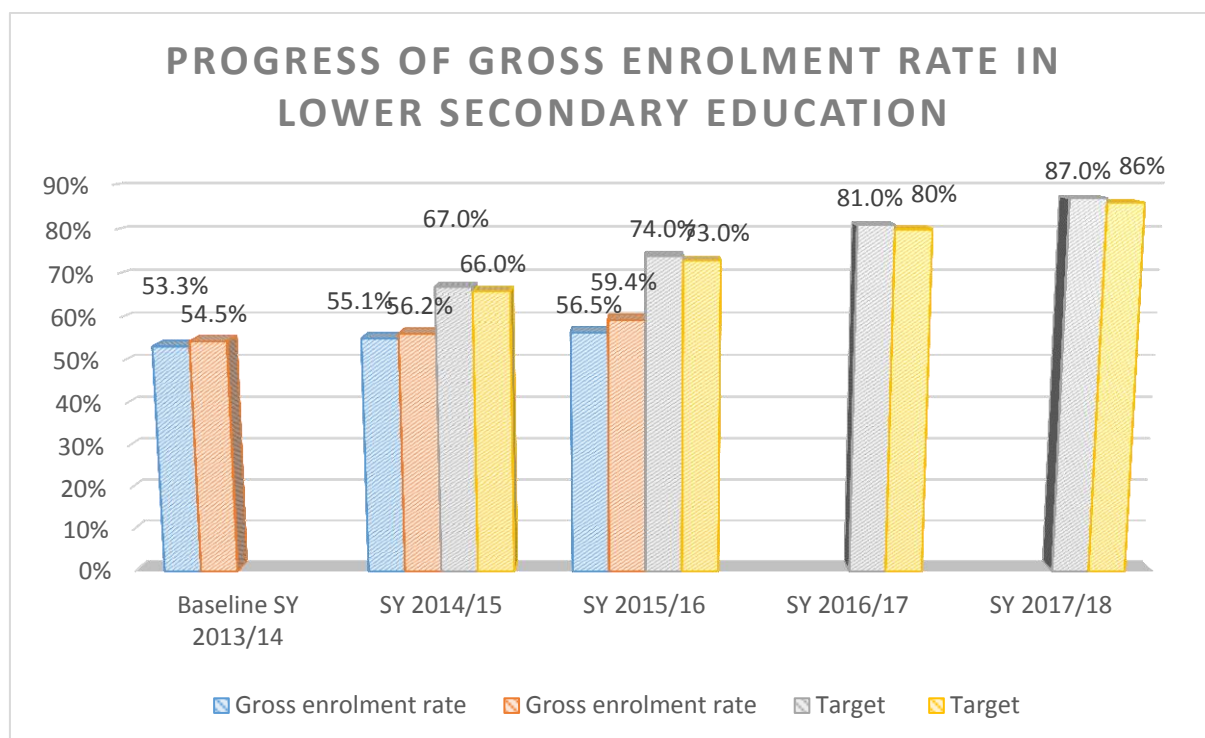
Note: * Include private schools

**In EMIS dropout rate is reported in previous year

5.3.1.1 Assessment of Policy Objective 1:

The Gross enrolment rate at lower secondary education remains stable by the mid-term implementation of the ESP. Under the current trend, the target which was set for the final year of the ESP 2014-2018 will not be reached. The Gross Enrolment Rate only increased slightly between 2013-2014 and 2015-2016, to 56.5%. The current value is some 25 percentage points below the target for 2015. On the other hand, for female students, the gross enrolment rate increased from 54.5% in 2013-2014 to 59.4% in 2015-2016. This level of participation is still a long way from the target in the ESP, but the challenge seems to be even greater for boys.

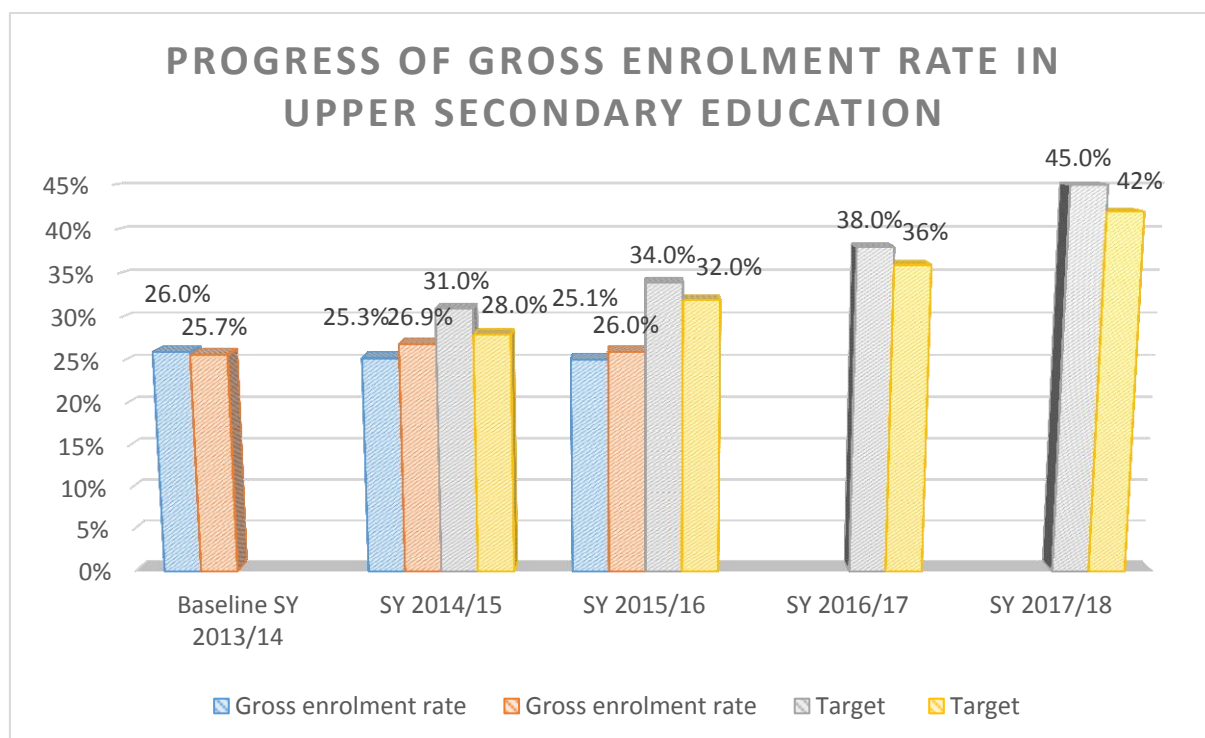
Most of the effort in GER in lower secondary was expected to be made in the first part of the ESP (an increase of 20 percentage points between the baseline and 2015-16), but the lack of progress in this first period will make it very difficult to attain the final target. At 56.5%, the GER in 2015-16 would need to increase over 30 percentage points to reach the GER expected for 2018.



Source: EMIS

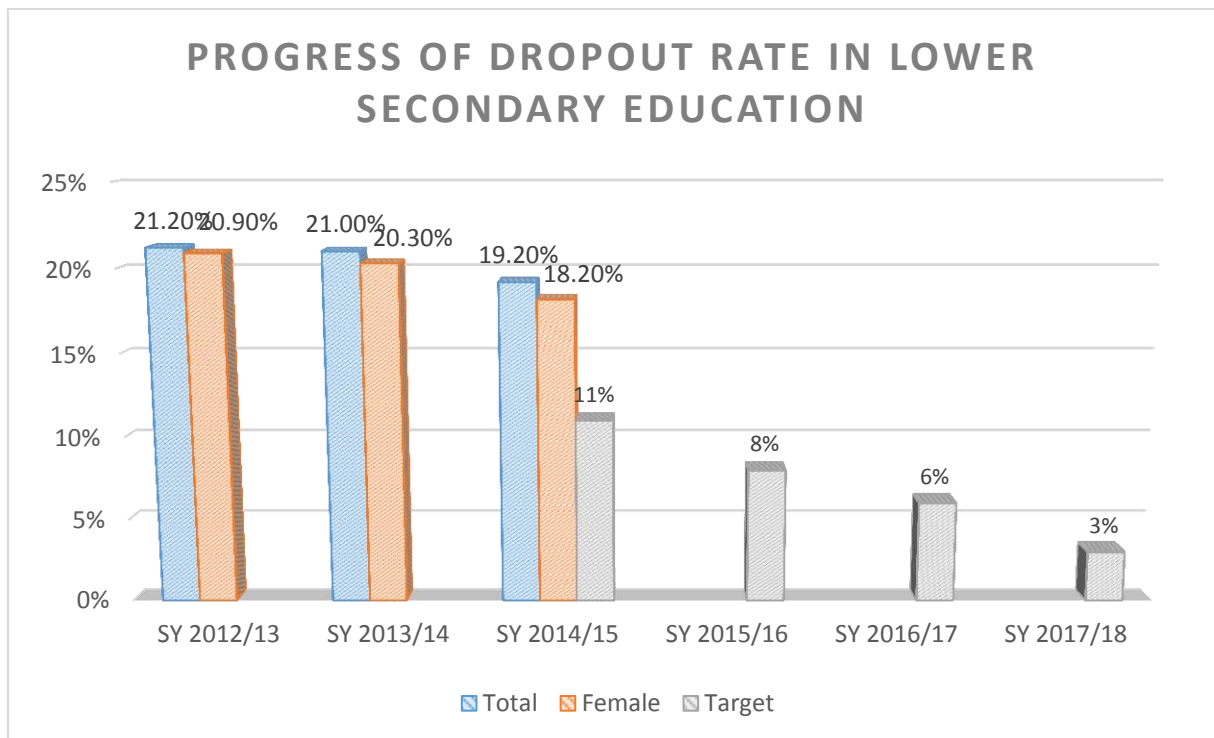
The Gross enrolment rate at upper secondary education slightly decreased compared to the baseline level, moving from 26% to 25.1%. As a consequence, the value for this last year is more than 10 percentage points below what was planned. Among female students, the GER increased first to then decline. Even though the latter value is above the baseline, it is still far lower than the target for 2015-2016.

In order to reach the 2018 target, gross enrolment in upper secondary would need to grow by nearly 20% in the remaining years. Identification of who are the young people still out of secondary education, at both lower and upper levels, where they are, and the main reasons why they do not pursue their education, would help developing the most appropriate strategies to reach them.

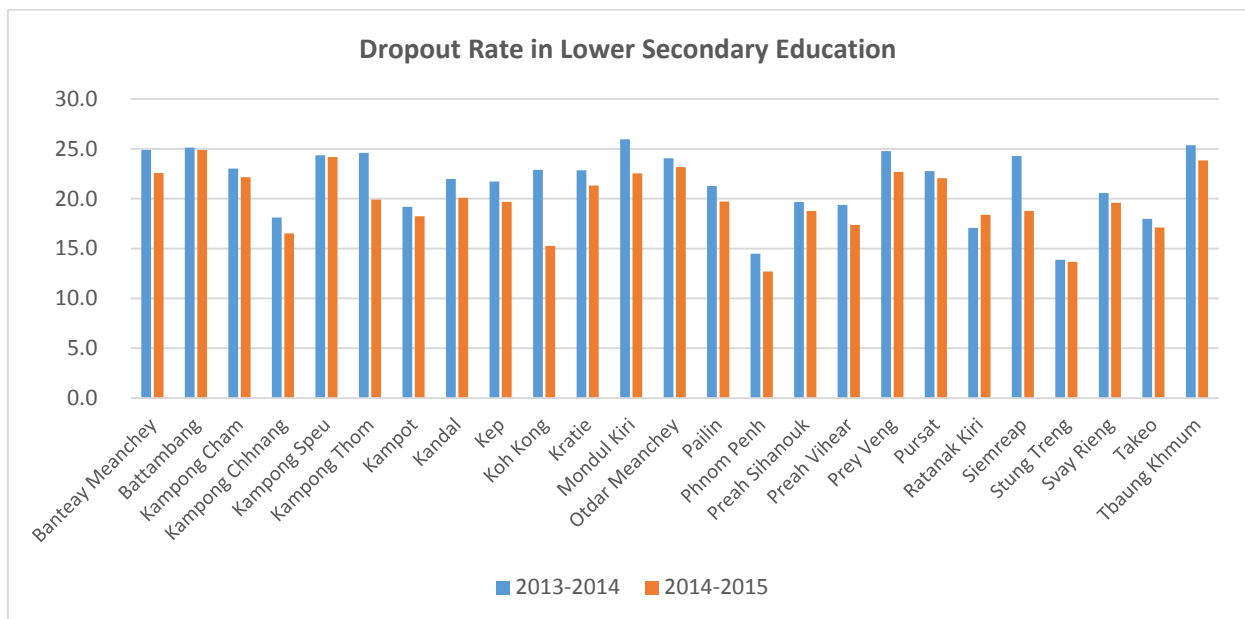


Source: EMIS

When other indicators beyond enrolment are analysed, particularly trends in dropout and completion rates, it becomes clear that retaining students in secondary education is a challenge. **The dropout rate** at lower secondary education has remained at a very high level since the start of ESP implementation. Even though the situation improved slightly in 2015, at 19.2%, the dropout rate is still more than double the target set in the ESP. While dropout rates differ significantly between provinces, from about 12 % in Phnom Penh to 25 % in Battambang, they are high everywhere and no province succeeded in bringing them down rapidly. In consequence, the final target of 3% dropout rate in lower secondary education for 2018 seems too ambitious, and it's not likely to be reached given current trends. For this to take place, dropout rates would have to be cut by more than half each year until the end of the Plan.



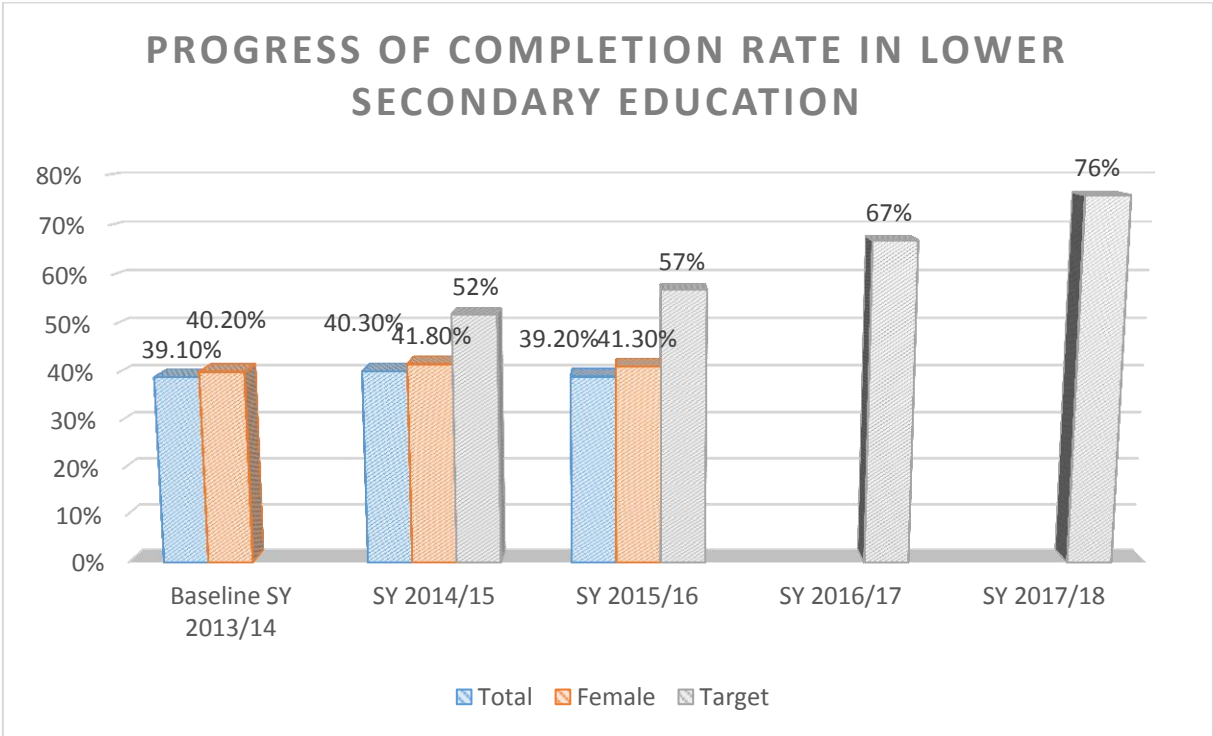
Source: EMIS



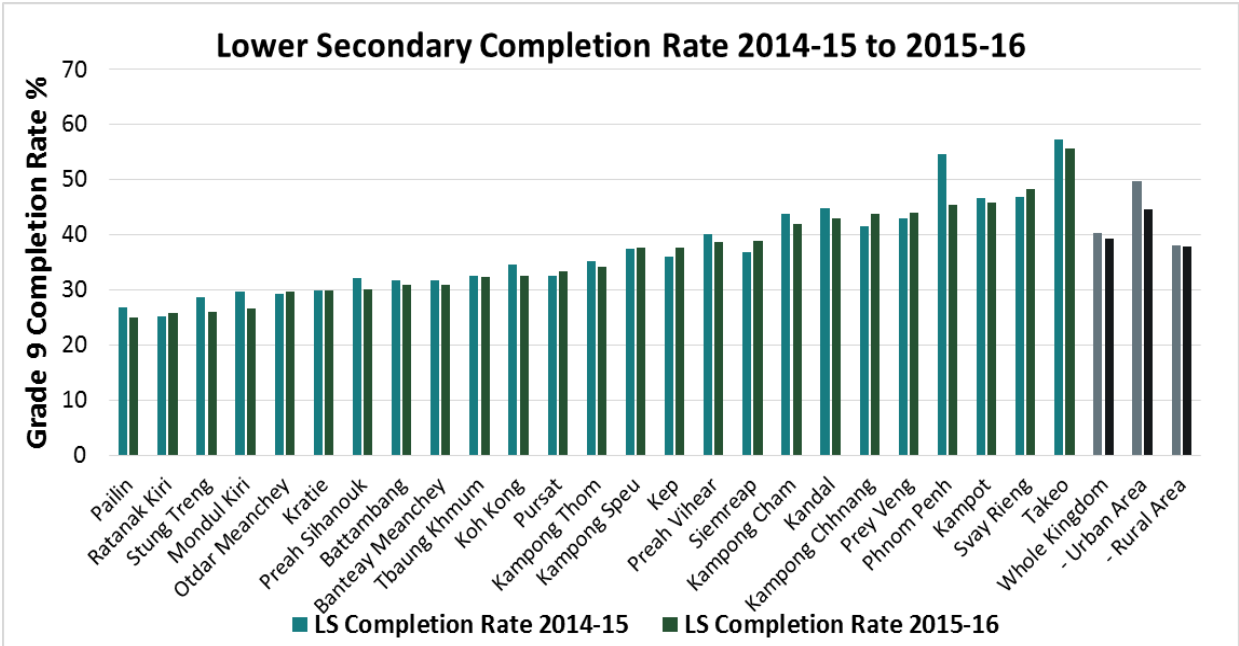
Source: EMIS

Not surprisingly given the high level of drop out, **the completion rate** at lower secondary is very low. It has also remained stable around 39%-40%. The corresponding rate for females is slightly higher than that of their male peers. Between 2014-15 and 2015-16 there has been a slight downward trend in progress. Nationally the LSCR has fallen from 40.3% to 39.2%. In addition, the number of Provinces attaining a lower secondary completion rate of at least 40% has decreased from 9 in 2014-15 to 8 in 2015-16.

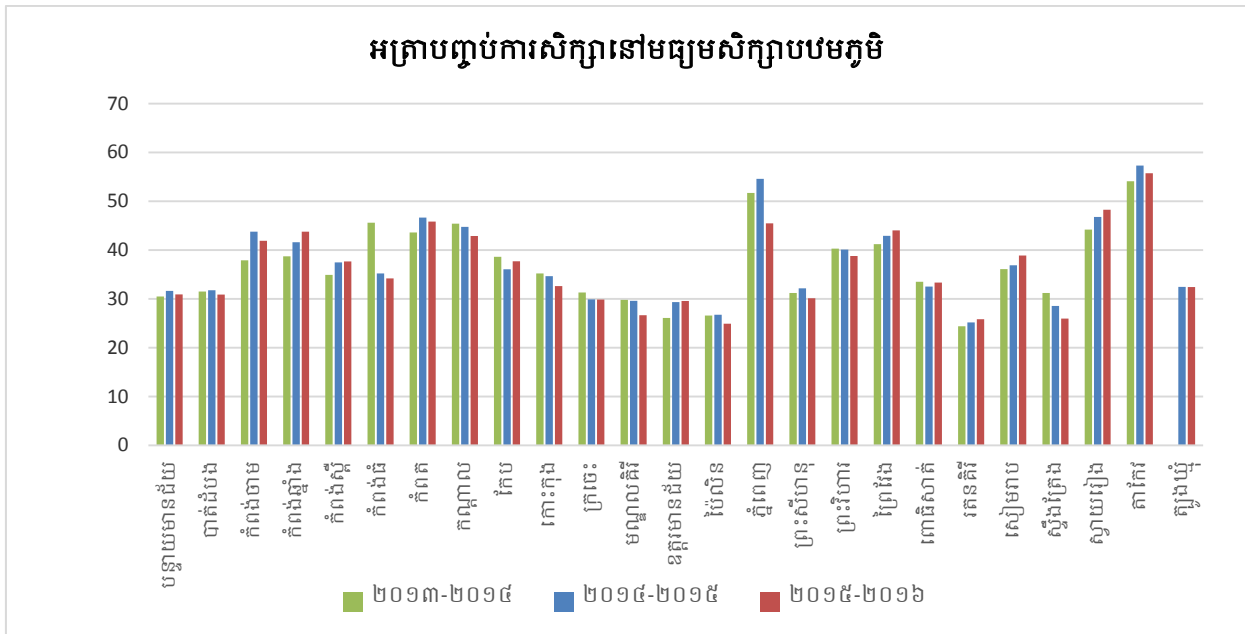
At provincial level the recent trends in lower secondary completion rates are very mixed. Eleven provinces show an overall positive trend with increasing LSCR and ten provinces show a downward trend. Four provinces show limited change. Kandal, Phnom Penh and Pailin are exhibiting the greatest levels of decrease, falling by between 6.4 and 9.4 percentage points over the three years. There is an increasing risk that Kandal may fall below the 40%. Whereas Kampong Cham and Kampong Chhnang have both shown improved performance of over 5 percentage points over the four years, with both provinces surpassing the 40% target in 2014-15.



Source: EMIS



Source: EMIS (need to be confirm khmer version)

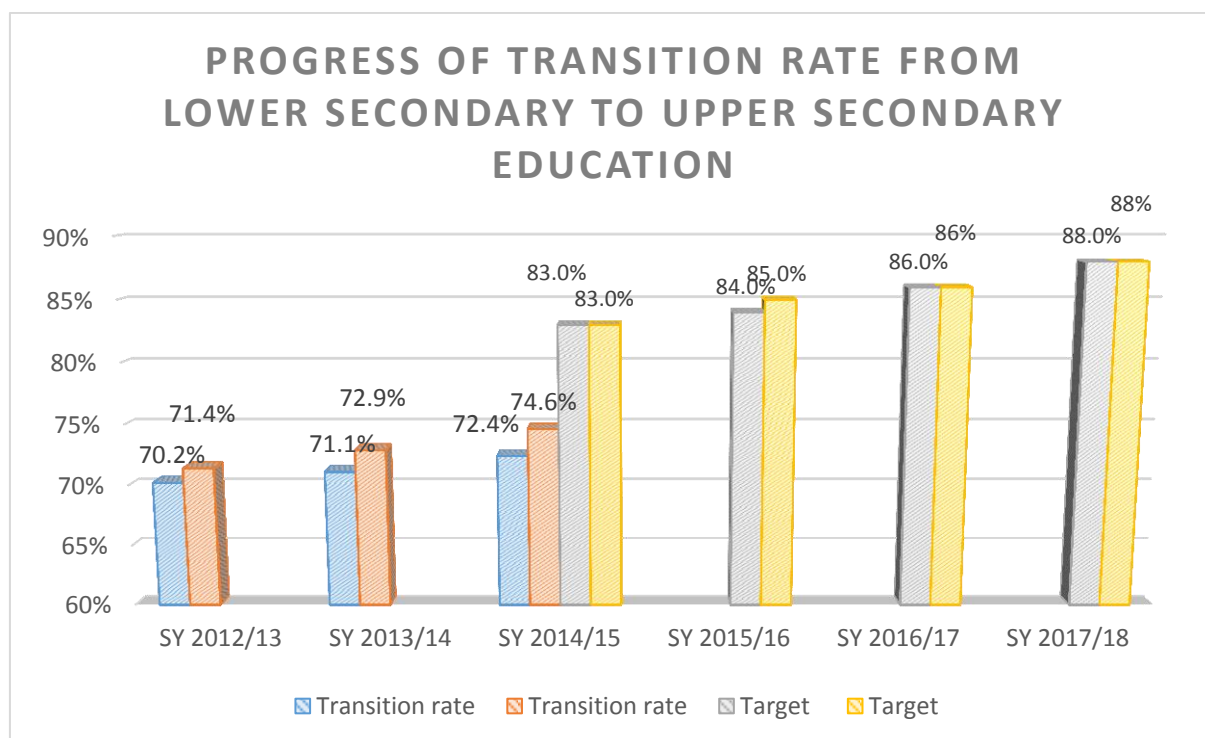


It's very unlikely that the 2018 target for completion rate in lower secondary will be attained given current trends. The original target itself may have been too ambitious, as it required an increase in completion rates of almost 37 percentage points. It is clear that there is a need to identify appropriate strategies to retain children in secondary school and support them through their completion of the cycle.

The transition rate from lower secondary to upper secondary education increased slightly between 2012-13 and 2013-14, reaching 72.5%. However, the rate is still far from the 83% expected. The transition rate for female students remained above that of male students, reaching 74.6% in 2014-2015. Overall, girls achieve higher transition rates in either rural or urban areas. However, whereas just two in three girls make the transition to upper secondary education in rural areas, most of urban girls achieve this (96.1%).

Data by provinces from EMIS show that, at 62.1%, Tbaung Khum province has the lowest transition rate to upper secondary education. On the other extreme, Phnom Penh presents transition rates of 80.9% on average.

Making progress toward the target transition rate between lower and upper secondary education will require a significant effort.



Source: EMIS

Overall, there is a steep challenge in ensuring access and retention in secondary education. Even though transition rates between lower and upper secondary have increased slightly, high dropout and low completion rates in lower secondary are affecting access to upper levels of schooling. It would be important to identify the groups most affected by early drop out of secondary education and the causes for this situation, in order to develop more effective strategies for retention and completion.

Percentage of scholarship students at lower secondary education: There has been an increase from about 9 % to nearly 13 %, above the target.

Number of general and technical education schools (GTHS). There are 4 general technical high schools in 4 provinces: Kampong Thom, Kandal, Kampong Chhnang and Takeo Province. These 4 GTHSs provide training in electronic, electricity, agronomy and animal husbandry. In 2016, 3 additional general and technical high schools will have been established for delivering the program in the next academic year. One of those 3 new schools will provide mechanic. If the implementation plan continued, then the final target (7 GTHS) will be achieved.

After an initial year in which the **number of students in technical education** declined, the pace of enrolment accelerated. In the academic year 2014-2015 there were 1,066 students in technical education, an increase of about 23% with respect to the enrolment in the previous year. Of these, 41.7% were female students. Still, the challenge of attracting students to technical education remains and it will be difficult to reach the expected target, since it would mean that enrolment would need to increase by about 40% annually in the next two years.

The next indicator concerns the percentage of secondary schools implementing the **Child Friendly School (CFS) program** at lower secondary education level. CFS was implemented in 286 schools in 2015, or 22.9% of lower secondary schools, with support of UNICEF. Of these, 85 schools were of basic level (29.7 %), 166 were of intermediate level (58 %) and 35 were of advanced level (12.2 %). However, the percentage of lower secondary schools implementing the CFS standard has been decreasing from 55% in 2013-2014 to 22.9% in 2015-2016, far away from the target of 70 %.

The percentage of schools with latrines and safe water is related to factors that may contribute to good health, but are not direct measures of this outcome. The percentage of schools with latrines in 2015 was 65.5% at lower secondary schools and 98.5 % at upper secondary schools. While the latter is close to the target set of 100%, lower secondary schools show only small progress. The percentage of secondary schools with safe water is more worrisome. According to EMIS data in 2015 only one in three lower secondary schools (33.4 %) had safe water. The corresponding percentage for upper secondary schools, 57.2 % was better, but still very far from the target of 100%. Overall, the percentage of schools with safe water has declined since 2013 from 36.4 % for LSS and 62.6 % for USS. Schools in rural areas are particularly lacking in terms of both safe water and latrines. It does not seem likely that the final target of the percentage of schools with safe water (90 % for LSS; 100 % for USS) will be achieved.

5.3.1.2 Assessment of Policy Objective 2:

The progresses of this policy objective were measured through quality-related indicators such as repetition rate, the pupil/teacher ratio, student learning outcomes and the grade 12 national exam.

The repetition rate in lower secondary has been increasing from 1.8 % at the beginning of ESP implementation to 2.2 % in the last academic year. Conversely, repetition has fallen in upper secondary education, from 4 % to 3.3 % 2015-2016.

The repetition rate for LSE in urban regions is higher than rural areas: 3.2 % in the former, compared to 2 % in rural areas. It also varies by province: it is higher than other provinces, at 4.8 % in Kep province and 4.5 in Phnom Penh for upper secondary education level.

According to the Education congress 2015-2016 the pupil-teacher ratio remained at 19.1 in lower secondary education and decreased slightly from 21.4 to 21.2 in upper secondary education. For the whole of secondary education, there are 20.2 pupils per teacher. The pupil- teacher ratio in secondary education in rural areas is higher than in urban regions, as it reaches 21.9 in rural areas and 16.2 in urban areas. Furthermore, EMIS data illustrate the differences in the pupil/teacher ratios by provinces at secondary education Tbaung Khmum province is 29.7 which is higher than other provinces. However, the pupil teacher ratio is only 11.5 in Stung Treng province.

Some assessment of learning can be made through the results of sample assessments conducted in grade 8, national exam in grade 9 and grade 12.

In 2013/14, MoEYS conducted an assessment on a sample of 8 grade students, on Khmer, Math and Physics. The results illustrate low levels of learning in the three subjects. Just above 55 % of participating students were able to respond correctly to the Khmer language test. Only 44 % of the students answered correctly to the items in the Math test. And over half of students surveyed were able to respond to the questions and activities in the Physics test correctly. As was the case in the assessments conducted in primary education, there are large disparities among students according to socioeconomic status, whereby the poorest students fare much worse than their peers from higher socioeconomic background.

According to The Education Congress Report 2015, passing rate in lower secondary examination accounted for 93.6%, with girls doing slightly better, at 95.77%. The passing rate in upper secondary examination stood at 55.88% (an increase of 15.21 percentage points), with 59.43% for female students. MoEYS also conducted the national outstanding student examination for Khmer literature, Math and Physics subjects for grades 9 and 12 and Cambodia has participated in international competitions related to science and math, achieving several awards.

An indicator explicitly mentioned in the ESP can be linked to this second policy objective, namely the **% of secondary schools having implemented the life skills program**. Data on this indicator is unavailable.

5.3.1.3 Assessment of Policy Objective 3:

Even though no outcome indicators were identified in relation to this objective, some policy actions are mentioned in the ESP, for instance, to have a results-based M&E for secondary sub-sector developed by 2015. For the remainder of the ESP implementation, some indicators could be added, such as the percentage of schools, DoE and PoE that show good performance in AOP implementation.

5.3.2 Explanation of progress towards each of the three objectives

5.3.2.1 Analysis and explanation of progress toward subsector policy objective 1

The analysis of 6 outcome indicators related to policy objective 1, shows that the progress is lower than the targets set in the Education Strategic Plan 2014-2018. Outcome indicators which could not reach the target include gross enrollment rate, transition rate and number of technical education students. Furthermore the dropout rate is far from the target set in ESP, and thereby completion rates are lower than targeted. However, the percentage of scholarship students has been increasing and reached over the target set in the ESP 2014-2018 in time period.

Possible contributing factors to these issues include labor migration, limited school facilities (more than 30% of lower secondary schools do not have toilet, not to mention about school labs and access to electricity), unbalanced deployment of teachers in specialized subjects, long distance to school (141 communes still has no LSS), lack of proper school assessment at school level. Scholarship students are also found to drop out from schools, in particular for those living nearby border areas.

The following strategies in the ESP can be linked to this objective:

1. Increase enrolment in secondary education especially girl students, marginalized groups through providing scholarship and nutrition for students from poor families.
2. Promote the implementation of CFS policy at secondary education and reduce informal payment.
3. Promote the community's participation in the development of education in secondary schools especially all committees and Administrative Councils at the sub-national levels.
4. Develop infrastructure through constructing new schools and expanding the grades as well as equipping the physical facilities (library, laboratory, ICT, audio-visual room, sport field, toilets, clean water, hand washing space, the first aid room, workshop and dormitory).

The following paragraphs will comment on the implementation of each of these strategies.

Strategy 1:

With regards to the first strategy, marginalized students were taken into consideration through pre-reminding system which was implemented in 6 provinces.

The percentage of scholarships has increased since the start of the ESP. The **Scholarship program for poor students in Secondary Education** provides around USD 60 per year to lower secondary students, and around USD 90 per year to upper secondary students. The program in Lower Secondary Education covered 809 schools with 70,494 scholarship students including 42,381 girls or 60.1% with support from state budget. In Upper Secondary Education it covered 120 schools with 3,600 scholarship students including 2,160 girls or 60% with support from state budget. In addition, there were also different forms of scholarships supported by development partners, which covered in total some 10,000 students in selected provinces.

In spite of the scholarship, some students still dropped out. A more systematic monitoring and evaluation of the scholarship program can help ensure greater success.

Strategy 2:

With regards to the second strategy, school environment in Child Friendly Schools has improved, including through the creation of children and youth councils, the conduct of basic life skills programs, the development of a school self-assessment tool, the strengthening of the role of DTMT. However, the share of CFS has decreased. Some of the reasons for this situation, as argued in the subsector workshops, are that school principals do not understand very well how to implement the policy and guidelines, and also that the budget support is not sufficient.

Strategy 3:

An awareness campaign to promote school enrolment and attendance was conducted, including through the development of a poster on parents and community participating in school planning and management. Budget support for school improvement was intended to be used for strengthening the relations with the community.

At the same time, private education at secondary school levels has been expanding in urban areas, for students from families with medium and high income. Private sector enrolment covered 4.47% of all students in secondary education. This can be interpreted as a form of parental participation, through fee-paying.

This efficiency and effectiveness of this strategy have been limited, because of the low quality of management at school, as well as lack of participation from stakeholders, while the transfer of the functioning to sub-national level has not yet been implemented.

Strategy 4:

School and classroom construction has taken place. Under Education Sector Development Project III (ESDP III), 7 buildings (35 classrooms) were constructed for new lower secondary schools and 12 buildings (60 classrooms) for existing lower secondary schools were constructed, to alleviate overcrowded classrooms in 2015. There were 9 buildings (52 classrooms) constructed by Government budget in 2015. In 2015, there was one Lycee building (18 classrooms) being constructed in Phnom Penh under support by China and 125 new classrooms in 16 places supported by Government budget.

Cambodia MoEYS has cooperated with the ministry of education in Thailand and the Thai Government to build technical schools, in Kompong Thum, Kompong Speu, Kandal, Kompong Chhnang, and Phnom Penh in purpose of improving the quality of education in technical skills.

The number of communes with lower secondary schools and the number of districts with upper secondary schools have increased except in Ratanakiri province. However, some newly constructed lower secondary schools face the shortage of subject teachers. In some cases, the number of student has been decreasing and the shortage of teacher should have led to better planning and monitoring the increase in the number of secondary schools.

In order to increase the effectiveness of this strategy, a better identification of school locations through the usage of study maps and school location standards will be helpful. Class enlargement at secondary education in both public and private schools and support for secondary mobile teachers in districts to resolve the shortage of teacher at school and by subject, are additional strategies.

5.3.2.2 Analysis and explanation of progress toward subsector policy objective 2

The following strategies in the ESP can be linked to this objective;

1. Provide quality inputs and technical support to schools in accordance with the standards

(teachers from teacher training centers, textbooks, and learning and teaching materials).

2. Improve the quality of teaching and learning (science and mathematics, ICT and foreign language, health education, technical education, EVEP and life skills).
3. Develop curriculum for technical education and revise the curriculum for general secondary education.
4. Develop the standardized teacher training system through setting standard of teacher training system and train teachers for public and private institutions.
5. Improve the quality of teacher training at secondary education.

The following paragraphs will comment on the implementation of each of these strategies.

Strategy 1:

MoEYS has started to implement the New Generation School at Lycee Preh Sisovat in Phnom Penh and Anuvat Colleagues in Kampong Cham, in the academic year 2015-2016. It is not possible however to have a complete assessment of the first strategy, as no clear programs and activities for implementation were specifically developed, with difficulty therefore to identify the output indicators to see trends.

Strategy 2:

Equipment of information and communication technologies was acquired for resources centers and some secondary schools. MoEYS prepared English textbooks for grade 7 to 9. Inputs provided to schools included teacher ability in leading experiment of science subject, and materials for experiments.

Training was provided on local life skill education. This covered relatively small numbers: 445 lower secondary school teachers, including 86 females, in Takeo, Siem Reap and Stung Treng provinces.

Over 90 percent of students selected the science stream.

Strategy 3:

Curriculum standard has been developed since 2005 and disseminated to schools. The new curriculum framework was updated at the end of 2015, and the detailed programs for all levels and subjects will be ready in 2016. **Development and distribution of textbooks** following the curriculum started to be developed in 2017. MoEYS supplied textbooks based on the textbook-student ratio of 1:1 for grades 7 to 9 (A student receives a set of 4 textbooks) by achieving 100% of the target; ratio of 1:1 for grade 10 (A student receives a set of 7 textbooks) by achieving 97.85% of the target; and the ratio of 2:1 for grade 11-12 (Two students receive a set of 10 textbooks) by achieving 98.7% of the target.

However, in both areas – curriculum and textbooks – there are implementation problems. Implementation of curriculum at school is incomplete, for different reasons. Factors including natural disasters and other risks and absence of students and teachers play a role. Informal holidays affect the implementation of curriculum. Teaching methodology by memorization is done to the detriment of thinking methods. There is a shortage of curriculum facilitators at the district levels. The delivery of English subject faces particular difficulty because of the shortage of book and teachers' understanding and background in English. The understanding of curriculum policy is low among teachers even though there was teacher training in 2005. Monitoring of curriculum implementation is still limited.

The distribution of textbooks among schools poses problems. Improving administrative procedures and monitoring mechanism of textbooks will help resolving the shortage of textbooks in some schools and monitor damage and loss of textbooks. The district offices of education would need to play a more active role in solving disparities in access to textbooks, for example, by transferring from schools where there is an excess of textbooks to where there is a shortage. The projected demand and speed of delivery could be areas to further improve.

Preparation of teachers' capacity is very important. Mainstreaming the new framework and curriculum standards, as well as introducing the teachers in how to use the new textbooks should be a priority.

Strategies 4 and 5:

There have been several programs to implement these two closely linked strategies. MoEYS has been developing training curriculum for upgrading Lower Secondary School Teachers to be Upper Secondary Teachers, which is equivalent to Bachelor Degree. This follows the Teacher Policy Action Plan, Human Resources Policy and Human Resources Policy Action Plan. The training will be conducted in 10 months period at National Institute of Education on their specific subjects. Furthermore, MoEYS has started the upgrading of the Regional Teacher Training Centres to become Teacher Education Colleges. The Ministry has also been developing the Policy on Teacher Career Pathway.

Capacity development activities for the RTTCs to absorb 1500 teachers were undertaken by the MoEYS. The MoEYS needs to consider how to prepare regular training and pedagogy certification to improve capacity of performance at RTTCs while simultaneously reducing the number of new teacher for training (for example in 2015). MoEYS support (budget and keeping qualified teacher trainers) to produce new programs and modules to improve teacher capacity and the provision of teacher training needs to be prioritized over the current reliance on development partners financing and programs. The same need for the MoEYS to provide support to laboratories operations at RTTC over the current support being provided by development partners.

Teacher training needs to focus on improving the capacity of teachers at the upper secondary level and link this training to higher education teaching methodology (theory and training). Teacher recruitment in 2015 did not recruitment again by training 2 specialized courses for teachers. Ministry plans to provide 1 specialized training course and reduce complementary course to focus on specialized course. Ministry trained master degree for 56 students on 4 courses (physics, chemistry, biology and mathematics).

A series of video clips were produced for science classes in grades 9 and 12, focusing on especially difficult lessons. The teachers selected for the filmed classes included: lesson plan preparer, teacher ranked as a good teacher, secondary inspectors, NIE professors and teachers from the department of curriculum development.

Mechanisms and means for disseminating video clips to schools especially resource centers. There remains a need for teacher training in life skills and the ministry still needs to develop specific mechanisms that will promote new findings related to teaching methods so on.

Deploying new teachers (recruitment of teachers over the need, challenges, lack of budget and need a teacher status,) to schools required teachers (100%) mostly schools are far (in primary 60%), giving priority for female teacher (reserved candidates, maternity), new teacher, a former staff, has to go to school required teachers, incentives for new teacher (basic salary and function get 100% included difficult area budget) in some provinces required budget. The Ministry is working to change the teacher recruitment and training system as part of its teacher career path work. Two key reforms include changes to the teacher contract system and transferring responsibility from the central level to local authorities as part of the Ministry's D&D reforms. The solution of trying to redeploy teachers from schools where the teachers exceed the school pupil teacher ratio or teacher needs is not a sufficient strategy to address the teacher shortage problem facing Cambodian schools. To address the teacher shortage, the ministry will need to prioritize teacher recruitment and training in capital and provinces where the largest teacher shortages exist.

One of the challenges identified during the subsector workshops is that there is a shortage of teachers in disadvantaged areas. This has led to the employment of contract teachers, who have lower qualifications

and less training which will require additional training and support to ensure that students receive the needed instruction to learn the national curriculum.

In addition, several assessments have been administered at the national level. The most recent in 2014, assessments for Khmer, Math and Physics were applied in a sample of schools to grade 8 students. These assessments will provide a baseline to measure progress in learning outcomes. The results continue to show that increased focus on improving learning outcomes needs to remain a priority of the MoEYS.

5.3.2.3 Analysis and explanation of progress toward subsector policy objective 3

Although there are no outcome indicators in the ESP to measure progress toward this objective, a series of strategies and programs are included in the ESP, and their relevance and implementation can be examined.

The following strategies in the ESP can be linked to this objective:

1. Set up school quality assurance framework (leadership and management equipment teaching and learning, health, learning and teaching materials, financial management, physical education and sport and the participation of parents and the community).
2. Improve the performance and responsibilities of schools, teachers, and students through monitoring and evaluation on student achievement and provide support on time.
3. Increase public financial accountability and the responsibility of the institution in the use of funds and the decision making in the program.
4. Strengthen the leadership and management at school level to ensure that schools operate with professionalism and responsibility.
5. Strengthen the management, planning, implementation, monitoring and reporting according to the good governance and democratic development at sub-national level.
6. Strengthen the implementation of the framework of technical education for secondary education students.
7. Enhance the implementation of technical education policy.

Strategies 1 and 2:

These strategies include several programs for reaching the policy objective set in the ESP. The following paragraphs comment in some more detail on each of these.

Several steps were taken as part of the National Exam System reform. The ministry has revised the guideline on the national exam and prepared the guideline on sanctions. Guidelines on the preparation for exams (monthly and bi-annually) have also been prepared. The responsibilities for doing exam at grade 9 have been delegated to the sub- national level, namely the POE. The Ministry has trained teachers for grade 9 and 12 on the preparation of the standard of subject exam, correction system and monitoring system. The Ministry has also improved the mechanism for the recruitment of the correction committee by focusing on experiences of teaching in their major, and by increasing incentive to examination committee at grade 12. A committee for providing the provision certificates to students who pass the national exam has been established. A national outstanding student examination was organized for Khmer literature, Math and Physic subjects for grades 9 and 12. 60 champions were selected, 24 of them girls, out of 480 outstanding student candidates (10 outstanding students were selected per subject per grade).

Test Development - The national assessment tests and test questionnaires for grade 8 on mathematics and Khmer were prepared through cooperation of the department of curriculum development and subject specialists, but life skills was not included. The ministry has sent students for the 16th Asian Physics Olympiad Competition in China, the 46th International Physics Competition in India, and the 56th International Math Competition in Thailand and the 12th International Youth Scientist Competition in

Republic of Korea. This means students manifested their potentials to compete for prizes at regional and international levels.

The main challenge in this area is the need for more human resources in writing of tests and in the analysis of data. Training of experts for writing test has been supported by Korea. However, the preparation of test questionnaire for grade 11 has not been possible. Human resources and insufficient budget are obstacles for undertaking assessments in a regular manner.

Quality assurance system (Inspection reform) - School quality assurance system was created by issuing the regulation of education quality assurance. All secondary schools have internal inspection planning (made by principal, deputy school director, and technical group leader) 1 week 1 subject especially for new teachers. Inspection work has been modified from inspection by subject (tool process and how to write report) to whole school inspection. Inspectors were selected and trained within the new quality assurance framework. Of the target for training inspectors (525 people), presently there are 53 trained people. The tool for whole school inspection has been prepared and piloted but it still has challenges. In the remainder of 2016 it will be piloted again and be completed.

Strategy 3:

School operational budget has been increasing based on the Prakas 508. Both the Ministry of Education, Youth and Sport, and the Ministry of Economic and Finance announced that budget allocations would arrive automatically by deadline. However, based on monitoring, budget allocations are still irregular. For instance, the operational budget of 36 resource centers got 35,000,000 Riels (equivalent to US\$ 8750 per year of a resource center) which is not adequate as it is around 50% of the budget. As a result, the problem is a difficulty to operate some resource centers.

At school level, the planning and implementation of school budget did not focus on improving education quality (administration, environment and quality). When funds are insufficient, providing budget based on the priority action is better than to wait for an increase in budget package. Several issues remain to be solved: capacity for improving the efficiency of school operational budget implementation, sustainability of school process budget when SIG finishes, are factors that need focus. Management and encouragement for school principals (some refuse to continue and others are not yet appointed) is needed. The career path development is in part an encouragement to school management. Within SIG budget, the Department of planning and department of finance will join monitoring for school planning preparation. Preparing the result framework for secondary will help monitoring program and activities and will make it easier to identify the responsible persons.

Strategy 4:

Through the Program of Education Management Capacity Development, almost all the principals of secondary schools have been trained with a focus on leadership and management. This training has two formulations (first with duration 4 years and second with duration of 20 days in several series). A new module is being developed to be implemented and linked to the activities of DTMTs. New school principals and school principal who have been untrained for 5 years must get training. Methods of recruitment and training will be considered to ensure that secondary principals understand this new module and the linkage with staff performance assessment system just put into practice in 2014. There is also a need for planning the training of new school principals to replace retired principals.

Strategy 5:

Regarding the fifth strategy, a framework of result-based monitoring and evaluation were prepared. In the coming years, information collection will inform about the effectiveness of the strategy.

Strategies 6 and 7:

MoEYS developed the technical policy action plan with 36 main programs that focus on developing secondary institutions to be fully technical education institutions, improving the capacity of teachers with real technical skills, ensuring that technical education skills meet labor market needs and Cambodia's social context, and strengthening the management of these schools. Following the technical education action plan, MoEYS is developing standards for GTHS, including for basic workshops. Furthermore, MoEYS has cooperated with MoLVT to share the existing soft and hard resources (including training materials, document resources, etc.). MoEYS also revised the process of the examination of technical education to ensure about the quality. In term of teacher capacity development, MoEYS has trained technical teacher to enhance their capacity in pedagogy and methodology. School operation budgets also increased to make sure that GTHS can implement the program completely.

However, graduate students from GTHSs are still not well equipped with skills that match the demands of the labor market. Due to the lack of materials and equipment, GTHS students did not receive sufficient practical skills. Textbooks are available for only the first year but not for the second and third year. GTHSs still do not have sufficient qualified teaching staffs, as the current salary is too low. After graduation, students have difficulties even to obtain internship positions in private companies.

In conclusion, there is a steep challenge in ensuring access and retention in secondary education. Even though transition rates between lower and upper secondary have increased slightly, high dropout and low completion rates in lower secondary are affecting access to upper levels of schooling. It would be important to identify the groups most affected by early drop out of secondary education and the causes for this situation, in order to develop more effective strategies for retention and completion. Though the proportion of students receiving a scholarship has increased, it would be important to revise this program to ensure that it contributes to school retention and progression of disadvantaged students.

After an initial year in which the number of students in technical education declined, the pace of enrolment accelerated. Still, the challenge of attracting students to technical education remains and it will be difficult to reach the expected target.

In terms of learning, the assessments conducted in 2013-2014 on Khmer, Math and Physics at grade 8, illustrate the difficulties in acquiring basic proficiency in these subjects. Just above 55 % of participating students were able to respond correctly to the Khmer language test; only 44 % of the students answered correctly to the items in the Math test; and over half of students surveyed were able to respond to the questions and activities in the Physics test correctly. As was the case in the assessments conducted in primary education, there are large disparities among students according to socioeconomic status, whereby the poorest students fear much worse than their peers from higher socioeconomic background. After introducing important reforms in the upper secondary examination, passing rates declined in the immediate period but have started to increase in the last year.

The implementation of the new curriculum in secondary education is incomplete. The understanding of curriculum policy is low among teachers, and monitoring of curriculum implementation is still limited. Mainstreaming the new framework and curriculum standards, as well as introducing the teachers in how to use the new textbooks should be a priority. There are also some challenges to make an effective distribution of textbooks. Improving administrative procedures and monitoring mechanism of textbooks will help resolving the shortage of textbooks in some schools and monitor damage and loss of textbooks.

Teacher capacities continue to be an important challenge and the focus of different strategies. The implementation of the TPAP is expected to contribute to improve teaching practices, training in specific subjects where there are limited number of trained teachers (e.g. science subjects, foreign languages, ICT), and overall improve teacher quality.

5.4. Higher Education Sub-sector

The Education Strategic Plan set three policy objectives for higher education subsector for period 2014-2018 as following;

- 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

5.4.1 Assessment of progress towards the 3 objectives

Table 5.6 Progress of Outcome Indicators of Higher Education

Higher Education	Baseline 2013/14	Target 2014/15	Status 2014/15	Target 2015/16	Status 2015/16	Target 2016/17	Target 2017/18
Objective 1							
Percentage of public student scholarships in first year	5%	8%	10.6%	11%	N/A	13%	15%
Gross enrolment rate (18-22)	13%	15%	12%	17%	N/A	20%	23%
Percentage of graduates	75%	N/A	N/A	N/A	N/A	N/A	85%
Objective 2							
Number of HE qualification professors							
<i>Local Master degree</i>	6,632	6702	7,990	+80	8247	+100	+200
<i>Oversea Master degree</i>	485	N/A	33	N/A	49	71	103
<i>Local PhD</i>	717	898	906	N/A	941	968	986
<i>Oversea PhD</i>	119	N/A	65	N/A	80	98	118
Percentage of graduates for ASEAN priority program	87%	88%	69%	89%	N/A	91%	92%
Percentage of graduates with employment	70%	72%	89.6%	74%	N/A	77%	80%
Percentage of HEIs complied with internal quality assurance standards	10%	20%	21.9%	30%	N/A	40%	50%
Objective 3							
Percentage of HEIs prepared annual budget	10%	20%	25%	40%	N/A	60%	80%
Budget for HE sub-sector	4%	8%	9%	12%	N/A	16%	20%
HE result-based	N/A	N/A	N/A	N/A	N/A	N/A	100%

management will proceed							
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5.4.1.1 Assessment of Policy Objective 1:

The **percentage of public student scholarships in first year** at higher education more than doubled between 2013 and 2014, surpassing the target set for the academic year 2014-2015. To reach the final target set in ESP 2014-2018 would mean triplicating the proportion of students in the first year of public higher education receiving scholarships compared to the level at baseline, or increasing another 50% the proportion of scholarships presently awarded. This would imply additional resources, but also a clear framework for awarding and monitoring the scholarships, as well as the capacity of HEIs to support and retain these students.

The gross enrolment rate (for ages 18-22 years) at higher education slightly decreased in 2014/15, to 12%. It will be difficult to reach the final target for 2018, since this would imply almost doubling the current enrolment for the 18-22 year-olds. In terms of volume, there were 41,352 students in 2014/15 (47% female students), including 16,576 students in public institutions (45% female). The target of 15% enrolment was not reached because many students failed the upper secondary exam, and thus did not meet the minimum criterion to enroll in the foundation year of HE. Some of those students had to change their objective and enroll in an associate degree.

5.4.1.2 Assessment of Policy Objective 2:

The **number of higher education qualification professors with local master and doctoral degrees** has been increasing. These outcome indicators have met the target set in the education strategic plan 2014-2018. The number of higher education qualification professors with master degrees has been increasing from 7,117 in 2013-2014 to 8,023 in 2014-2015, and those with doctoral degrees have rose from 836 in 2013-2014 to 971 in 2014-2015.

The **percentage of graduates for ASEAN priority program** has not met the target set in the education strategic plan 2014-2018 and has actually fell from 87% to 69% in school year 2015-2016.

The **percentage of HEIs that comply with the standards** has been increasing from 10% to 22% in academic year 2015-2016, above the target set for the first year of implementation. The continuation of this trend is important, as it will contribute to enhance the quality of education in higher education institutions.

The **percentage of graduates with employment** increased from the baseline of 70% to 89.6% in the school year 2015-2016. If the trend is maintained, then the final 2018 target could be reached. Several factors could have contributed to this positive trend, including: a good match between training and job opportunities, and improvement in the quality of HEIs, but an appropriate research study would be required to analyse the causes behind this result.

5.4.1.3 Assessment of Policy Objective 3:

The **percentage of HEIs that have prepared an annual budget** doubled since the beginning of ESP implementation, and has surpassed the target. In 2014-2015, one in four HEIs prepared an annual budget. Furthermore, the **budget for HE sub-sector** increased significantly and above the target for 2014-2015. While in 2013 only 4% of the education budget was allocated to higher education, in one year the participation of this subsector rose to 9%.

5.4.2 Explanation of progress towards each of the three objectives

5.4.2.1 Analysis and explanation of progress toward subsector policy objective 1

The following strategies in the ESP can be linked to this objective:

1. Increase scholarships and opportunities for poor, girls and merit students

2. Strengthen capacity absorption of student at HEIs by regions
3. Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education.

Strategies 1 and 2

Both strategies are related to expanding opportunities of access to higher education and supporting the absorption capacity of HEIs for this expansion. In this regards, MoEYS is developing the policy on scholarship, subsidy and credit scheme for learners at Higher Education.

MoEYS has implemented a fully funded scholarship program through the provision of free tuition by HEIs. The scholarship program is directed at entry-level students in higher education. The criteria for the selection into this program includes income, sex, location and achievement of the student, aiming at the following combination: poor students (20%), female students (15%), disadvantaged areas (5%), outstanding students (60%) and enrolment in priority majors.

The program faces some challenges, which would be important to address if it's going to continue its expansion. Some of these challenges include: the need for a management mechanism on scholarship provision, and the limited budget available for operating purposes (e.g. meetings and dissemination). Stakeholders are engaged to develop a clear plan to manage the scholarship provision.

There is an expectation that the scholarship would expand, but in order to focus the program and increase its effectiveness, the subsector workshops recommended to target outstanding students and students enrolled in priority programs. This will be linked with strengthening quality of HEIs. It has also been proposed to consider scholarships for post-graduate degrees.

A program of student loans also aims at providing more equal opportunities to attend higher education. The pilot loan scheme is based on the base salary of civil servants (USD 50 for rural areas and USD 70 for rural areas) and is conditional on regular attendance (at least 80%) and only one repetition or dropout occurrence during the period of studies. The main challenge of this program is to better define the responsibilities of the microfinance institutions involved and the HEIs.

To strengthen health education program at HEIs is also relevant to the policy objective 1. MoEYS has cooperated with stakeholders in the health sector to improve students and staff welfare. However, health education, particularly awareness programs on drugs and HIV/AIDS, is not comprehensively implemented. Some regulations have been developed to require students to have their health checked before enrolment and regularly after entry, but payment for health checkup services makes this costly for students. The school health department should put in place a health screening plan in education institutions in provinces, and consider the establishment of infirmaries to attend students and staff.

Learning services. Challenges: The grade 12 graduates are placed in non-prime sessions, making it difficult for them to pursue education (seeking jobs, transferring their study). Conduct a consultation forum to address challenges faced by students. Activity is not implemented in all provinces. Provide new student orientation of the HEIs/campus/disciplines, facilities, expected program outcomes, students counseling.

Strategy 3

The Ministry aims at increasing the number of students enrolled in Science, Technology, Engineering, Creative Arts and Math (STEAM). This is being accomplished through, among other means, the dissemination of the importance of STEAM subjects from secondary education, the support of research projects, the organization of science and engineering festivals, etc. The most recent figures reveal that 17% of Master's students and 3% of PhD students are enrolled in STEAM subjects.

Expansion of these programs is quite costly, however, and HEIs providing STEAM programs do not have sufficient means and resources. The investment program of the Ministry has allowed to expand the availability of libraries and laboratories, 10%.

Another challenge is to coordinate with other ministries that also implement STEM-related programs, especially with the Ministry of Labor and Vocational training, which covers 70 institutions. Develop guidelines to help HEIs to promote this endeavor.

5.4.2.2 Analysis and explanation of progress toward subsector policy objective 2

The indicators of progress toward this objective are generally positive. The number of professors acquiring higher degrees exceeds the targets, and the percentage of HEIs complying with internal quality assurance standards has increased above the target. Therefore, some progress can be observed in the period of ESP implementation, but to improve the quality and relevance of higher education, additional and continuous efforts are needed.

The following strategies in the ESP can be linked to this objective:

1. Improve the quality of learning, teaching and research at higher education.
2. Enhance curriculum diversification and priority programs with ASEAN standards (engineering, architecture, medicine, dentist, nursery, accountant, tourism and profession)
3. Strengthen HEI's Internal Quality Assurance System to meet the accreditation system of HE.

Strategy 1

The Ministry has revised the criteria for the establishment of HEIs and their accreditation system. This might have had a positive impact on the percentage of HEIs complying with internal quality assurance standards observed. The national standards for accreditation were promulgated in 2014. In addition, the One Window service for the establishment of HEIs will be further improved.

A program to improve teaching and learning has been formulated, which includes the upgrading of teaching aids, laboratories and libraries. Capacity development of staff at Higher Education Directorate General and HEIs were built through attended training workshops and study visit on teaching and learning methodology.

The Department of Scientific Research, through consultation with HEIs, has developed a policy to encourage research activities in these institutions. Currently, 16 HEIs are taking part in the pilot. The main challenge identified to expand the research programs in HEIs is the lack of sufficient funding. HEIs are encouraged to propose budget requirements into PB.

A team at the RUPP has developed a concept note (management structure, curriculum, teaching resources) for the establishment of a Faculty of Education, which should support one of the 15 priority reforms, naming the improvement of teachers' qualifications. The main challenges identified are to attract students to enroll in the education program and funding.

In order to improve the measurement of external efficiency of Higher Education, the ESP proposed a Tracer Study program. Staffs of DGHE and HELs have undertaken capacity building activities in order to implement this program. The concern is that students select specializations that do not match the demands of the labor market. Dissemination of information and orientation mechanisms should be reinforced.

Strategy 2

Regarding this strategy, the Ministry has improved the curriculum based on ASEAN standards and will re-assess it in 5 years to see if the curriculum needs to be updated. Furthermore, the modules on

curriculum development for ASEAN are being completed, and officials are being trained on the National and ASEAN Qualification Framework. This is a challenge for private HEIs, however, as they have lower capacity to develop the curriculum based on this framework.

Strategy 3

Regarding to the third strategy, the Ministry has developed a tool of the internal quality assurance (IQA) system and provided training to all HEIs and stakeholders, both public and private.

The challenges identified for the effective implementation of the IQA system include: limited human resources at the Department of Higher Education; and weak capacity of HEIs for implementation of IQA. The recommendation made by the subsector is to train focal points at the Department of Higher Education, and then in HEIs, so that the system can be fully implemented in 2018.

5.4.2.3 Analysis and explanation of progress toward subsector policy objective 3

The following strategies in the ESP can be linked to this objective:

1. Develop capacity for teaching and administrative staff at higher education.
2. Strengthen accountability and transparency in Higher Education Financing Program
3. Strengthen HE results-based planning, budgeting, implementation, monitoring, review and reporting.
4. Increase financial supports to Higher Education sub-sector and priority programs.

Strategy 1

With regards to the first strategy, the Ministry formulated the human resource development policy for higher education 2015, for three levels: senior management, middle management and practitioners (researchers and professors, especially of STEM subjects). As part of this policy, officers from the Department of Higher Education, Department of Research and HEIs have been able to pursue further training in education management and leadership. In addition, short courses in English have been organized, to improve skills in this language.

Strategy 2

In term of the second strategy, the regulations on HEI autonomy have been finalized, with a focus on financial aspects, learning and personnel. Is expected that nine institutions will become public administrative institutions.

Strategy 3

With regards to the third strategy, the guidelines on results-based M&E system have been completed and will be soon introduced. In addition, the HEMIS has been developed and rolled out in HEIs. To this end, staff of DGHE and HEIs have attended national and international training workshops on HEMIS development. The system is being tested to identify possible technical issues. On the other hand, not all the necessary equipment has been bought due to its high cost.

In conclusion, there has been progress in capacity development at higher education and a strengthening in the governance of higher education institutions. However, internal and external assurance mechanisms have to be specifically defined as well as the encouragement to learning science, technology, engineering, creative arts and math subjects which are the priority subjects in line with the industrial development policy in Cambodia.

5.5. Non-Formal Education Sub-sector

The ESP set three policy objectives for the subsector for the period 2014-2018, as follows:

- Increase the number of literates through access to NFE programs for the children and youth who are out-of-school and illiterates.
- Out-of-school children and youth and the illiterate access knowledge and life skills responding to the need of learner and community in order to improve their quality of life.
- Ensure the NFE result-based management systems fully function.

5.5.1 Assessment of Progress towards the 3 objectives

Table 5.7 Progress of Outcome Indicators for Non-Formal Education

No.	Outcome Indicators of NFE	Baseline 2013-14	Target 2014-15	Status 2014-15	Target 2015-16	Status 2015-16	Target 2017	Target 2018
Objective 1								
1	Adult literacy rate 15-45 years old	80.7% (2013)	88.45 %	78.1% (2014)	89.15%	N/A	89.85 %	90.55 %
2	Percentage of illiterate population completed literacy program	82.8% (2014)	72%	72.1%	74%	N/A	77%	80%
3	% of the drop out children completed re-entry Program and continue learning in the formal system	86.2%	95%	94.9%	95%	N/A	95%	95%
4	Number of student studying in equivalency program	4,146	6243	4,228	4400	N/A	7076	7317
5	Number of CLCs	347	339	342	421	N/A	441	471
Objective 2								
6	CLCs have standards	N/A	10%	N/A	15%	Starting	20%	30%
7	Number of participants who completed skill trainings	8,524	15,917	7272	18,305	N/A	2105 1	2420 8
Objective 3								
8	Provinces established NFE-MIS	2	10	25	15	25	20	24

Source: NFED

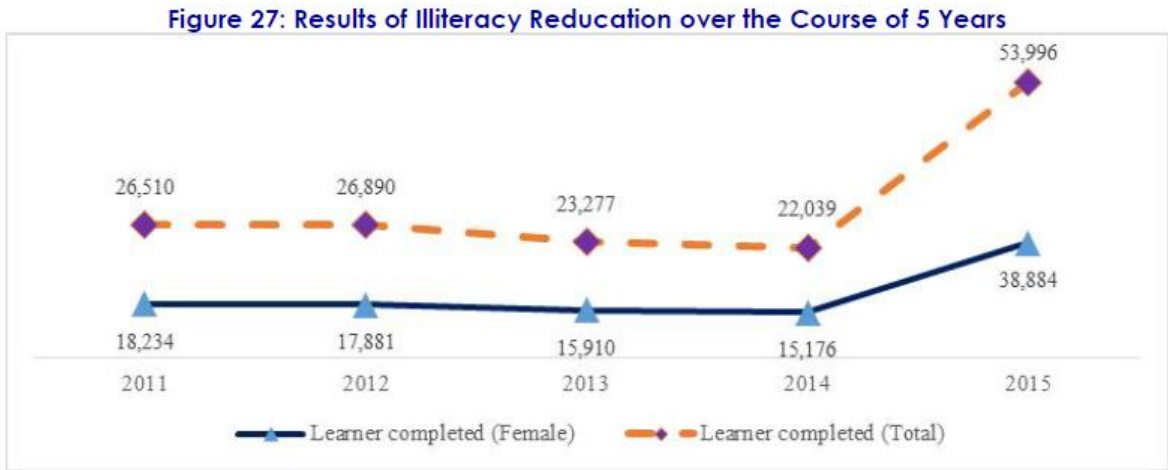
5.5.1.1 Assessment of Policy Objective 1:

The **adult literacy rate** had improved in the period that preceded the current ESP, but this trend seems to have stagnated since then. At 78.1% in 2014, the adult literacy rate is a bit lower than the baseline, but this could be due to problems in the data used to compute the rate as much as an actual downward trend. It would be necessary to continue monitoring this indicator to provide a more accurate interpretation.

Men present higher literacy rates than women (84.8% and 71.8 %, respectively), although the trends have been similar in both cases. Overall, illiteracy is higher in rural areas and among ethnic minorities.

A national literacy campaign was launched in 2015, with public resources as well as the cooperation and participation of other stakeholders, including line ministries, institutions and development partners. It is expected that this campaign and other current interventions contribute to reach the literacy target set for 2018.

The percentage of illiterate population that completed a literacy program diminished from 82.8% in 2014 to 72.1% in 2015. However, as the figure below shows, this trend could be changing as a result of the National Literacy Campaign. According to the Education Congress Report 2016, functional literacy classes managed by MoEYS and development partners increased substantially in 2015, as well as the number of teachers, enrolled learners, and graduates from these classes. The momentum created by this literacy campaign should be sustained in order to reach the policy objective and the corresponding targets.



Source: Education Congress report 2016

The percentage of the drop out children that completed the Re-entry Program and continue learning in the formal system increased from 86.2% in 2013-2014 to 94.9% in 2014-2015, despite a fall in the overall volume of learners in the re-entry program. The percentage achieved is virtually the target set for 2014-15. As this is also the target for 2018, if interventions continue to be successfully implemented, the proportion of dropout learners that complete the re-entry program and continue learning in formal education could be kept. One possible factor behind recent progress is the incentive delivered to NFE teachers, which was increased in 2015.

The number of student studying in equivalency program has increased from 4146 in 2013-2014 to 4,228 in 2014-2015, with over a half of them being women. The result came short of the targets in the ESP, but the number reported corresponds to those enrolling in the equivalency program for primary education only, it does not include those for secondary education. In 2016, MoEYS has been implementing an equivalency program in lower secondary as well. However, based on the current trend, the 2018 target will not be achieved unless the interventions are stepped up.

The number of CLCs appears to have decreased from 347 in 2014 to 342 in 2015, but the precise figure is not known because some partners did not provide data.

5.5.1.2 Assessment of Policy Objective 2:

CLCs have standards. The standards have only recently started to be developed, so the target for 2018 should probably be revised.

The **number of participants who completed skill trainings** has not followed a regular trend in the past 5 years. In 2014, 8,524 learners had finished skills courses, but the number fell down to 7,272 in 2015. With this irregularity in the numbers of participants per year and the much lower result in 2015 compared to the target, it seems that the 2018 target should be revised.

5.5.1.3 Assessment of Policy Objective 3:

All provinces had NFE-MIS established in 2015. There was significantly progress on NFE-MIS, surpassing the targets for 2014 and 2015. The next step is to produce yearly analytical reports by 2017. This achievement is very relevant to improve the monitoring of NFE activities and the resulting outcomes.

5.5.2 Explanation of progress towards each of the three objectives

5.5.2.1 Analysis and explanation of progress toward subsector policy objective 1

The analysis of indicators showed that the subsector policy objective 1 is partially being achieved. Two of the outcome indicators - percentage of drop out children that completed the re-entry program and continue learning in the formal system, and percentage of illiterate population that completed the literacy program – are on target. Some of the outcome targets could still be achieved, but this will require keeping up the level of implementation of the strategies to reduce illiteracy among both youth and adult population.

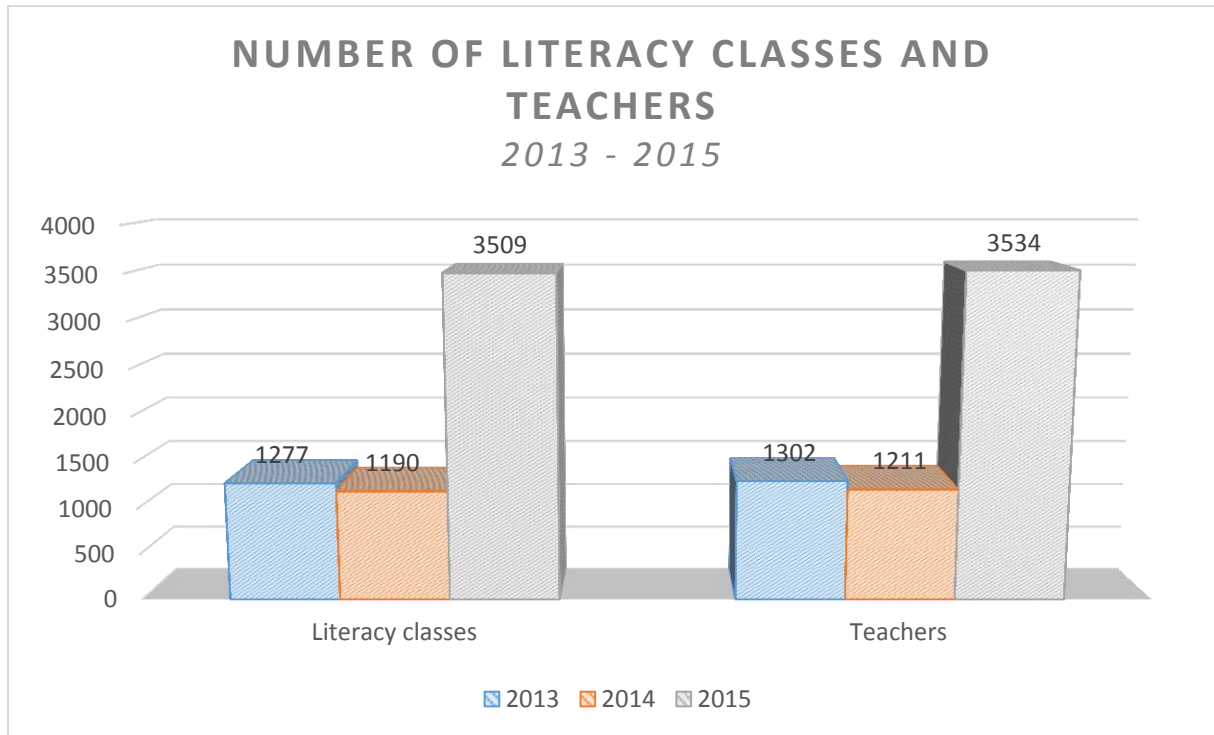
The following strategies in the ESP can be linked to this objective:

1. Scale up the literacy program in areas where there are the largest numbers of illiterates and disadvantaged.
2. Expand and strengthen the process of CLC, re-entry program, NFE equivalent program, and post-literacy program.

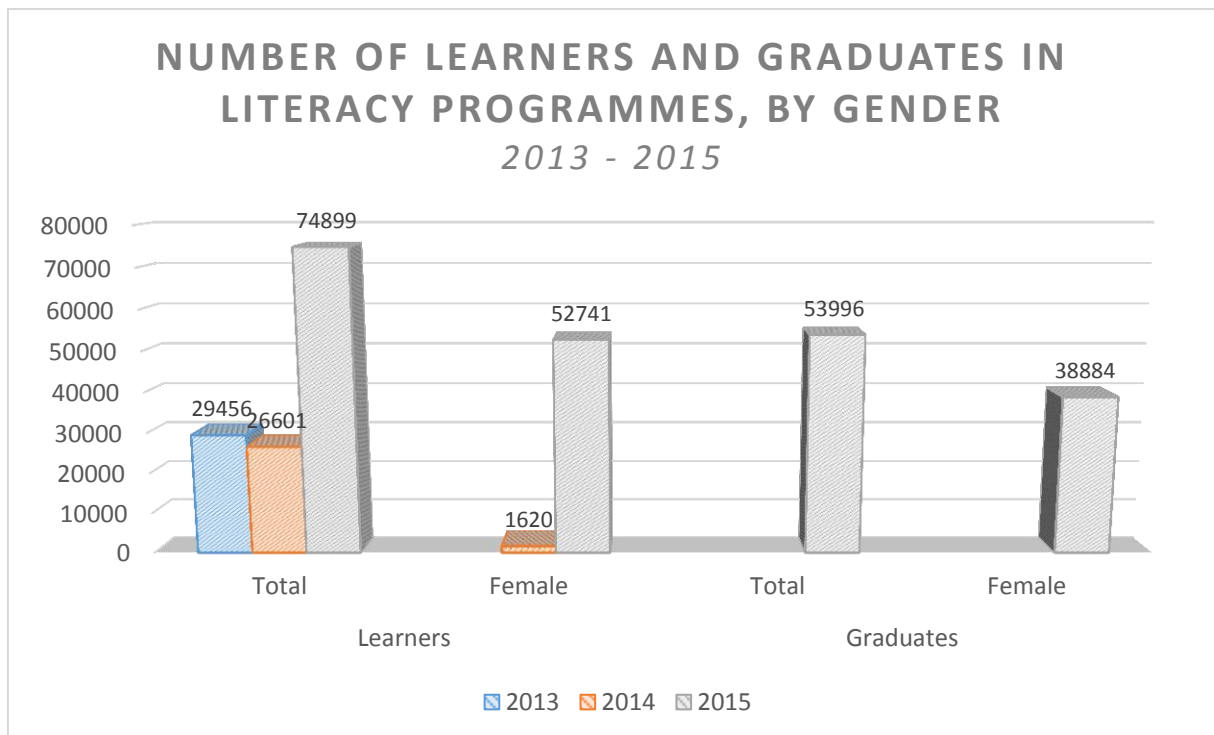
Strategy 1

The functional literacy program expanded in 2015 through the National Literacy Campaign, with the cooperation of Ministry of Education, Youth and Sport, line ministries, UNESCO, and other development partners. As a result, the number of literacy classes available, the number of teachers, and the number of students in literacy classes increased significantly from 2014 to 2015, as table YY reveals.

Even though there has been significant progress, there still remain some challenges in implementing functional literacy programs, such as: materials to support functional literacy classes are not sufficient and not provided timely; payment of salaries to contract teachers experience delays; cooperation from local authorities and stakeholders in the implementation of functional literacy programs is limited; provision of data on functional literacy classes managed by development partners is still limited; and capacity in planning, implementing and monitoring non-formal literacy activities is limited at both national and sub-national levels.



Source: NFED



Source: NFED

Strategy 2

The number of students study in equivalency program has increased steadily –even though not reaching the expected targets- and the implementation at the lower secondary level has expanded, which is a significant contribution to achieve the 2018 target. However, the number of CLCs has not improved according to what was expected.

The re-entry, equivalent, and post-literacy programs have improved through the cooperation of MoEYS and development partners, and an increment was approved for the fees paid to NFE contract teachers, but some challenges still persist. Some of these, as mentioned in the Education Congress report 2016 include: lack of sufficient libraries, books and other learning materials; delays in the payment of allowances for NFE contract teachers; the number of CLCs do not match the actual needs of people; oftentimes the number of target NFE learners is not enough to start a class based on the standards, and they attend classes irregularly; and the cooperation in NFE program implementation among local authorities and stakeholders is limited.

5.5.2.2 Analysis and explanation of progress toward subsector policy objective 2

The analysis of the two indicators corresponding to the second policy objective of NFE subsector showed that there is still progress to be made in order to improve access to knowledge and life skills for out-of-school children and youth that is relevant for their communities.

The following strategies in the ESP can be linked to this objective:

1. Provide supporting mechanism for NFE program within the factories, enterprises, farms.
2. Improve efficiency of private school management.

Strategy 1

The standards for CLCs have only started to being developed. Nevertheless, MoEYS has collaborated with other line ministries to strengthen the supporting mechanisms for NFE programs, some of them based in firms.

In terms of the skills training imparted, a significant proportion correspond to tailoring skills. In 2015, 30% of classes were on tailoring skills, covering 41% of total learners. The immense majority of these (93%) were women. The high percentage of enrolment in tailoring course, and the large presence of women in these, is due to the fact that most CLCs are equipped with sewing machines and it was easy to find community trainers. The demand of workers with appropriate skills by garment factories has sustained this trend.

The challenges identified include: difficulties to recruit trainers for some skills; inadequate teaching materials; and teacher allowance not provided on time.

Strategy 2

The second strategy involves the strengthening of effective management of private institutions, particularly private schools that provide training of less than one year. In alignment with the process of D&D, this work has been under the control of POEs. However, they face as challenges a lack of support legal letters for effective management.

5.5.2.3 Analysis and explanation of progress toward subsector policy objective 3

A very significant effort was made to establish NFE Management Information systems, which reach now all provinces. The following strategies are associated with this objective:

1. Strengthen the NFE results-based management.
2. Strengthen data, information and statistics collection and illiterates.

Strategy 1

As support measures to strengthen results-based management in NFE, some incentives for management community learning centers were introduced, and MoEYS provided training to NFE staff on leadership and management. In addition, quarterly meetings are currently conducted with Community Learning Centers.

In conclusion, there have been progressed the implementation of all types of non-formal education, especially the national literacy campaign, and the provision of second opportunities for education through the equivalent program of primary and lower secondary education. However, enhancing the efficiency of community learning centers needs to be a focus of the remainder of Plan implementation.

5.6. Youth Development Sub-sector

The Education Strategic Plan establishes the following policy objectives for youth development subsector in 2014-2018:

- Provide opportunities for youth to access to educational and vocational training with quality and equity.
- Develop youth to be healthy both physically and emotionally.
- Encourage youth to take initiatives and be creative with the spirit of entrepreneurship and leadership.

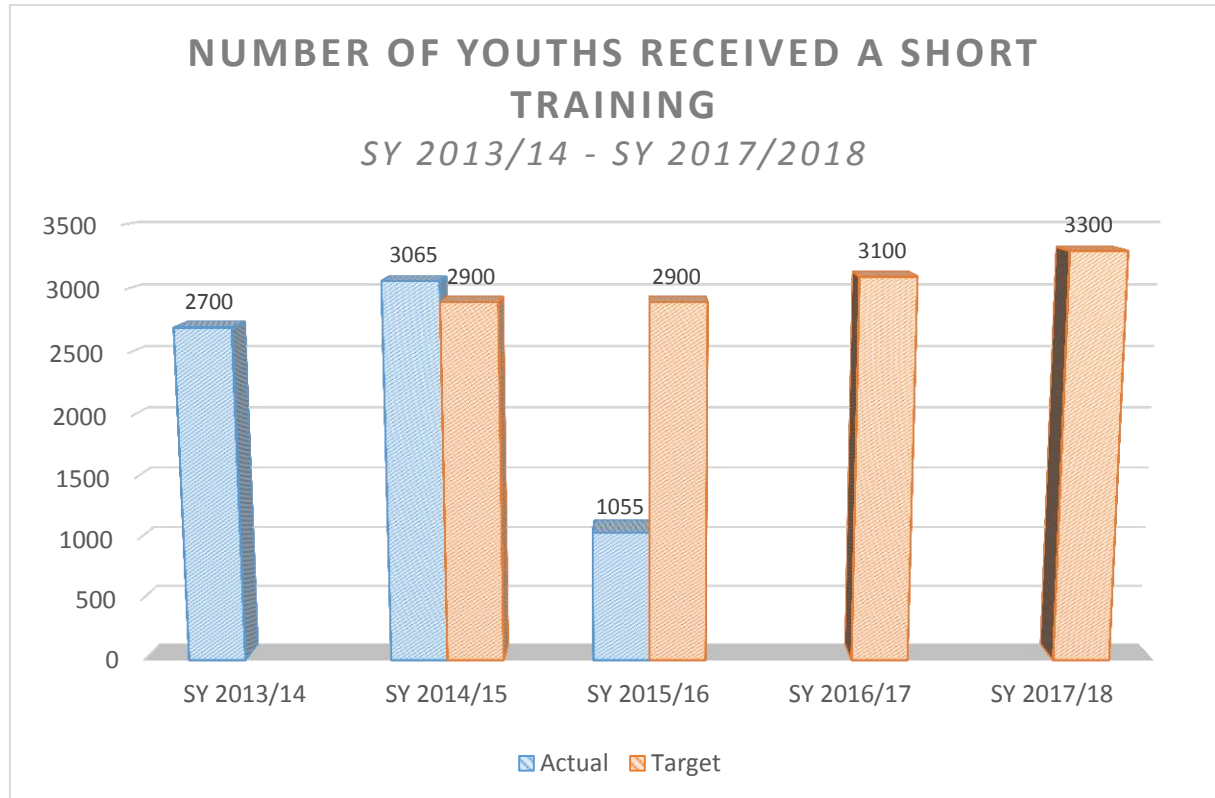
5.6.1 Assessment of progress towards the 3 objectives

Table 5.8 Progress of Outcome Indicators of Youth Development sub-sector

Youth Development	Baseline 2013/14	Target 2014/15	Status 2014/15	Target 2015/16	Status 2015/16	Target 2016/17	Target 2017/18
Objective 1							
Number of youth received a short-training	2700	2900	3065	2900	1055	3100	3300
Number of youth received training on volunteer and Enterprise	2500	2700	2400	3000	1500	3300	3600
Number of Youth Centre	9	15	15	18	16	20	24
Subsector Policy objective 2							
No defined indicator							
Subsector Policy objective 3							
Number of youth received leadership and entrepreneurship training	300	300	300	300	375	300	300
Number of youth created their own jobs per year for each centre	10	10	10	10	7	10	10
Percentage of Grade 4 to 9 children participated in the children council	99%	99%	99%	99%	99%	100%	100%
Percentage of Grade 10 to 12 student participated in the youth council	89%	94%	89%	94%	89%	98%	100%

5.6.1.1 Assessment of Policy Objective 1:

The **number of youth participating in short-term skills training** increased at the beginning of ESP implementation. However, participation later on declined significantly, covering just 1055 young people in the school year 2015-2016. If this trend persists, it would be very difficult to reach the 2018 target.



The **number of youth that received training on employment volunteers** declined as well, especially in 2015, when it only reached 1500 young people. If this trend persists, it would be very difficult to reach the 2018 target.

The **number of Youth Centers** increased from 9 in 2013 to 15 in 2014, but virtually stagnated since then, with only one additional center established in 2015. Still, with increased investments it would be possible to reach the final target of 24 Youth Centers in 2018.

5.6.1.2 Assessment of Policy Objective 2

Assessment of policy objective 2 face challenges to measure on progress because in this policy objective did not identified indicators for monitoring on that. However, in order to implementation the national policy action on Cambodia Youth Development need to effort for creating a mechanism national action plan technical committee of monitoring and evaluation. The implementation of the National Policy has been starting from 2006 to 2018 it's a good opportunities for establishment unities and responsibilities to provide resources and implementation the national policy monitoring.

After establishment of the mechanism and planning for processing the national policy implementation on youth development with efficiency.

5.6.1.3 Assessment of Policy Objective 3

The **number of young people who have received leadership and entrepreneurship training** surpassed the target for 2015. As the target number of participants in these trainings is the same across the period of the ESP, under the current pace of implementation is likely that the final target be reached.

The number of young people who have created their own jobs per year for each centre remained stable at the beginning of the ESP implementation, but declined in 2015. The support provided to young people aiming at creating their own businesses should be strengthened.

The **percentage of student in grades 4 to 9 that participate in the children council** is consistent with the targets. The development of the action plan for operating the children council would be considered as indicators for M & E in the future.

The **participation of students in grades 10 to 12 in the youth council** presents some challenges, as the percentage has remained stable and as a consequence distanced itself from the targets. The development of the action plan for operating the youth council would be considered as indicators for M & E in the future.

5.6.2. Analysis and explanation of progress towards each of the three objectives in ESP 2014-2018

5.6.2.1 Analysis and explanation of progress toward subsector policy objective 1

Through analysis base on three outcome indicators in policy objective 1 in the table above show that progress to reach this policy objective has been mixed.

The following strategies in the ESP can be linked to this objective:

1. Heighten skills training and capacity development
2. Promote youth volunteer.
3. Promote life skills education on the individual and social security

Strategy 2

Youth volunteerism was promoted through courses on volunteerism and leadership courses. Youth networks have been established, and a national forum and international volunteer day on the fifth of December were organized. Training activities aimed at disadvantaged youth were performed by youth volunteers. These activities covered very diverse topics, including English language, Khmer language and entrepreneurship. However, some of the lack of progress observed in the indicators could be due to low participation of young volunteers in rural areas, as well as limited or no defined structure for implementation of the program.

MoEYS also completed the pilot of an entrepreneurship education program called “Understanding Business” in 5 High Schools in Phnom Penh, Takeo, Kandal, Kampong Chhnang and Kampong Thom provinces.

Strategy 3

MOEYS provided a wide variety of short life skills training courses. One of the main challenges identified for the implementation of these courses, however, is the delay in the delivery of the budget.

Some workshops were organized with the National Employment Agency and other organizations, aimed at disseminating information on careers and jobs for youth. These events were attended by over 12000 young people.

The program for the development of facilities was important to rehabilitate and equip Youth Centers. This program allowed the establishment of a centre in 16 provinces, and the plan is to have covered all

provinces by the end of the ESP. Some challenges identified for the success of these Youth Centers are the limited capacities to provide appropriate services and lack of equipment for training technology and other skills.

5.6.2.2 Analysis and explanation of progress toward subsector policy objective 2

It has not been possible to measure progress toward the achievement of policy objective 2, as no indicators were included for its monitoring. However, this objective lies primarily on the implementation of the national policy for Cambodian Youth Development. This will require a great effort to set up a national action plan, technical committees, a mechanism of implementation, M&E plan, etc. The period for implementation of the national policy is initially from 2016 – 2018, so it is urgent that all the mechanisms and the action plan be agreed by all relevant stakeholders.

The following strategies in the ESP can be linked to this objective:

1. Heighten the participation of youth sports.
2. Improve the awareness of art, culture, environment, agriculture, and tourism to youth at the national and regional levels.

It is difficult to assess these strategies because no specific programs were included for implementation in the ESP. However, awareness campaigns have motivated the participation of youth in various types of sport activities, mainly through advertising on radio and magazines.

5.6.2.3 Analysis and explanation of progress toward sub sector policy objective 3

The outcome indicators to assess the progress toward policy objective three show mix findings in the period 2013-2015.

The strategies that relevant to this policy objective are:

1. Development legal framework regulations and mechanisms
2. Increase soft skills education, spirits of youth's entrepreneurship and leadership.

Strategy 1

Within this strategy, several policy frameworks can be mentioned that have been developed since the beginning of ESP implementation: the National Action Plan on Youth Development 2016-2018; the Strategic Plan for the National Council for Youth Development, which is included in the National Action Plan; the National Action Plan on Cambodia National Scout Movement Development, formulated in 2014; a strategic plan on Cambodia National Scouts, 2010-2020, developed by the Council of Ministers. In addition, the National Council for Youth Development was established in 2014, and the decisions for the establishment of Council for Youth Development at institutions, provinces, and districts are pending.

The Child and Youth Councils have been strengthened, as can be seen from the levels of participation in the table of outcome indicators. For example, expenditure items for Child and Youth Councils were included in the School Operational Budget. However, there is still room for further improvement, especially concerning support from school principals.

Strategy 2

Study clubs for children and youths' council were very important for promoting student learning activities. Other initiatives under this strategy have included camping programs, international cooperation and exchanges with other countries' youth organizations; study-tour program of youth volunteers; scout movement development; Friend to Friend program. Activities of student associations have been strengthened, and there have been support programs for creating self-employment.

In addition, 48 student associations were established at public Higher Education Institutes and trained on technical preparation of association at Meanchey and CHEA SIM Kamchaymear universities.

In conclusion, progress has been made in the development of policy frameworks, improvement of children and youth councils' structures, creating learning club, volunteer affairs, hard and soft skill training, and career counseling. Preparing of implementation mechanisms and increasing performance efficiency of national council for youth development through the national action plan for youth development is the priority.

5.7. Physical Education and Sport Sub-sector

The three policy objectives for the subsector are:

- Improve rights, provide opportunity, and train on the culture of physical education and sports to all people.
- Increase athlete's performance to success in international tournaments
- Promote governance and management on physical education and sports

5.7.1 Assessment of progress towards the 3 objectives

Table 5.9 Progress of Outcome Indicator Physical Education and Sport Subsector

Physical Education sub-sector	Baseline 2013-14	Target 2014-15	Status 2014-15	Target 2015-16	Status 2015-16	Target 2016-17	Target 2017-18
Objective 1							
Number of physical education and sport teachers trained per year	150	150	150	150	100	150	150
4 sport fields are repaired							
<i>National Stadium</i>		80%	100%	100%	100%	2 volley ball fields, 2 basket ball fields	1 indoor gym
<i>Royal University of Phnom Penh</i>				100%	80%	100%	
<i>National Institute of Physical Education and Sport</i>					On-going	80%	100%
<i>Siem Reap Stadium</i>						Starting	90%
<i>Football field in Kampot Stadium</i>							Starting
<i>Football field in Kampong Cham Stadium</i>						Starting	70%
<i>Football field in Preah Sihanouk Stadium</i>						Starting	70%
<i>Football field in Kampong Thom Stadium</i>						Starting	70%
Secondary schools have fields:							
<i>Football field 10</i>		2	2	1	2	1	2
<i>Basketball field 15</i>		3	3	4	3	1	1
<i>Volley ball field 20</i>		4	4	0	4	3	5
Objective 2							

<i>Number of medals in SEA GAME</i>	4	8	8	12	15	16	20
Objective 3							
No outcome indicator							

5.7.1.1 Assessment of Policy Objective 1:

Much work has been accomplished since 2014, and the attention is now on securing the continuity of this work. Physical Education and Sports have been taken to schools, with numerous students participating in regional and global competitions.

The **number of physical education and sport teachers trained per year**. MoEYS has made good progress in this indicator, as it trained the planned number of physical education and sport teachers. The last year is an exception, so there should be an additional effort to return to previous levels of training.

Revision of sport fields, the revision of the National Stadium is complete, and that of the RUPP is highly advanced, so the final targets for 2018 should be reached. On the other hand, improvements in the sport field of the National Institute of Physical Education and Sport has only recently started, and in Siem Reap stadium work has not started yet. The latter two would require closer monitoring in order to complete their revision by 2018.

Secondary schools have fields. Progress on this indicator has been slow. Of the 10 football fields, 15 basketball fields, and 20 volley fields expected in secondary schools by 2018, only a handful have been implemented so far.

5.7.1.2 Assessment of Policy Objective 2:

Through the competitions, Cambodia received 8 **medals in SEA GAMES** 2014 and 15 medals in SEA GAMES 2015, including 1 gold medal, 5 silver medals and 9 bronze medals. To keep up with this streak requires solving some pressing challenges, such as a lack of training pitches, training rooms and sport materials.

5.7.1.3 Assessment of Policy Objective 3:

In this policy objective 3: There were no outcome indicators included in the ESP 2014-018 in relation to the third subsector policy objective. As a result, it is not possible to measure progress toward its achievement within the current ESP monitoring framework.

5.7.2 Explanation of progress towards each of the three objectives

5.7.2.1 Analysis and explanation of progress toward subsector policy objective 1

1. Develop physical infrastructure, sport equipment and materials
2. Research and compile documents on physical education and sports
3. Strengthen the sports information media
4. Promote ethical and professional values of physical education sport for all

Strategy 1

Physical education and sports is a main element in the education sector to improve health and contribute to learning improvement, as well as country development. Infrastructure development has been initiated and is expected to continue all the way to 2018. For instance, construction of a football field, running track, infrastructure and environment innovations have been done in the National Stadium. Also, a football field, a running track, a basketball court and one changing room have been constructed in the Royal University of Phnom Penh. The National Institute of Physical Education and Sports will construct one indoor gym, one football field, and one running track in 2016. Also, football fields, and basketball

courts have been constructed or renovated in Takeo and Kampong Chhnang. Finally, one football field will be constructed in the stadium of each of these provinces: Siem Reap, Kampong Cham, Kampong Thom, Preah Sihanouk, and Kampot. Based on the annual budget planning, 6 football fields, 9 basketball courts, 12 volleyball courts were constructed in secondary schools.

Moreover, MoEYS has prepared a guideline for physical education and sports in and out of school time, sports competitions at provincial level, national sports championship competitions at all levels, and public sports competition at provincial, regional, national, and international levels.

On the other hand, the participation of sub-national and other stakeholders to support the development of infrastructure hasn't been as active as expected. Furthermore, the implementation has encountered some difficulties, namely tardiness in the delivery of sport equipment and material supplies. In addition, technical knowledge in developing sport infrastructure and technical expertise in plan making is limited. The technical equipment is minimal; and the provincial courts have not been developed yet. Some budgetary practices and procedures are complex and inconsistent with sports training and competition practices.

Strategy 2

Researching and documenting the physical education and sports has been conducted in relation to sports management, sports magazine for Regional Teacher Training Center on Physical Education and Sports at the primary and secondary school.

Strategy 3

The Ministry has produced and distributed 12,000 copies of 6 volumes of sport magazines and created a website and a space in social networks. The challenge to reach the media is related to insufficient budget for outreach work.

Strategy 4

The ministry has promoted sports for all events every year in National Stadium to provide opportunity to people for the benefit of exercising, entertainment, welfare and health.

5.7.2.2 Analysis and explanation of progress toward subsector policy objective 2

Strategies that are relevant to this policy objective are:

1. Strengthen cooperation in sports with other national and international sport organization
2. Promote training, coaching and capacity development

Strategy 1

With regards to the first strategy, MoEYS has strengthened cooperation with foreign sports organizations (e.g. Vietnam, Laos, China, Japan, Russia, Thailand, Indonesia and France). This cooperation centers on cooperation on training programs, exchange of experiences, study visits and scholarship). The challenge is to respond to partnership process, as procedures are quite complex.

At the national level, MoEYS has established cooperation with organizations to train sports talents as well as coaches, referees, judges, officials, technical and administrative officers.

Strategy 2

With regards to the second strategy, there are physical education and sport courses in primary school level, along with 2-hour learning per week for secondary schools. The Ministry organized training for physical education and sports in 12 provinces; and capacity building trainings to physical education and

sports in Kep, Battambang, Prey Veng, and Kandal. The National Sport Training Center provided several trainings as well. Moreover, there is cooperation with organizations to train physical education and sport teacher trainees at district levels.

5.7.2.3 Analysis and explanation of progress toward subsector policy objective 3

No outcome indicators were included to measure progress toward this objective

The strategy that is relevant to policy objective is:

- Develop the framework of law, regulation, legal and procedure

The Ministry has prepared legal norms and mechanisms for the implementation of programs and strategies. Also, the Ministry established the reform committee on legal regulations to support physical education and sport development.

The Ministry has prepared guidelines on competition in establishments of primary, secondary and higher education in 2015, at capital, provincial and national levels. The Ministry has also prepared instructions on decentralized national sports federations in 2015, although this will introduce new challenges for implementation that will need to be dealt with.

MoEYS further prepared guidelines on the protection of moral and ethical values in physical education and sports activities in 2015. It has also organized instructions for Club Association Federation in 2015, to support the sports at the provincial level. Also, the National Games have been formulated, to be held every 2 years.

In conclusion, the progress is illustrated by the increase in the sport infrastructure of Cambodia, the increasing participation at global, regional and national competitions, improvement of physical education and sports at school and public sport. Meanwhile, sport competition reform would be a focus, as well as preparing an implementation mechanism of master plan sport development toward SEA game sport in 2023

6. Assessment of management and monitoring of ESP

6.1. Gender

In response to the Rectangular Strategy Phase 3 of the Royal Government and contribute to implementing the Strategic Plan Neary Ratanak 2014-2018, the Ministry of Education, Youth and Sport completed the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and mainstreamed this issue into the educational policies of all sub-sectors including Education Strategic Plan 2014-2018, Teacher Policy Action Plan 2015-2020, and pushing each unit to have specific measures through planning, educational program projects, educational service delivery and management with a focus on ensuring that girls have equality and full access to education.

Currently, the total staff of the Ministry is 115,305 people with 43.5 % women. This figure includes 89,151 teaching staff, of which 49 % are female. The Ministry encourages and gives priority to women in leadership and decision making by promoting women to serve as leaders at the national and sub-national levels.

Over half of all children below 6 years old enrolled in education services were girls (50.6%). In primary education, 48.3% of children enrolled were girls, as were 50.3 % of lower secondary students. The proportion of women in upper secondary is only slightly lower: 48.9%. The total of students attended the combined general knowledge and technique was 805, 38.1% female. Total of undergraduate students was 214,266, of which 43.2% were female.

Through the Implementation of the Gender Mainstreaming Strategic Plan in education, we have reduced the gender gap in all levels of both formal and non-formal education system by focusing on gender equality to ensure that children, students, teacher trainees are able to fully and equitable access to education, and enhance the participation and empowerment of women in education sector. However, we observed that the pattern of the enrollment of students have a conical shape, it means that we ensured the equity of enrollment in primary education between boys and girls, but from the lower secondary to higher education, the female students are less than boys. **Samdech Techo Prime Minister** recently addressed at the annual meeting of the National Council for Women, focusing on recommendations related to the promotion of education of female students in higher education by attending the associate, bachelor, post-graduate and Ph.D.

The MoEYS has received annual budget support from the national government and development partners, as part of the previous implementation phase of the Gender Mainstreaming Strategic Plan in Education Sector. In 2015 the Ministry proposed to allocate 8% of the total program budget for the implementation of gender mainstreaming. This does not include program budgeting by sub sector, which contributes to the promotion of gender equality in education sector.

Regarding the impact of government budget spending on gender mainstreaming in the Ministry of Education, Youth and Sport, the number of female enrollment increased in all education levels and the number of female education officers also increased, especially female teachers.

Overall, the access to education of female students to all levels of education has been promoted through various means, and it could be said that there is almost no gender gap in education, especially basic education for nine years in the Kingdom of Cambodia. Some priority measures to promote women in education have included:

- Introduction of guideline on new teacher deployment which include motivation to female teachers to be able to teach and have safe living conditions.
- Expansion and promotion of CFS program in the basic education.
- Development of Child and Youth Council and female councilors

- Organization of management structuring of female education staff from national to sub-national levels.
- Introduction of a three-month maternity leave and allowance
- Focus on the development of female teachers' accommodations, especially in rural and disadvantaged areas.
- Offer opportunities to attend various workshops and training courses both in the country and at overseas.
- Prioritize women in promotion to higher position when having equal evaluation score with men.
- Support the allowances to improve the teachers' living condition in rural and disadvantaged areas.

Some factors that are barriers for girls' education remain, however. These include: long distance from schools to home and incomplete schools in remote and some rural areas; poverty, malnutrition, health problems, sanitation such as clean water, latrines and disability, etc.

In response to the 4th goal of sustainable development on education, and the 5th goals on gender equality in education, youth and sport sector, the Minsitry will continue to invest in:

- Efficient intervention and measures to improve access to education for girls, including the strengthening of infrastructure and increase the number of secondary schools, especially in communes
- Intervention and measures to ensure the retention of female students in schools, especially the contineuing of learning from primary to secondary and higher education.
- Interventions and measures to promote and encourage female students to study science, technology and mathematics such as orientation programs and career counseling to female students in secondary and higher education.
- Education about sexual and reproductive rights in schools, gender relationships and sexual commitment with a responsibility to prevent young pregnancy.
- Enhancing the quality of education through teacher training and ensuring that teachers receive adequate allowances.

6.2. Aid Effectiveness/ Cooperative Financing

Aid to the education sector has a total budget of more than US\$ 74 million in 2015. This budget has increased compared to 2014, when it reached US\$ 53 million. The Public Investment Program (PIP) 2016-2018 consists of 27 projects including 20 of ongoing projects and 7 of negotiating-projects (new proposals) with a total budget of US \$ 186,291,000. The number of projects in the PIP 2016-2018 hasn't decreased compared to 2014 and 2015, in particular, technical assistance projects, but the negotitating-projects decreased from 9 projects in 2015-2017 to 7 projects in 2016-2018 (CDC 2015).

In 2015, the national and international technical advisors working at units under the Ministry consist of 17 units equal to 123 persons – months, and 34 technical advisors working at the provincial Department of Education, Youth and Sport which most of them are volunteers.

The number of technical advisors working in the Ministry haS gradually decreased from year to year in line with the principle of aid effectiveness.

The Joint Technical Working Group in Education

The overall objective of the JTWG-Ed is to promote aid effectiveness and partnership in support of achievement of the Education Strategic Plan and the Annual Operational Plan of the Ministry of Education Youth and Sport in accordance with the rectangular strategy – Phase III and associated reform

programs of the Royal Government of Cambodia. The roles of the JTWG-Ed are to promote the alignment of development cooperation with the NSDP and ESP, provide information on partner funding and support the budget processes including public finance reform; ensure coherence of capacity development programs with the Capacity Development Master Plan; review and report on aid effectiveness in the Congress and Retreat.

Provincial JTWG-Ed

The PJTWG supports the planning, budgeting and reporting of Provincial activity in the framework of the PESP. Specifically providing input to the preparation of the Provincial AOP, BSP (specifically on the PB expenditure), and annual work plan based on the PESP and to preparing the annual sub sector and final PEC documents. Provincial JTWG-Ed in the 25 provinces improved their performance from one year to another.

The National JTWG-Ed met regularly every quarter to openly discuss the implementation of policies and plans, education sector reform, aid effectiveness and key progresses. This mechanism was used to prepare and review progress of the implementation of AOP, ESP, Education Congress organization and resource mobilization. These technical working groups have also strengthened their capacity through annual training workshops and have also proposed directions for subsequent years.

The Annual Education Retreat

The annual education retreat brings together, under the Chair of the Minister, senior staff from MoEYS, the Development Partners and a representative of the non- governmental organizations. The Retreat provides an opportunity for reflection on the progress made in the education sector and for consideration of focal areas for the coming year. The Retreat considers documents that have been prepared prior to the meeting by the different Education sector Technical Working Groups, research papers prepared by the sub sectors and/ or departments as agreed by the JTWG. The outcome of the Retreat is a report that informs the preparation of the Education Congress Report. Some of the topics discussed during the retreat in 2014, for instance, included: curriculum review and reform, education financing (including PFM reform), teacher development (pre and in-service), learning assessment, and monitoring (including EMIS). A results matrix was developed with actions to be taken in 2015. The retreat in 2016 discussed two main topics: the Mid-term review of the ESP 2014-2018, and the Teacher Policy Action Plan (TPAP). Some of the issues discussed included: Core Breakthrough Indicators of the ESP, results-based management, budgeting in ESP, Teacher Training Reform, Teacher Education, and Career pathway. As a result of the discussions on those topics, MoEYS identified some actions to be taken in 2017.

6.3. Public administration reform

The reform of public administration or reform of personnel management is very important to support and improve the efficiency of the educational process. The first progress is a series of salary reforms while tightening discipline and performance. The next step is a greater rationalization of personnel supply, by delaying the recruitment of teachers for lower secondary or basic level and increasing recruitment at the upper secondary level or higher education. To put in place a personnel performance appraisal system countrywide and the adoption of new norms on the use of personnel were also significant progress. As part of the promotion of quality of educational staff, the improvement of teacher trainee recruitment conditions is applied by allowing candidates with grades "A", "B", "C", to apply for teaching and they automatically pass the exam (in 2015 there were 1,200 candidates with grades B, C).

The study of mechanisms and ways of providing incentives to teachers is in process: the current motivation system and experiences from other countries are being reviewed. A policy document will be developed to provide recommendations on measures to increase motivation of teachers in disadvantaged areas. The study on career path is in process with technical assistance from experts and it is expected that a draft of career path will be developed and consulted with teachers and leaders.

Many instances of capacity building for educational staff have been conducted, for instance, to improve English language skills and the use of technology. In-service training of teachers with lower qualifications to become teachers at a higher education level has been applied in order to have sufficient teachers teaching at the schools with shortage of teachers.

However, the factors to be focused on include increasing teacher recruitment and rationalization of personnel supply, setting the amount of annual recruited teachers to fill the need, ensuring teacher deployment to be equally between urban and rural areas, especially the disadvantaged area.

Specific measures include:

- Study the requirements of number of recruited teacher scale and the use of staff in Phnom Penh with solutions in order to review the principle of teacher deployment (both old and new teachers).
- Develop the teacher motivation system in the disadvantaged areas.
- Review criteria to recruit teachers through a new tactic for attraction.
- Promote the living standard of educational staff through salary increases, revision and rationalization of incentives and payroll system through banking.
- Promotes career development by establishing a clear career structure, positional and level promotion based on performance.
- Improve the procedure of personnel performance appraisal and criteria for appointment of management officers by using the personnel performance appraisal system and credit system, and foster the duty implementation of the committee for personnel performance appraisal.
- Develop capacity for management officers through the use of credit system.

6.4. Decentralization and de-concentration reform

Decentralization and de-concentration reform is necessary to ensure efficiency and to respond to the priorities of public service delivery, especially education sector. The list of functional analysis and review was organized which consist of 573 functions and sub-functions. The final draft of policy on decentralization and de-concentration reform in education sector is being developed. The working group on function transfer to sub-national level is discussing on function transfer for early childhood, primary, and non-formal education.

The implementation plan to transfer functions and educational resources for the administration of Battambang province was developed. In 2017, 4 additional provinces and capital will be transferred functions and resources, then 18 provinces and capital for 2018, and the function transfer will be applied nationwide in 2019.

In the proposal for function and resource transfer in education sector to sub-national administration, it's clearly divided on functions at management level:

- Ministry of Education, Youth and Sport: The establishment of policies, law, standard (personnel, curriculum and infrastructure construction) capacity development (training and selection) and monitoring on the service quality.
- Provincial Department of Education, Youth and Sport: Coordinating and cooperation on the performance in line with the standards and assigned regulations, and monitoring.
- District administration: Manage, organize, lead and ensure the sustainability of the implementation of programs which have been transferred.

Capacity building activities have been conducted to facilitate the process. The sub-national administrative staff of the Battambang province received capacity development to be ready to accept the functions of education sector. School management boards were trained on results-based management to

support decentralization and deconcentration reform in education sector. The sub-national administrative staff, and managers of community learning centers were trained on the concept of implementation of decentralization and deconcentration reform in education sector.

In the process towards the implementation of decentralization and deconcentration in education sector, various regulations supporting the function transfer will be organized (eg. the transfer of funds with attached conditions). A coordination mechanism between the involved actors at both national and sub-national level needs to be organized. Awareness of democratic reform (national and sub-national levels) is, however, limited.

The upcoming priorities are the finalization of policy on decentralization and deconcentration reform in education sector, action planning, finalization of the legal norms supporting the function and resource transfer in education sector, and action planning to expand the scope of functions and resource transfer associated with comprehensive dissemination and capacity development, regularly support to administration and technical affairs, monitoring and evaluation, and strengthening the autonomy of school management.

6.5. Public Financial Management Reform

The Royal Government of Cambodia (RGC) launched a program on the Public Financial Management Reform in 2004, defined as 4 phases (i) to upgrade the budget reliability (ii) to promote the financial accountability (iii) enhance the relationship between policy and budget, and (iv) increase the accountability performance. Phases 1 and 2 had been completed successfully in 2008 and 2015. The RGC continues to put in place the phase 3 in early 2016, and aims to encourage all the ministries to implement full budget in 2018.

The Ministry of Education, Youth and Sport started to implement the program budget in 2007. The structure of programs and sub-programs are developed and updated continuously. However, the structure of programs and sub-programs of the budget do not correspond to the subsector approach of the Education Sector Strategic Plan 2014-2018. This has made difficult to monitor expenditures by subsector, and by priority reforms.

In 2014 and 2015, the Ministry focused on strengthening of quality in organizing the national and provincial budget strategic plan, and annual operational plan at all management levels. However, the budget strategic plan and annual operational plan have not yet been reflected in the sub-sector and the 15 reform priorities.

6.6. Implementation of the annual Operational Plan

Annual operational plans are organized regularly and covering the activities of the departments at the national level. AOP preparation is based on the education strategic plan, budget strategic plan, and budget program. In the AOP budget is broken down according to the source of funding: the government, according to the annual financial law, and the budget of the development partners and NGOs.

The AOP 2016 compiles all the MoEYS activities and categorizes them into activities groups supported by the government or development partners, including national and international organizations and non-governmental organizations which are supporting education sectors. MoEYS has implemented the open principles by facilitating the participation of all stakeholders and conducted consultations from the beginning to the finalization of the document.

The total budget of the AOP 2016 is 534,021.95 million riels. The total budget supported by the government in amount of 337,070.39 million riels (equals 63%) and the budget supported by Development Partners/Non-Government Organizations in amount of 196,951.96 million riels (equals 37%).

7. Financing Report

7.1. The financing of the education sector

Based on the projection of education funding requirements in the Education Sector Strategic Plan 2014-2018, the total funding required for the implementation of the ESP, including both current and capital, was 1782 billion in 2014 to 3334 billion in 2018. This budget was disaggregated by sub-sectors.

Table 10: Budget Requirements for the Education Strategic Plan 2014-2018

The current and Capital by sub-sector (Millions Riels)	2014	2015	2016	2017	2018
Early Childhood Education	128,571	145,149	164,549	187,547	213,911
Primary Education	840,341	943,513	1,091,687	1,285,246	1,523,921
Secondary and Technical Education	525,029	650,973	764,245	924,643	1,121,084
<i>secondary School</i>	<i>377,340</i>	<i>467,031</i>	<i>519,781</i>	<i>596,247</i>	<i>662,918</i>
<i>High School</i>	<i>147,689</i>	<i>183,942</i>	<i>244,464</i>	<i>328,396</i>	<i>458,166</i>
Higher Education	210,050	246,560	272,469	313,997	392,636
Non-Formal Education	20,937	22,207	23,458	24,610	25,739
Youth Development	10,343	11,941	12,253	12,573	13,018
Physical Education and Sport	47,558	27,584	26,462	28,974	44,322
Total Required Budget	1,782,828	2,047,928	2,355,123	2,777,590	3,334,631

7.1 Total of Budget Gap

The budget gap is calculated by comparing the need for resources identified in the Education Strategic Plan 2014-2018 with the total budget that was approved by the Royal Government (annual budget law) for the Ministry of Education, Youth and Sport, including the commitment to financing by Development Partners (DPs). The Ministry considers capital expenditure from the financing of all the development partners based on public investment program for 3 years rolling.

The government budget in 2014 and 2015 increased considerably. The budget gap was about 1.4% in 2014 and 1.6 % in 2015 (Table 2). This budget gap narrowed because the capital budget allotted by DPs was higher compared to what was estimated in the ESP.

The current budget provided by the government for the Ministry of Education, Youth and Sport is lower than actual current expenditures. However, the government has been increasing the budget to support the education reforms. The current budget gap is about 13.4 % in 2014 and 11 % in 2015.

Table 11: Total of budget gap in 2014 and 2015

Million Riel	2014				2015			
	budget Requirement	Total Resources (Gov't and DPs)	Gap	%	budget Requirement	Total Budget (Gov't and DPs)	Gap	%
Total Expend	1,782,828	1,757,141	25,688	1.4	2,047,928	2,016,133	31,795	1.6
Current Expend	1,549,465	1,342,049	207,416	13.4	1,772,960	1,583,309	189,651	11
Capital Expend	233,364	415,091.69	(181,728)	(77.9)	274,968	432,824	(157,856)	(57)

7.2. The current budget gap by sub-sector

In 2015, 4 of the 7 sub-sectors presented a budget gap. The current budget for secondary and technical sub-sector, non-formal education and youth development in 2014 and 2015 surpassed what was planned. Primary education and higher education sub-sector presented a large gap that could have affected the expansion of education services and strengthening the quality of primary, enhancing the research activities in higher education, improve the quality of higher education and higher education development program. However, HEIs are able to collect more funds through tuition fees, but the primary education subsector does not have other sources of financing aside from the participation of DPs.

Early Childhood Education Sub-Sector: It had been planned in the ESP to train 500 teachers per year but the government has allocated about 250 people per year so that why it still has shortage of teachers.

Primary Education Sub-Sector: The government cannot supply teacher aligned with the new staffing norm especially difficult to apply the new staffing norm in schools remote areas.

Secondary and technical sub-sector: The reasons of budget increased because of (i) an increase expenditure for the national exam, which double expended to compare the last year. (ii) to increase the number of teachers working in secondary schools, and (iii) increase operational budget for the resource center.

Higher education sub-sector: the reasons of lack budget because of capacity development program of higher education (lecturer to study abroad) cannot be sustained by the government's budget and other financial in 2015.

Non-formal education sub-sector: the reason of the budget surplus because of expenditure focused on literacy programs and the national literacy campaign (allowance contracts teachers and operational materials).

Youth development Sub-sector: the reasons of the budget surplus because of the budget projection did not include the campaign activities and promotion of the scout movement and youth and child councils (supported by the Government's budget.)

Physical Education and Sport sub-sector: Budget has slightly increased in 2014, but in 2015 there are shortages of budget because of the sponsor to prize for the winners of athletes in international and regional competition.

Table 12: Current budget gap by Sub-sector in 2014 and 2015

Million Riel	Current budget Year 2014				Current Budget gap Year 2015			
	Requirement Current Budget	Current Budget (Budget Law)	Budget Gap	%	Requirement Current Budget	Current Budget (Budget Law)	Budget Gap	%
ECE	85,154.24	58,976.03	26,178.21	31	99,244.81	80,424.27	18,820.55	19
PE	777,200.09	601,422.72	175,777.37	23	867,863.83	706,195.76	161,668.07	19
SE & Technical	457,599.60	490,512.39	(32,912.78)	(7)	535,738.82	589,820.96	(54,082.14)	(10)
HE	186,050.09	95,453.35	90,596.74	49	222,560.08	75,277.37	147,282.71	66
NFE	16,839.30	27,121.77	(10,282.47)	(61)	18,106.94	44,120.14	(26,013.20)	(144)
YD	7,793.12	40,560.44	(32,767.32)	(420)	8,191.44	66,516.24	(58,324.81)	(712)
PE & Sport	18,828.10	28,002.31	(9,174.21)	(49)	21,254.01	20,953.76	300.25	1
Total budget	1,549,464.54	1,342,049.00	207,415.54	13	1,772,959.93	1,583,308.50	189,651.43	11

Through analysis of the budget gap in 2014 and 2015, total budget received from the government and development partners could not meet budget requirements set in the Education Sector Strategic Plan 2014-2018. Most of the budget gap occurred in the recurrent budget. Because of DPs budget are treated as capital budgets (investment), so the capital budget planned is higher than current budget set in ESP.

In addition, the gap of current budget by sub-sector are very different. In secondary and technical, non-formal education and youth development sub sectors the budget increased, and the other four sub-sectors registered gaps in funding, especially in primary education and higher education.

8. Conclusions on progress and challenges

8.1 Overall progress (on the three education sector policies)

The implementation of Education Strategic Plan 2014-2018 represented an important step by the Ministry of Education, Youth and Sport in the implementation of education, youth and sport reforms in Cambodia, aligned with other reforms of the Royal Government of Cambodia in the fifth mandate. The important policies and strategies of the Nation Development Strategic Plan 2014-2018 were reflected in the Education Strategic Plan 2014-2018.

Since the start of plan implementation, the Ministry, supported by Development Partners, has accomplished significant progress in providing equitable access to education at all levels, implementing specific measures to strengthen quality and responsiveness of education services, and promoting the efficiency and effectiveness in education services management.

About 60 per cent of the policy actions planned for 2014 and 2015 were completed. These actions paved the way for the implementation of strategies and programs planned in education sector for 2014-2018. The relative slow pace in the implementation of some policy actions may be related to insufficient capacity of the technical departments, for instance, the lack of staff with specific technical or financial skills, and insufficient equipment. The Directorate General of Policy and Planning will have a major role in coordinating the work of those who are responsible for reform programs, sub-sector working groups, and stakeholders to focus on completing the remaining policy actions.

There has been mixed advancement toward the achievement of the policy objective 1. As shown in Chapter 5, some of the CBIs show relative progress, but even in these cases it has not been sufficient to reach the set targets. The percentage of five-year old children enrolled in all aspects of ECE, for instance, has been increasing from year to year, but it is still far from the final target. The construction of schools, especially community preschools, and the corresponding deployment of teachers were limited in various areas, and there remain problems with the quality of the services provided. Over the last four years the number of districts with over 80% primary completion rate has declined, and the increase in districts with PCR less than 60% is a cause for concern. The number of provinces achieving a lower secondary education completion rate of at least 40 percent is still far from the target set for 2017-2018. Dropout rates at lower secondary are still high, around 19 percent, and have not improved in several years, negatively affecting the completion rate. The trends of literacy indicators show a lack of progress because there are some challenges such as the difficulty to appoint literacy teachers in some areas. However, the National Literacy Campaign launched in 2015 is already showing some positive developments.

The second policy objective can't be thoroughly measured because the assessment framework is not in place yet. However, the assessments conducted so far on Khmer and Math at grade 3, grade 6 and grade 8 show some worrisome results, indicating a low level of learning achievements in these subjects. Moreover, the result haven't been used to improve learning yet.

Many steps have been taken at MoEYS to make progress toward policy objective 3, including enabling regulation, and work mechanisms, and capacity development. Results-based management has also improved. Examples of this include the adoption of a sub-sector approach to program planning and reporting; the development of annual operations plans for sub-sectors, and of a Budget Strategic Plan; the consolidation of consultative mechanisms, such as the Education Congress; and a more effective collaboration between MoEYS and development partners, through the Joint Technical Working Group on Education, for instance.

The achievement of the policy objective 1 has positive progress if compare with baseline and it has consequent increase, but most of the progresses haven't reached targets. The policy objective 2 has little progress and it can't be measured because the measured mechanisms haven't been organized for

implementation. Moreover, the nation assessment test result on Khmer and Math at grade 3, grade 6 and grade 8 haven't been used to improve education system. Policy objective 3 has remarkable progress by reflection on the progress and result of leadership and management of the 7 sub-sectors. Meanwhile, there are supporting by organizing legal letters, work mechanism and capacity development. Furthermore, the result-based monitoring and evaluation system of 5 sub-sectors were developed followed by capacity training to stakeholders and ready to be officially implemented. Functional responsibility and transfer in education of 3 sub-sectors to sub-nation level is preparing and planning (Early Childhood Education, Primary Education and Non Formal Education are starting to implement at early 2017).

Strategies of each sub-sector are relevant to effectiveness through implementation of sub-programs and priority activities, and illustrate the change result as shown in chapter 3 as well as in education achievement report in 2015, education congress report in 2015-2016, and the Aid Memoire of Joint Mission. However, some strategies require to be revised to respond to evolution and related effects.

Main activities and programs which set in the Education Strategic Plan 2014-2018 have been implemented about 100 percent accept programs and activities that require more resources with unclear support budget sources. However, the scope and efficiency of implementation of programs and main activities are limited that affect to the achievement of policy objectives. At the same time, the targets in programs and activities must be revised to consistent with implementation capacity and existing resources. Setting mechanism and responsible persons must be clear as well as mapping to identify resources with clear allocation, and ensuring that there will be no programs and activities to be implemented without budget sources. Leadership and management role of each general department has to be strengthened in implementation of programs and activities to ensure smoothness and coordination. Increasing quality and efficiency of the budget strategic plan, annual program budget and annual operational plan at all levels will contribute to solve these issues.

The mobilization of resources to support the implementation of Education Strategic Plan in 2014 and 2015 achieved about 90 percent, it means that the budget gap is in 10 percent. Royal government budget for supporting education sector has been increasing gradually both quantity and percentage in comparing to the current budget of Royal Government. According to the current expenditure budget, it is noticed that the allocation of the current expenditure budget in the program budget is less than the planned budget in the Educational Budget Strategic Plan. The development partners' budget has contributed in education development about USD\$ 70 million per year. As expected, development partners' budget will be increasing in the next 3 years because some partners' programs are ended in 2016 and the new programs will be started in 2017. However, the aid effectiveness review for programs and main activities are urgent work such as support financing to action plan implementation, implementing teacher policy, and curriculum development and new textbooks as well as the budget allocation to programs and activities of all sub-sectors. Continuing to develop capacity for implementation the action plan of public financial management reform phase 3 have to be concentrated both national and sub-nation levels.

Two important supporting and implementation mechanisms have been concentrated during the implementation of the Education Strategic Plan 2014-2018, and these have been transferred into priority reform. Among the 15 priorities, the public financial management and personnel management reforms have made changes in the whole systems which also include the effect of upper secondary education examination reform. It's expected that the implementation of teacher policy action plan and education personnel development action plan at next stage will strongly affect to performance of educational staff and education system. This case can't be disconnected from the public financial management reform as mentioned above.

FROM RESA: Several improvements have been made since the implementation of the ESP 2014-2018 to strengthen results-based management. Examples of this include the adoption of a sub-sector approach to program planning and reporting, the development of annual operations plans for sub-sectors, and of a Budget Strategic Plan.

8.2 Main Challenges

Despite significant progress toward the three policy objectives set out in the ESP 2014-2018, there are various areas that need to be strengthened or improved to continue on a path of development and consolidate the achievements so far. The analysis of indicators and strategies made in chapter 5 of this Mid-Term Review report as well as the institutional and trends analysis in the Rapid Education Sector Analysis, identify a series of key challenges at the subsector and sector level. Some of the challenges are related to expand access (for instance, to preschool or to secondary education) or to consolidate equitable access to a level of education (e.g. in primary education). Others are related to improving the quality of services provided (e.g. ECE or higher education). Learning is one of the major areas in need of improvement throughout the education cycles, and from an early age, so that the foundations for subsequent and lifelong learning can be secured. Youth need to acquire the skills that equip them for an effective integration to the labor market, to ensure their contribution as citizens at different levels, and to thrive in their lives. There have also been important steps taken in the management of the education, youth and sports sector, but as several of the reforms continue to be rolled out (e.g. public financial management, decentralization and de-concentration) a renewed effort needs to be undertaken to enable the changes to come to fruition. Thus, the development of capacities and the establishment of support structures continue to be key areas of focus for MoEYS at national and sub-national levels.

The main challenges are presented in the subsections that follow and are at the basis of the priorities established for the remainder of ESP implementation.

8.2.1 Policy and planning

- The results-based framework and tools are still in a developing stage. One of the main challenges identified is the different structure of the ESP (by sector) and that of the budget (by programs and chapters). This makes it difficult to link financial resources with results. There is also limited experience in comprehensive planning and prioritization, especially at sub-sector and sub-national levels (see Rapid Education Sector Analysis, 2016). The alignment of the education budget preparation to the education plan, in line with the public financial management reform in stage 3, is one of the priorities for 2016-2020, and would strengthen the allocation of resources for education priorities.
- There is a need to harmonize planning at the national and sub-national levels. This will become even more crucial along the implementation of the D&D reform, to ensure coherence in sector policies and planning. Moreover, provincial and district planning and budgeting are incremental, and thus not always respond to priorities at local and national levels.
- There has been much progress in the establishment of information systems in education (e.g. with the EMIS Master Plan 2014-2018, establishment of QEMIS, etc.). However, the monitoring of the Sustainable Development Goal 4 will require more complex and disaggregated data, as well as harmonization of the different systems. The use of the data -including data obtained from learning assessments- for planning and decision-making is so far limited.

8.2.2 Decentralization and de-concentration

- Organizing the enabling legislation (sub decree, prakas) to support function transfer (fund transfer attached with conditions...)

- Insufficient information of education sector staff, especially at sub-national level of the D&D reform and its implications.
- Limited capacities at individual, institutional, and organizational levels. The process of D&D requires the development of specific capacities at sub-national level, and a successful implementation is conditional on building this capacity.
- Complex coordination between MoEYS and the National Committee for Democratic Development. The Ministry's Department of Legislation does not have full control over the implementation process. It would be important to articulate efforts already under way outside the education sector to strengthen sub-national level management and funding capacities.
- There is a risk of double accountability emerging, for instance to the District council and to the central Ministry. Need for a clear and consistent accountability mechanism.

8.2.3 Personnel management

- Full implementation of staffing norm at all levels. For instance, coherence approach to the deployment and redeployment.
- Capacity of line managers to implement the appraisal system and use the finding to enhance staff capacity and performance.
- Lack of budget and need a teacher status, to schools required teachers (100%) mostly schools are far (in primary 60%)
- Shortage of teachers in disadvantaged areas. This has led to the employment of contract teachers, who have lower qualifications and less training which will require additional training and support to ensure that students receive the needed instruction to learn the national curriculum.

8.2.4 Public Financial Management

- There is no clear linkage between the Education Strategic Plan and the Ministry's Annual Operational Plan and Budget Strategic Plan, given the different structures. In addition, the program structure of the Ministry is based on its administrative structure, and in consequence, resource allocation does not necessarily align with the policy objectives of the Ministry. The current practice of incremental budgeting by the different units of the Ministry also add to the difficulties in linking financial resources to the policy objectives at the sub-national or national level.
- Delays in disbursements and underspent budget, which can be associated with insufficient coordination of the budget process among technical departments, and complex spending procedures, among other factors. This situation can be found both at national and sub-national levels (see RESA). Involving more systematically the technical departments in the budgeting process could contribute to improving efficiency of budget formulation, execution, and monitoring (see Joint Sector Review, 2015). Enhancing transparency and accountability of budget implementation of all sources should contribute to addressing underspend.
- The PFM reform entails new processes and responsibilities, and the different units of the Ministry have limited capacity to undertake some of these new responsibilities as budget entities. This can be observed, for instance with respect to: (i) inspection and internal audit, (ii) budget planning and monitoring, (iii) rational personnel planning, (iv) procurement, and (v) FMIS implementation and operation at national and sub-national levels.

- The effective implementation of the Financial Management Information System nationwide needs to be accompanied by the corresponding resources and the capacities at the different levels. This includes the necessary equipment and maintenance as well. The FMIS will allow to overcome another challenge, which is the lack of data for the periodic analysis of budget performance of each sub-sector or sub-program.
- Insufficient regulation and capacity to implement the PFM at the national and sub national levels.
- There is a need for costing infrastructure master plan and capacity to implementation

8.3. Challenges by sub-sectors

8.3.1. Early Childhood Education

- Though much progress has been made, access to ECE services continues to be very low, especially among younger children, those living in rural areas, and, more generally, children from lower socioeconomic background. Efforts to expand ECE services need to be reinforced, including expanding the inclusive education program.
- Limited availability of quality ECE services, as shown by the low percentage of services that comply with minimum standards. Limited capacity at school level to apply minimum standards of ECE.
- Shortage of qualified preschool teachers. There is a need to increase the number of teachers that are trained to be certified preschool teachers, and also to improve the training of those that are already teaching, especially contract teachers.
- Health status of young children is not fully assessed in ECE services. Implementing health screening across services should contribute to improve the health condition of children.
- The effective implementation of the functional transfer to the sub-national level, especially in regards to pre-school classes in primary schools, and community pre-schools is constrained by the lack of legislative basis for CPS and limited capacity of POE and DOE to implement results-based management in the sub sector.

8.3.2. Primary Education Sub-sector

- School retention and completion still need to improve, especially among children of disadvantaged background, marginalized groups. Late entry and slow progression in primary school may be contributing to this situation. The challenges vary across districts, so a greater focus at this level might be required to identify the most appropriate strategies.
- Though overall enrolment in primary education is high, a large proportion of children are not acquiring the basic proficiency of Khmer reading and writing and Math skills. Assessments show that learning difficulties start in the early grades. A series of consistent interventions are needed of to improve learning of children in primary school, including on teaching approaches and practices, curriculum, and textbooks.

- Insufficient capacity and financial resources for operationalization of new curriculum framework (development of detailed curriculum and textbooks for primary schools)
- Distribution of textbooks, especially in rural areas
- Deployment of teachers is not adequate, especially in rural and remote areas
- Findings from the learning assessments are not well-integrated into decision-making process to improve system performance
- Constrain of implementation of internal inspection due to a lack of capacity and budget for DTMT and implementation of school quality assurance framework
- Enhancing primary schools' governance to the implementation of school based management, school operational budget and school improvement plan.

8.3.3. Secondary and Technical Education Sub-sector

- Drop-out is still at very high levels. Retaining students until they complete lower secondary, and even more, upper secondary education is a major challenge. High opportunity costs might be driving adolescents to drop out and seek jobs, sometimes migrating.
- Limited school facilities might also be a factor behind low GER, as well as shortage of teachers, particularly in specialized subjects, such as STEM, ICT, and Foreign Language subjects.
- Learning assessments of students in lower secondary show that a large proportion of adolescents are not acquiring the basic competency in Khmer, Math and Physics. A comprehensive strategy is needed to address the weaknesses, including on areas such as teaching practices, curriculum and textbooks.
- Learning assessments still do not inform decision-making and do not drive classroom learning. The capacities of DoE and DTMT's to supervise secondary schools' performance are limited.
- Mismatch between skills provided in GTHS and the needs of the labor market.
- GTHS do not receive enough budget support for teaching and learning material and insufficiently specialized teachers.
- Promotion of learning science, technology, engineering and math (STEM) is early stage and need more focus to achieve the objective of Industrial Development Policy (IDP) (specialized teachers and learning material).

8.3.4. Higher Education sub-sector

- Disparities in enrolment, affecting students from the lowest income groups.
- The offer of science, technology, engineering, art and math STEAM courses and the enrolment in these courses are low.
- Shortage of qualified teachers.
- Facilities are still insufficient to cover the increasing enrolment in Higher Education.
- Insufficient means to encourage more research activities at higher education institutions.

- The IQA process has obstacles to include both public and private universities.
- Difficulties ensuring autonomy (academic and non-academic) of HEIs

8.3.5. Non-formal Education Sub-sector

- Increasing adult literacy rate (over 15 years old)
- Lack of skill staff for and resources for community learning centres.
- Several catch up programs coexist, and the curriculum of Lower Secondary Equivalency Programme (LSEP) has not yet been implemented.
- Lack of qualified teachers

8.3.6. Youth Development Sub-sector

- Lack of soft skills, entrepreneurship and leadership for youth.
- Limited youth volunteering.
- Ensure the implementation of the national action plan on youth development with contributions of all stakeholders involved.
- Lack of human resources and youth centers to cover every province.

8.3.7. Physical Education and Sport Sub-sector

- Insufficient sport infrastructure
- Limited capacity for physical education and sport officers, trainers, coaches and referees.
- Need to resume the national games
- Effective implementation of master plan toward SEA Game 2023.

9. Actions for 2016 to 2018, to 2020

Mid-term review has found some recommendations for implementation in 2016 and beyond. These recommendations related to improving policies, strategies, policy actions, indicators and targets of programs as following:

9.1. Revision of Policy in Medium Term

In order to integrate the education policy in medium term 2016 of the ESP 2014-2018 implementation to contribute the implementation of the Government policy to increase employment, equity and efficiency to reach the poverty goal reduction, and to promote people lifestyle. Ministry of Education, Youth and Sport is revising the education policy from three to two policies in 2016, consistent with SDG4, as following;

Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Policy 2: Ensuring effective leadership and management of education staff at all levels

9.2. Revision Core Breakthrough Indicators and Indicators by Sub-Sector

Core Breakthrough Indicators	Status 2015-16	Status 2016-17	Status 2017 -18	Targets 2018-19	Target 2019-20
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1. Percentage of five-year old children enrolled in any form of Early Childhood Education Program	64.1%	66	68%	70%	72%
2. No. of districts with primary education repetition rate less than or equal $\leq 10\%$	171	176	182	188	193
3. No. of provinces with lower secondary education completion rate at least 40%	8	9	10	12	14
4. Adult literacy rate (15-above)	78.1 (2014)	79.8%	81.4%	83.1%	85%
5. National learning assessment of students at grade 3, in Khmer and Math subjects					
Reading	42.7		5 points increase		
Math	43.4		5 points increase		
6. Number of HEIs evaluated (internal and external)	10	30	50	70	90
Policy 2: Ensuring effective leadership and management of education staff at all levels					
7. % of Primary Teachers with upper secondary certificate +2	57%	58%	59%	60%	61%
8. % of Teacher Educators (P/RTTC and NIE) with Maters Degree	10%	15%	18%	21%	24%
9. MoEYS Liquidation rate	94.3% (2015)	95%	95%	95%	95%

The analyses in previous chapters led to the identification of some challenges related to measuring progress toward the policy objectives. In particular: 1) some of the indicators included in ESP 2014-2018 are not completely meaningful for measuring progress toward policy objectives; 2) lack of measurement and mechanism for monitoring progress of some indicators; and 3) several targets were too ambitious compared to the real possibilities of the Ministry, including the provision of limited support resources. Moreover, the situation of basic year (2012-2013) had already advanced by the time of writing the ESP.

Thus, revised core breakthrough indicators, indicators by sub-sectors and targets will ensure the compliance with the SMART principle.

The revised core breakthrough indicators and targets 2015-2016 to 2017-2018 are shown in annex 2. Revised indicators and targets by sub-sector for 2015-2016 to 2019-2020 are shown in annex 3. The student projections and the demand for education from 2016 to 2020 have been also adjusted. An update of the policy action matrix from 2016 to 2020 is also included.

9.3. Integration of the 15 Priority Reforms into ESP

Although several of the components of the 15 priority reforms were present in different sections of the ESP 2014-2018, this Mid-term Review report will highlight the strategies of each reform separately, making reference to their presence in the ESP. These are priorities for MoEYS for 2016-2018.

9.3.1 Public Financial Management

- Strengthen results-based and sub-sector budget plan preparation and financial report system at all levels
- Improve efficiency and effectiveness in financial accountability and management process
- Strengthen foundations for planning and monitoring the use of the education budget via the expansion of a computerized financial management information system at all levels
- Decentralize budget work to sub-national level

The Midterm Review confirms the relevance of these strategies included in the Public Financial Management Reform section of the ESP 2014-2018.

9.3.2. Teacher Deployment

- Rationalize the needs and the supply of teachers at national and sub-national levels
- Strengthen the procedures for staff transfer
- Prepare incentives for teachers at disadvantaged areas

The Mid-term Review confirms the relevance of these strategies, which are part of the ESP 2014-2018 (Personnel management and Primary education). The establishment of incentives for teachers at disadvantaged areas was part of the strategies in Primary education subsector, but this review recommends that it is extended to secondary education, to ensure equitable access to this level of education.

9.3.3. Teacher Training Center

- Transform teacher training centers into teacher education colleges to consistent with high quality standards
- Increase professional qualifications and experiences of trainers at centers for teacher development to meet TEPS requirements
- Strengthen the functions of centers for teacher development to provide continuous professional development
- Revise teacher training syllabus and materials
- Prepare teacher training evaluation and management system
- Develop physical infrastructure to meet TEPS requirements

This Mid-term Review highlights the relevance of these strategies, which were included in the ESP 2014-2018, and recommends their operationalization as part of the Teacher Policy Action Plan. Indicators of progress and activities for the remainder of ESP implementation are detailed in Annex.

9.3.4. Teacher Qualification Improvement

- Continuous Professional Development System is operational: Promote career development by establishing a clear career structure, merit-based promotion and agreed salary scales through a policy on Educational Professional Development, a master plan on continuous professional development (systematic INSET/ONSET) prepared in a coordinated manner, the INSET/ONSET Budget will be incorporated in the School Budget, TPAP team review the TCP with consideration of the existing system.
- Review the criteria for recruiting teachers through following the formula for pre-school teachers 12+2.
- Improve the living standards of education staff by increasing remuneration, revising incentives, and using the banking system for salary payments
- Modernize the standards of teacher training programs to meet the national needs and to be competitive regionally and globally through development of Teacher Education Provider Standard and establishment of competence authority (Teacher council) for the TEPS accreditation, development of policy on Teacher Education College, development of master plan on development of Teacher Education College, revision of TOR/name and mapping out the PTTC to become TEC.
- Provide in-service training and professional development for teachers through development of the Medium-term Plan for strengthening teacher Educator 2017-2021, a medium-term plan on the implementation of B.Ed Fast Track model based on a study on the teacher need regarding Fast Track Training.
- Improve staff performance appraisal procedures, with clear criteria for promotion/nomination, development a credit system, and assuring performance of education staff evaluation committees through a policy on Cambodia Teacher Career Pathway, introduction of Career passport and Credit system.
- Develop the capacity of management staffs by using credit system through a guideline on Teacher Professional Development, TPAP implementation strategy and SBM training for school principals.

The Mid-term Review confirms the relevance of these strategies included in the ESP 2014-2018 and recommends their operationalization as part of the Teacher Policy Action Plan. Indicators of progress and activities for the remainder of ESP implementation are detailed in Annex.

9.3.5. Inspection

- Strengthen internal inspection system, based on self-evaluation of schools and regular supervision
- Strengthen the District Training and Monitoring Teams (DTMT)
- Implement external inspection system, based on thematic inspection and provincial level regular (systemic) inspection
- Link inspection with curriculum development, pre-teacher training and other managerial tasks
- Develop the capacity of inspectors and school principals for the internal and external inspection systems
- Expansion of QEMIS

The inspection reform is a new priority for the education sector, even though some aspects were present in the ESP 2014-2018 (e.g. strengthening the roles of DTMT). Therefore, the strategies mentioned above are new and should be operationalized.

9.3.6. Assessment of Learning Outcomes

- Strengthen national assessments at grades 3, 6 and 8, on Khmer, Math and Physics
- Organize participation in regional and international tests
- Develop the capacity of staff to conduct assessments and analyze results
- Ensure availability of physical capacities to undertake assessments

Some of the strategies mentioned above were included in the ESP 2014-18, but referred mainly to assessments in primary education. With the establishment of the Department of Education Quality Assurance, the strategies proposed for reform priority number 6 apply expand to other levels of education and acquire a more consistent structure (see Annex for details of indicators and activities to operationalize the strategies).

9.3.7. Lower and Upper Secondary Examinations

- Improve guidelines, marking standards and monitoring system of national examinations
- Decentralize responsibility regarding grade 9 examination to provinces/municipalities
- Improve selection mechanism of marking committee members
- Improve capacity of examination committees and teachers involved in the examinations

Several aspects of the mentioned strategies are included in the current ESP, under the secondary and technical education subsector. This review highlights the relevance of the mentioned strategies as part of the priority reforms.

9.3.8. Curriculum and Core Textbook

- Develop detailed curriculum
- Develop textbooks aligned to the new detailed curriculum
- Provide sufficient core textbooks
- Train teachers in the new curriculum and use of core textbooks

Both the revision of the detailed curriculum and textbook were envisaged in the current ESP. This Mid-term Review recommends operationalizing the strategies (see Annex for indicators and activities).

9.3.9. Construction and Rehabilitation

- Develop quality standards for physical infrastructure of educational services
- Prepare monitoring and evaluation system for the quality of education physical infrastructure
- Construct or rehabilitate educational services according to standards
- Establish computer labs, science labs, and libraries, and equip schools with adequate materials

These strategies were already part of the ESP 2014-2018, but they have been further developed through activities. The operationalization of the strategies is presented in Annex.

9.3.10. Evaluation of Higher Education Institutions

- Promote training skills in science, technology, engineering, arts and mathematics (STEAM)
- Enhance lecturer's capacities
- Strengthen HEIs evaluation
- Establish data management and result-based monitoring systems
- Promote higher autonomy of HEIs.

Most of the strategies are already integrated in the ESP 2014-2018, but there is a greater emphasis on the specific ones mentioned above. The Mid-term Review recommends their further operationalization (see activities in Annex).

9.3.11. Promotion of Sports Sector

- Develop action plans to implement the national policy on physical education and sport development
- Develop physical infrastructure and equipment
- Develop physical education and sport syllabus and materials
- Promote the capacity of athletes and physical education and sports trainers, coaches and officers

Most strategies mentioned above are part of the ESP 2014-2018, Physical education and sports sub-sector. This Mid-term Review proposes to further operationalize the strategies (see Annex for the activities related to these strategies).

9.3.12. Implementation of Action Plan on Youth Development

- Expand services of youth development programs to disadvantaged young people
- Enhance quality and efficiency of youth development programs, oriented towards social economic development
- Strengthen management capacity of youth development programs, responding to the needs of youth within regions
- Prepare youth development framework document at sub-national level
- Prepare national service framework document for youths

The strategies mentioned above reflect priorities of the national action plan on youth development implementation. At the time of the ESP 2014-2018 formulation this national action plan had not been developed, as it was one of its planned policy actions. Therefore, the operationalization of these strategies should be considered as priorities for the subsector.

9.3.13. Technical Education

- Enlarge the number of technical and general education schools
- Develop the curriculum for technical education
- Develop career counseling at secondary and technical education schools
- Enhance the internship program at technical and general education schools
- Prepare technical and workshop standards at secondary, technical and general schools
- Prepare transition/bridging programs in professional skills for dropout students of secondary schools

Only the first three strategies were explicitly included in the ESP 2014-2018. Therefore, the new strategies would need to be incorporated to the planning for the remainder of ESP implementation.

9.3.14. New Generation School

- Develop principles, standards and assessment criteria of new generation schools, including the use of private-public partnership management model and providing high autonomy to local levels for its implementation
- Develop infrastructure

All strategies mentioned above are new strategies, and therefore need to be incorporated in a revised ESP and corresponding Annual Operational Plans.

9.3.15. Development of Career Path and School Principal Training

- Establish a career path system
- Review criteria for the nomination/promotion of management officers
- Implement principle on education staff performance appraisal system;
- Develop education management staff capacity development plan and system

The Mid-term Review confirms the relevance of these strategies included in the ESP 2014-2018 and recommends their operationalization as part of the Teacher Policy Action Plan. Indicators of progress and activities for the remainder of ESP implementation are detailed in Annex.

9.4. Further Priorities for 2016-2020 by sub-sector

In addition to the strategies related to the 15 priority reforms identified in the previous section, the Mid-term Review has recommendations by sub-sector for the remainder of the ESP 2014-2018 implementation. Most of the strategies have already been included in the ESP, or have been recommended by the Education Congress 2016 and Joint Sector Review 2016, and they constitute the priorities for 2016-2018. The links to the priority reforms outlined in section 9.2 are also made whenever appropriate.

9.4.2. Early Childhood Education Sub-Sector

Policy objective 1:

Strategy 1. Strengthen the education infrastructure

- Mapping ECE services availability and needs
- Expand ECE services in primary school and build community preschool
- Prepare legal framework for transforming Community preschools into public preschools

Strategy 2. Improve curriculum and textbook at ECE

- Develop detailed curriculum for public preschool and module standard for community and Home Based preschool
- Develop textbook by subject by level

Strategy 3. Strengthen quality of teacher training

- Continuous Professional Development System is operational
- Train more ECE teacher
- Feasibility study and to prepare standard for training program and to decentralize ECE teacher training included ECE private teacher.

Policy Objective 2:

9.4.3. Primary Education sub-Sector

Policy objective 1:

Strategy 1. Enhancing enrolment at primary school, especially poor children, multilingual education, orphan and disability

- Expanding the primary scholarship and school feeding program (breakfast and lunch)
- Provide the scholarship for poor student, outstanding student and poor student with outstanding
- Equipped teaching material for minimum standard included safe water and latrine

Strategy 2. Update curriculum and core textbooks for primary school

- Develop detail curriculum for by subject

- Develop core textbook by subject by level

Strategy 3. Strengthen internal inspection based on school assessment and preparation and implementation for regularly internal inspection

- Prepare and implementation for regularly internal inspection
- Reflection the result of inspection to update the curriculum teacher training, and management
- Strengthen role of DTMT
- Strengthen the inspection office at PEOs
- Harmonizing the standard and school inspection tools from all stakeholders and assessing gradually on the minimum standard of 9 standards

Policy Objective 2:

9.4.4. Secondary and Technical Education sub-sector

Policy objective 1:

Strategy 1. Reduce dropout rate at secondary school

- Expand school feeding program (breakfast and lunch)
- Provide scholarship for poor student, outstanding student and poor student with outstanding
- Strengthen the implementation of alert system
- Expanding the dissemination campaign on education value
- Strengthen the cooperation with lines ministry

Strategy 2. Increase enrolment at secondary and technical education

- Equipped teaching material of minimum standard on safe water and latrines
- Increase number of teacher at upper secondary school by subjects
- Establish technical education high school by special economic regional which participated from private sector
- Increase budget for teaching and learning and curriculum for secondary and technical education

Strategy 3. Establish new generation school

- Prepare standard of new generation school
- Prepare school mapping for establishing the new school generation school
- Prepare investment plan for expanding the scope of new generation school, especially resources center of high school
- Prepare school construction plan

Strategy 4. Promote history and literacy subject technical education and life skill in local at secondary school

- Implementation the bridge program career and counseling program

- Prepare workshop standard and provide operational budget

Strategy 5. Increase enrolment in STEM subject

- Provide scholarship for students
- Establish club study by secondary schools
- Encourage for forum or STEM festival

Strategy 6. Examination reform

- Revised guideline on the national examination
- Decentralize to sub-national on examination grade 9
- Establish committee for providing the upper secondary provision certificate

Strategy 7. Strengthen inspection and student assessment

- Prepare and implementation the school management system to link the inspection work incentive and punishments
- Train new inspection and school principal on new inspection work
- Prepare and implementation the inspection work by topics
- Reflection the result of inspection to improve the curriculum teacher training and management
- Establish the quality of education management information system (QEMIS)
- Strengthen role of DTMT for school assessment

Strategy 8. Promote teacher qualification and strengthen school management

- Continuous Professional Development System is operational
- Develop basic education teacher to be higher education teacher
- Prepare and implementation the school management system to link the inspection work incentive and punishments

Policy Objective 2:

9.4.5. Higher Education Sub-Sector

Policy objective 1:

Strategy 1. Increase scholarship budget and opportunities for poor students (female student with outstanding)

- Increase enrolment in STEAM program

Strategy 2. Strengthen capacity of student absorb at HEIs at regional

- Enhancing HEIs at potential provinces

Strategy 3. Strengthen the mechanism of the quality assurance in higher education through prepare internal quality assessment system to consistency with external quality assessment

- Harmonizing internal and external quality assurance systems,
- Prepare an action plan to reduce the skills gap between graduate students and the needs of the labor market
- Enhancing competitive action and research at HEIs

Policy Objective 2:

9.4.6. Non-formal Education Sub-Sector

Policy objective 1:

Strategy 1. Improve quality of Non formal education

- Improve teacher qualification and contract with trainer for 5 years
- Enhancing mobile library in areas lacking non-formal education service
- Encourage staff to continued study and take examination for certificate through equivalency program

Policy objective 2:

Strategy 1. Strengthen the CLC process in order to respond to society

- Reviewing training programs so that skills are linked to labor market demand and establish CLC standard at least 1 per province by 25 PEOs
- Strengthen management and leadership of CLC
- Providing the operational budget for community learning center once a year
- Encourage community to involve and support CLC process
- Review role of NFE at national and sub-national level
- Strengthen and implementation the equivalency program

9.4.7. Youth Development Sub-Sector

Policy objective 1:

Strategy 1. Enhancing efficiency of Youth Development Program

- Provide youth with career counseling and information on labor market opportunities
- Provide entrepreneurship training in institutions
- Promote volunteer jobs and internship programs in private companies
- Provide youth programs on: arts, culture, environment, tourism, traffic law and drugs and violence prevention
- Promote soft skills training through group study, problem solving, camping, study visit and participation of youth in the community
- Evaluation of action plan and youth program
- Studying the possibility of establishing technology center to promote youth capacity

9.4.8. Physical Education and Sport Sub-Sector

Policy objective 1:

Strategy 1. Develop physical Infrastructure, Sport equipment and material

- Continue to renovate and build infrastructure of sport, especially improving beauty of Olympic Stadium, construction of **TECHO** Heritage Stadium and sport fields in provinces

Strategy 2. Implement the reform of all aspects of sport competition

- Prepare sport game competition annually
- Promotion of the physical education for health and activities of sport for all
- Develop curriculum for physical and sport at general education
- Develop program of sport teacher training to be higher education level
- Transform National Institute of Physical Education and Sports into institution of sports teacher training
- Implementation the action plan for SEA Games in 2030, hosted by Cambodia
- Establish sport association and sport sector support committee in provinces-capital and continue to provide encouragement to the winners of national and international tournament
- Promote physical education and sport program fully in institutions
- Strengthen sport federation by providing resources to carry out its duties effectively

Policy Objective 2:

10. Annexes

Annex 1: Framework of MTR 2016

Timeframe	2015			2016				
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Midterm Review								
1. Orientation workshop	X							
2. MTR preparation by sub-sector	X	X	X					
3. Regional consultative workshop				X				
4. 1 st draft					X			
5. National Consultative workshop						X		
6. Final draft							X	

Annex 2: Core Breakthrough indicators and targets for 2016 to 2018, to 2020

Core Breakthrough Indicators	Status 2015-16	Status 2016-17	Status 2017 -18	Targets 2018-19	Target 2019-20
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
1. Percentage of five-year old children enrolled in any form of Early Childhood Education Program	64.1%	66%	68%	70%	72%
2. No. of districts with primary education repetition rate less than or equal/≤10%	171	176	182	188	193
3. No. of provinces with lower secondary education completion rate at least 40%	8	9	10	12	14
4. Adult literacy rate (15-above)	78.1% (2014)	80.7%	81.4%	83.1%	85%
5. National learning assessment of students at grade 3, in Khmer and Math subjects					
Reading	42.7		5 points increase		
Math	43.4		5 points increase		
6. Number of HEIs evaluated (internal and external)	10	30	50	70	90
Policy 2: Ensuring effective leadership and management of education staff at all levels					
7. % of Primary Teachers with upper secondary certificate +2	57%	58%	59%	60%	61%
8. % of Teacher Educators (P/RTTC and NIE) with Maters Degree	10%	15%	18%	21%	24%

Core Breakthrough Indicators	Status 2015-16	Status 2016-17	Status 2017 -18	Targets 2018-19	Target 2019-20
9. MoEYS Liquidation rate	94.3% (2015)	95%	95%	95%	95%

Annex 3: Table of Outcome Indicators and Targets of the sub-sectors 2016 to 2018, to 2020

Early Childhood Education	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy Objective1					
% of 5 year old children accessing any form of early childhood education	64.1%	67%	68%	69%	70%
% of 4 year old children accessing any form of early childhood education	28.7%	35%	38%	41%	44%
% of 3 year old children accessing any form of early childhood education	19.79%	27%	31%	35%	38%
Number of pre-primary teacher received training (PRESET and INSET) with formula 12+4 each year up to 2018;	n/a	200	200	200	200
% of pre-primary teachers holding at least bachelor degree each year up to 2018;	3%	3.1%	3.2%	3.3%	3.4%
Number of pre-primary teachers receiving complete/receive CPD guided INSET each year and by each level up to 2018	n/a	200	200	200	200
% of ECE services meet quality standards	11%%	16.9%	22.9%	28.8%	34.7%
% of ECE services of 5 year old learning capacity tested	20%	25.3%	30.7%	36.0%	41.3%
% of children with an acceptable nutritional status	N/A	40%	60%	70%	80%
% of children in public pre-schools get deworming pills	95%	90%	90%	90%	90%
Policy Objective2					

Primary Education	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy Objective 1					
Net Admission Rate	95.9%	97.4%	98.7%	99%	100%
Net Admission Rate (F)	95.4%	97.4%	98.7%	99%	100%
Net Enrolment Rate	98.4%	99.0%	100.0%	100%	100%
Net Enrolment Rate (F)	99.3%	99.0%	100.0%	100%	100%

Dropout Rate	6.2%	5.8%	5.4%	5.0%	4.6%
Dropout Rate (F)	7.2%	6.5%	5.9%	5.2%	4.6%
Completion Rate	80.6%	82%	83%	84%	85%
Completion Rate (F)	83.9%	84.0%	84.5%	85.0%	85.5%
Repetition Rate	6.7%	4.4%	4.2%	4.0%	3.9%
Repetition Rate (F)	8.1%	4.4%	4.2%	4.0%	3.9%
Transition rate from primary to lower secondary education	82.1%	86.2%	88.0%	89.8%	91.6%
Transition rate from primary to lower secondary education (F)	85%	86.2%	88.0%	89.8%	91.6%
No. of districts achieved with primary education completion rate at least 80%	95	105	115	126	132
Objective 2					
Percentage of new grade 1 students with pre-school experience	61.85%	64.1%	68.3%	72%	76%
Percentage of child friendly schools at intermediate and developed levels	73.45%	76.1%	78.8%	81.4%	84.1%
Percentage of primary schools with:					
Latrines and Safe water	85.9%	87%	87%	87%	87%
Hand washing Facilities	47.2%	50.7%	54.2%	57.8%	61.3%
First Aid Boxes	54.3%	58.9%	63.4%	68.0%	72.6%
Number of scholarship students in primary education	75000	75000	75000	75000	75000
Number of primary teachers received training (PRESET and INSET) with formula 12+24 each year up to 2018;*	n/a	n/a	n/a	2000	2000
% of primary teachers holding at least bachelor degree each year up to 2018;	6.9	7.0	7.1	7.2	7.3
Number of primary teachers receiving complete/receive CPD guided INSET each year and by each level up to 2018**	n/a	500	1500	1500	1500
Policy objective 2					
N/A					

*1st batch will be counted in 2019

** expected

Secondary Education	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy objective 1					
Gross enrolment rate at lower secondary	53.8%	54.2%	54.6%	54.9%	55.3%
Female	56.7%	57.1%	57.5%	57.9%	58.3%
Gross enrolment rate at upper secondary education	24.3%	25.8%	27.7%	29.5%	31.4%
Female	25.2%	25.8%	27.7%	29.5%	31.4%

Transition Rate from lower Secondary to upper Secondary education	N/A%	73.19%	75.2%	77.1%	79.1%
<i>Female</i>	N/A%	73.19%	75.2%	77.1%	79.1%
Completion rate at lower Secondary	39.2%	42%	44.6%	44.8%	45%
<i>Female</i>	41.2%	42%	44.6%	44.8%	45%
Dropout rate at lower secondary education	19.3%	17.54%	15.7%	14%	12%
<i>Female</i>	19.3%	17.54%	15.7%	14%	12%
Number of student receive scholarship at lower secondary education	60000	60000	60000	60000	60000
% of secondary schools implements CFS	22.86%	26.7%	30.5%	34.3%	38.1%
% secondary school has latrines					
<i>Lower secondary education</i>	65.5%	67.8	70	72.4	74.7
<i>Upper secondary education</i>	98.5%	100	100	100	100
% of secondary school has safe water					
<i>Lower secondary education</i>	33.4%	36.5	39.6	42.7	45.8
<i>Upper secondary education</i>	57.2%	66.7	70	79	81
Number of GTHS	4	6	7	7	8
Number of GTHS Students	1,066	1,238	1,492	1,746	2,000
Number of GTHS Students (Female)		515	621	529	600
Number of Lower Secondary teacher received training (PRESET and INSET) with formula 12+4	n/a	n/a	n/a	1000	1000
% of secondary teachers holding at least bachelor degree each year up to 2018;	34.5%	35%	36%	37%	38%
Number of secondary teachers receiving complete/receive CPD guided INSET each year and by each level up to 2018	n/a	500	1500	1500	1500
Policy objective 2					
N/A					

Higher Education	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy objective 1					
Percentage of public student scholarship in first year should be number?	11%	12%	12%	14%	15%
Gross enrolment rate (18-22)	14%	15%	16%	16%	17%
Number of HE qualification professors					
<i>Local Master degree</i>	8247	8432	8535	8545	8555
<i>Local PhD</i>	941	968	986	996	1015
<i>Oversea Master degree</i>	49	71	103	110	120
<i>Oversea PhD</i>	80	98	118	120	124

Percentage of graduates for ASEAN priority program	69%	91	92	93	94
Percentage of graduates with employment	N/A	77	80	82	85
Policy objective 2					
Percentage of HEIs complied with internal quality assurance standards	29%	33.3	37.4	41.4	45.5
Percentage of HEIs prepared annual budget	33%	34%	36%	38%	40%
Budget for HE sub-sector	9%	12	13	14	15

Outcome Indicators of NFE	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy Objective 1					
Number of illiterate population completed literacy program	22,039	18,600	19,500	20,000	20,500
Number of student studying in equivalency program	4,228	5,319	5,864	6409	6955
Number of CLCs	342	355	361	367	374
Number of students completed in re-entry program to be transfer to formal education system	12,096	11,700	11,400	11,000	10,600
Number of participants who completed skill trainings	7,272	7,370	7,577	7,784	7,991
Policy Objective 2					
Provinces established NFE-MIS	25	25	25	25	25

Youth Development	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy objective 1					
Number of youth received a short-training	1055	3,100	3,300	3,300	3,300
Number of youth received training on volunteer	1,500	2,000	2,000	2,000	2,000
Number of Youth Centre	16	17	18	19	20
Number of youth created their own jobs per year for each centre	7	10	10	10	10
Percentage of Grade 4 to 9 children participated in the children council	99%	100%	100%	100%	100%
Percentage of Grade 10 to 12 student participated in the youth council	89%	98%	100%	100%	100%
Number of youth received leadership and entrepreneurship training	375	300	300	300	300
Policy objective 2					
N/A					

Physical Education sub-sector	Baseline 2015-16	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Policy Objective 1					
<i>Number of physical education and sport teachers trained per year</i>	100	150	150	150	150
4 sport fields was revised:					
<i>National Stadium (volleyball, basketball, and indoor gym)</i>	100%				
<i>Royal University of Phnom Penh</i>	80%				
<i>National Institute of Physical Education and Sport</i>	On-going				
<i>Siem Reap Stadium</i>	On-going				
Secondary schools have fields:					
<i>Football field 10</i>	1				
<i>Basketball field 15</i>	4				
<i>Volley ball field 20</i>	0				
Policy Objective 2					
N/A					

Annex 4: Update student projection and financing needs and available resources for 2016 to 2018, to 2020 (according to recommendations)

A. Population projection by level

Population	2016	2017	2018	2019	2020
Age					
3 - 5	910,964	923,502	936,037	948,489	960,722
<i>3 - 5 (F)</i>	434,999	440,561	446,129	451,668	457,141
6-11	1,857,454	1,881,698	1,906,021	1,930,265	1,954,154
<i>6-11 (F)</i>	883,309	893,913	904,575	915,223	925,788
12-14	1,051,973	1,065,652	1,079,375	1,093,053	1,106,532
<i>12-14 (F)</i>	498,909	504,921	510,963	516,993	522,972
15-17	1,113,918	1,128,820	1,143,743	1,158,589	1,173,198
<i>15-17 (F)</i>	524,670	531,332	538,004	544,641	551,201
18-22	2,755,840	2,798,214	2,840,319	2,881,882	2,567,873
<i>18-22 (F)</i>	1,326,923	1,346,980	1,366,870	1,386,462	1,050,925

B. Student projection by level

Student Projection	2016 (2015-16)	2017	2018	2019	2020
Pre childhood education	332,704	389,217	418,491	448,419	478,959
Public	173,878	194,060	204,490	215,132	225,969
Private	29,890	36,803	40,389	44,059	47,809
Community	66,092	87,880	99,194	110,784	122,639

Home-based	62,844	70,475	74,418	78,443	82,541
Primary Education	1,966,393	1,953,935	1,970,182	2,005,408	2,044,696
<i>Female</i>	953,042	942,772	943,669	951,232	959,075
Urban	344,293	362,869	384,225	406,428	427,075
Rural	1,622,100	1,591,067	1,585,957	1,598,980	1,617,621
Lower secondary Education	560,500	575,729	580,283	582,872	604,084
<i>Female</i>	285,565	294,033	294,916	294,183	301,151
Urban	113,695	114,959	115,448	116,435	120,546
Rural	446,805	460,770	464,836	466,437	483,538
Upper secondary Education	275,270	287,799	312,283	336,943	363,744
<i>Female</i>	133,660	138,753	150,425	163,373	175,454
Urban	89,938	86,806	86,253	85,920	86,831
Rural	185,332	200,993	226,030	251,023	276,913
Higher Education	243,290	257,815	270,488	281,590	291,140
<i>Female</i>	106,844	115,122	123,142	130,991	138,560
Of which: scholarship students	2,329	3,023	4,404	5,747	8,051
Non-formal Education					
Functional literacy	25,180	25,350	25,520	25,690	25,860
<i>Female</i>					
CLC	8,200	8,430	8,660	8,910	9,160
<i>Female</i>					
Primary re-entry	11,750	11,410	11,070	10,730	10,390
<i>Female</i>					
Equivalency	4,228	4,970	5,700	6,650	6,955
<i>Female</i>					

C. Number of schools

Number of schools	2016	2017	2018	2019	2020
ECE					
Public	3,804	3,805	3,807	3,811	3,816
Community	3,312	3,504	3,694	3,882	4,066
Primary					
Urban	826	924	1,035	1,153	1,280
Rural	6,376	6,489	6,836	7,257	7,750
Lower Secondary					
Urban	126	126	127	133	142
Rural	1,063	1,063	1,063	1,085	1,151
Upper Secondary	473	517	564	603	622

D. Teacher requirement by level

Number of teachers	2016	2017	2018	2019	2020
ECE					
<i>New teachers (public)</i>	681	91	102	110	116
<i>New teachers (Community)</i>	888	381	369	358	346
Public	11,140	11,174	11,220	11,274	11,333
Community	3,935	4,315	4,685	5,043	5,389
Primary					
<i>New</i>	1,776	1,776	1,776	1,776	1,776
Urban	12,994	12,994	12,994	12,994	12,994
Rural	46,212	46,212	46,212	46,212	46,212
Lower secondary					
<i>New</i>	1,193	753	644	1,355	2,158
Urban	7,715	7,715	7,715	7,715	7,715
Rural	20,689	20,870	20,941	21,708	23,247
Upper secondary	13,740	15,104	16,521	18,138	19,209
<i>New</i>	1,033	1,666	1,747	1,980	1,456

E. Financing requirement

The current and Capital by sub-sector (Millions Riels)	2016	2017	2018	2019	2020
Early Childhood Education	240,131	248,257	272,531	297,843	257,657
Primary Education	1,273,997	1,405,073	1,565,074	1,707,187	1,797,943
Secondary and Technical Education	735,286	795,063	886,317	1,019,998	1,102,371
<i>Lower Secondary School</i>	493,060	511,748	549,653	624,068	690,525
<i>Upper Secondary School</i>	242,226	283,315	336,664	395,931	411,846
Higher Education	243,514	277,841	311,544	360,265	373,298
Non-Formal Education	75,866	74,788	83,291	90,893	30,854
Youth Development	7,361	7,586	2,847	3,052	3,274
Physical Education and Sport	59,084	37,313	35,498	31,416	41,538
Total Required Budget	2,635,239	2,845,921	3,157,102	3,510,656	3,606,935

The current and Capital by sub-sector (Millions USD)	2016	2017	2018	2019	2020
Early Childhood Education	60	62	68	74	64
Primary Education	318	351	391	427	449
Secondary and Technical Education	184	199	222	255	276
<i>Lower Secondary School</i>	123	128	137	156	173
<i>Upper Secondary School</i>	61	71	84	99	103

Higher Education	61	69	78	90	93
Non-Formal Education	19	19	21	23	8
Youth Development	2	2	1	1	1
Physical Education and Sport	15	9	9	8	10
Total Required Budget	659	711	789	878	902

Percentage of Budget by sub-sector

The current and Capital by sub-sector (%)	2016	2017	2018	2019	2020
Early Childhood Education	9.1%	8.7%	8.6%	8.5%	7.1%
Primary Education	48.3%	49.4%	49.6%	48.6%	49.8%
Secondary and Technical Education	27.9%	27.9%	28.1%	29.1%	30.6%
<i>Lower Secondary School</i>	18.7%	18.0%	17.4%	17.8%	19.1%
<i>Upper Secondary School</i>	9.2%	10.0%	10.7%	11.3%	11.4%
Higher Education	9.2%	9.8%	9.9%	10.3%	10.3%
Non-Formal Education	2.9%	2.6%	2.6%	2.6%	0.9%
Youth Development	0.3%	0.3%	0.1%	0.1%	0.1%
Physical Education and Sport	2.2%	1.3%	1.1%	0.9%	1.2%
Total Required Budget	100%	100%	100%	100%	100%

Table 3: Budget Share for Education Sector and Projected Cost for 201-2020 (in Million Riels)

Available resource estimate	2016	2017	2018	2019	2020
IMF GDP growth	7.1%	6.9%	6.8%	6.8%	7.0%
IMF US\$ dollars	19,855	21,776	23,720	26,107	27,935
in riels (x 4000)	80,413	88,191	97,254	107,040	114,533
GDP at constant 2000 price (million riels)	46,063	49,241	52,590	56,166	60,097
<i>in dollars</i>	<i>11,374</i>	<i>12,158</i>	<i>12,827</i>	<i>13,699</i>	<i>14,658</i>
Total Gov't expenditures (billion riels)	10,475	11,473	12,322	13,193	14,303
Total Gov't expenditures as % of GDP	22.7%	23.3%	23.4%	23.5%	23.8%
MoEYS share as % of GDP	4.5%	4.7%	4.9%	5.2%	5.5%
MoEYS share as % of Gov't expenditure	20.0%	20.0%	21.0%	22.0%	23.0%
MoEYS share	2,095	2,295	2,588	2,903	3,290
<i>in million dollars</i>	<i>517</i>	<i>567</i>	<i>631</i>	<i>708</i>	<i>802</i>
Education PIP (2017-2019)	425	501	347	178	0
<i>in million dollars</i>	<i>105</i>	<i>124</i>	<i>85</i>	<i>44</i>	<i>0</i>
GPE Support as % of External Funding (USD)	7.5%	<i>n/a</i>	7.6%	6.5%	6.5%

Resource Requirement and Available Resources (in Million Riels)

GAP (in million riels)	2016	2017	2018	2019	2020
Total resource available	2,520	2,795	2,935	3,081	3,290
<i>in million dollars</i>	622	690	716	751	802
ESP financial requirement	2,635	2,846	3,157	3,511	3,607
<i>in million dollars</i>	659	711	789	878	902
Shortage	-115	-51	-222	-430	-317
<i>in million dollars</i>	-28	-13	-54	-105	-77

Annex 5: Policy action matrix from 2016 to 2018, to 2020

Sub-Sector	2016	2017	2018	2019	2020
Early Childhood Education					
<p>Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<ul style="list-style-type: none"> • Prepare guidelines on the management and operation of resource pre-schools in 2016. (ECED) 	<ul style="list-style-type: none"> • Legal regulations to support all forms of ECE services prepared in 2017. (ECE) • Study on the possibilities for developing teacher training curriculum standards for decentralizing pre-school teacher training including private pre-school teachers in 2017. (TTD/ECE) • A framework to integrate Community Pre-Schools into the annex of Primary School prepared in 2017. (ECE) • The guideline to provide incentive for two-shifted pre-school teachers prepared in 2017. (ECE) • The inter-ministerial Prakas on funding to CPS , facilities and incentive prepared in 2017. (ECE) 			

Sub-Sector	2016	2017	2018	2019	2020
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Prepare guidelines for parents and guardians education on nutrition, care, child protection and use of health services in 2014. (SHD) • Introduce a result-based monitoring and evaluation system of early childhood education sub-sector in 2016. (ECED) • Prepare guidelines on the management and operation of community preschool and home-based education program in 2016. (ECED) 	<ul style="list-style-type: none"> • Revise the public preschool curriculum, community pre-school and home-based program in 2017. (ECED) • Prepare guidelines enabling the private sector, farm and big enterprises to be engaged responsibly in early childhood. (ECED) 			
Primary Education					
<p>Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<ul style="list-style-type: none"> • Pilot and adjust Minimum standards for WASH in school in selected provinces and implement Minimum Standards for WASH in schools nationwide in 2016. (SHD). • Develop and formalize incentives for teachers and staff at district level to conduct full day learning in 2016. (PED) • Review the textbook management and distribution process in 2016. (DGE) • Develop National Scholarship 	<ul style="list-style-type: none"> • A study on The Primary Completion Rate should be conducted in 2017. (DPO) • Eco-friendly standards for pre-school, primary school and secondary school developed in 2017. (DOC) • A Disaster Management Plan developed in 2017. (DOC/DMSP) 			

Sub-Sector	2016	2017	2018	2019	2020
	Framework in 2016. (DPO)				
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Revise teacher training system and program for primary education in 2016. (TTD) • Revise and prepare regulations related to school health by 2016. (SHD) • Prepare a statute on the establishment of public and private primary schools in 2015. (DOL) 	<ul style="list-style-type: none"> • Pilot the full day teaching and learning at primary education in 2017. (PED) • Inspection action plan developed in 2017. (DEQA) • Harmonizing standards and school inspection tools from all stakeholders and implementing gradually focus on the 9 minimum standards in 2017. (PED/DEQA) • A framework and capacity development for using student’s learning achievement results to strengthen the quality of learning developed in 2017. (DGE/DEQA) • The Teacher Education Provider Standard will be adopted in 2017. (TPAP) • Competence authority (Teacher council) for the TEPS accreditation will be established in 2017. (TPAP) • The Medium-term Plan for strengthening teacher Educator 2017-2021 developed in 2017. (TPAP) • Revise TOR/name and mapping out the PTTC to become TEC in 2017. (TPAP) • A medium-term plan on the implementation plan of B.Ed Fast Track model developed in 2017. (TPAP) • TPAP implementation strategy developed in 2017. (TPAP) 	<ul style="list-style-type: none"> • A policy on educational Professional Development developed in 2018. (TPAP) • A master plan on continuous professional development (systematic INSET/ON SET) prepared in a coordinated manner in 2018. (TPAP) • The INSET/ON SET Budget will be 	<ul style="list-style-type: none"> • Introduction of Career passport and Credit system in 2018. (TPAP) 	

Sub-Sector	2016	2017	2018	2019	2020
			incorporate d in the School Budget in 2018. (TPAP) <ul style="list-style-type: none"> • A policy on Cambodia Teacher Career Pathway developed in 2018. (TPAP) • A guideline on Teacher Profession al Developme nt issued in 2018. (TPAP) 		
Secondary and Technical Education					
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> • A guideline on new generation school implementation and plans to transform resource high school developed in 2016. (GSED) • Action plans to increase enrollment and prevent dropouts, especially girls, developed in 	<ul style="list-style-type: none"> • Developing and launching the school management system by incorporating with inspection, motivation, and punishment. • Study on feasibility to establish a technical school 			

Sub-Sector	2016	2017	2018	2019	2020
	2016. (GSED) <ul style="list-style-type: none"> • Prepare a regulation and mechanism on the expansion of GTHS in 2016. (VOD) • Prepare a regulation, mechanism and framework on vocational training for dropout student at secondary education in 2016. (VOD) 	in the special economic zone and encouraging the participation of the private sector in technical education conducted in 2017. (VOD) <ul style="list-style-type: none"> • Reviewing the technical education curriculum by implementing credit system, increasing hours for technical education and curriculum development in 2017. (VOD) 			

Sub-Sector	2016	2017	2018	2019	2020
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Update master plan on the implementation of ICT in education in 2016. (ICT) • Prepare a standard for GTHS in 2016. (VOD) • Prepare Technical Education curriculum and curriculum standard according to the community needs by 2016. (VOD) • Prepare school quality assurance system by 2016. (GSED) • Revise and prepare the regulation relates to the school health by 2016. (SHD) • Prepare result-based planning, monitoring and evaluation system at secondary education by 2016. (GSED) • Prepare a guideline on autonomy and responsibility of secondary schools by 2016. (GSED) • Prepare a prakas on revised TOR of Technical and Vocational Orientation Department in 2016. (DOL) • Prepare a regulation and mechanism on career counseling at schools in 2016. (VOD) 	<ul style="list-style-type: none"> • Revise teacher training system and program in Secondary Education in 2017. (TTD) • A framework and tools of test assessment G11 developed in 2017. (DEQA) 			

Sub-Sector	2016	2017	2018	2019	2020
Higher Education					
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> • Prepare national policy on scholarship, subsidy and loan scheme at higher education in 2016. (HED) • Prepare a plan for increasing STEAM student in 2016. (HED) • Prepare a plan for increasing regional HEI services and resources in 2016. • Developing the action plan to reduce the gap between graduates and the job market requirement in 2016. (HED) 				

Sub-Sector	2016	2017	2018	2019	2020
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Prepare guideline on Tracer Study by 2016. (HED) • Prepare operational manual for research proposal by 2016. (HED) • Prepare a guideline on regular class room evaluation in 2016. (HED) • Prepare a policy on human resource development at higher education in 2016. (HED) • Prepare guideline for Practicum Program Development by 2016. (HED) • Prepare a standard and guideline on internal quality assurance in 2016. (HED) • Prepare a structure and mechanism to implement a policy on research and development in 2016. (SRD) • Prepare a regulation on the HEI autonomy in 2016. (HED) • Prepare a mechanism to implement Royal decree on professor status in 2016. (SRD) • Prepare a sample of Development Plan and Business Plan by 2016. (HED) • Prepare a policy on governance and financial management at higher education in 2016. (HED) 	<ul style="list-style-type: none"> • Prepare a guideline on minimum learning cost by subjects at higher education in 2017. (HED) • Prepare a guideline on curriculum development in 2017. (HED) • Improve accreditation system for the establishment of HEI in 2017. (ACC) 	<ul style="list-style-type: none"> • Prepare a master plan on establishment of national university in 2018. (HED) 		

Sub-Sector	2016	2017	2018	2019	2020
Non Formal Education					
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> • Prepare guideline on scholarship for NFE learners by 2016. (NFED) • Preparing inter-ministerial parkas on the payment of EP teacher at lower secondary in 2016. (NFED) • Develop action plan for strengthening equivalent program in 2016. (NFED) 	<ul style="list-style-type: none"> • Prepare guideline on Equivalency program for Upper Secondary education by 2017. (NFED) • Prepare guideline on the separate examination for lower secondary equivalency program by 2017. (NFED) • Preparing Literacy Curriculum Frame Work and curriculum review in 2017. (NFED) • Editing procedures financial to process CLC for only (better phrasing would be “Preparing the Prakash on the one time budget installment for CLC and budget clearance procedure”). (NFED) 	<ul style="list-style-type: none"> • Prepare guideline on Post-literacy program by 2018. (NFED) 		
Policy 2: Ensuring effective leadership and management of education staff at all levels	<ul style="list-style-type: none"> • Developing standard of CLC 1 in 25 provinces in 2016. (NFED) 				
Youth Development					
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> • Prepare plan on the participation of youth in volunteer activities in 2016. (DY) • Developing the result framework for youth employment to absorb funds at all forms in 2016. (DY) • Study and evaluation the activity action and youth program to get possibility increasing funds for promoting youth work in 2016. (DY) 	<ul style="list-style-type: none"> • Study the possibility of establishing a technical center to promote youth capacity in 2017). (DY) 			

Sub-Sector	2016	2017	2018	2019	2020
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Prepare regulations on strengthening the mechanisms for children and youth council and prepare concerning documents in 2016. (DY) • Prepare minimum norm for vocational training in 2016. (VOD) <p>Set up a mechanism for monitoring and evaluating the implementation in 2016. (DY)</p>				
Physical Education and Sport					
<p>Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<ul style="list-style-type: none"> • Prepare guideline on technical activities of physical education and sports in 2014. (DPES) 	<ul style="list-style-type: none"> • Preparation of regulations to transform the National Institute of physical education and sport to training institutions for sport teacher with equivalence to higher education in 2017. (DGS) 			

Sub-Sector	2016	2017	2018	2019	2020
<p>Policy 2: Ensuring effective leadership and management of education staff at all levels</p>	<ul style="list-style-type: none"> • Prepare master plan on sport development toward year 2023 in 2016. (DGS) • Prepare the law for national sport management in 2016. (DGS) 	<ul style="list-style-type: none"> • Prepare guideline on protecting of ethics and profession in physical education and sport activity in 2017. (DGS) 	<ul style="list-style-type: none"> • Prepare the legal letters related to transfer the physical education and sport tasks to sub-national level in 2018. (DGS) • Prepare guideline for decentralization of sport tasks to national sport federation in 2018. (DGS) 		

*Noted: Action did not implementaton in 2014 and 2015 move to 2016 or 2017
Actions for 2016 are included from aide-memioire and education congress*

Annex 6: 15 Priority Reforms

Reform 1: Public finance management

Goal: Education budget responds to education policies

Objectives:

- Plan budget by sub-sector, focusing on results and prioritized investment programs;
- Ensure reliability, effectiveness, transparency and accountability of the implementation of budget at its unit;
- Decentralize budget work to sub-national level;
- Most financial resources reach the implemented areas.

Indicators and targets:

- Preparation of budget strategic plan and annual operational plan;
- Education budget compared to current budget of the government, 20%;
- The results of the annual budget implementation;
- Strengthening the capacity of budget units;
- The implementation of internal audit;
- Financial reports and achievement reports shall be completed on-time and inclusive of information and analysis useful for decision-making and management.

Reform activities:

- Strengthening the relationship between policies and budget via the strengthening of result-based budget plan preparation at all levels;
- Enhancing effectiveness and efficiency in financial accountability and management process;
- Strengthening foundations for projection and the use of education budget via the expansion of financial management information system, using computers at all levels;
- Strengthening budget planning mechanism and financial report system.

Reform 2: Teacher deployment

Goal: Education services accessible throughout the country

Objectives:

- Ensure that the needed number and types of teachers are in schools and are able to provide quality instruction to learners.
- Increasing numbers of teacher framework;
- Determining numbers of teacher selected every year to fulfill the needs, as stated by staffing;
- Teacher reports at schools show equality between urban and disadvantaged areas.

Indicators:

- Teacher pupil ratio;
- Classroom pupil ratio;
- Numbers of over-teachers and less-teachers (by total, education level, province);
- The implementation of teacher policy action plan (primary and teacher training);
- Recruitment plan is prepared annually in response to education strategic plan;
- Numbers of teacher working at schools lacking of teachers and at disadvantaged areas;
- Numbers of contract-teachers, teachers teaching multi-classes and in two shifts;

- Percentage of general education schools which consist of teacher pupil ratio smaller or bigger than 5%.

Reform activities:

- Rationalize needs and the supplies of education staffs at both national and sub-national levels;
- Revise and issue guidelines or education staff norms;
- Review and edit teacher deployment principles (both seniors and newly recruits);
- Review and edit principles on the transfer of education staffs within provinces and across provinces;
- Study on numbers of framework needed for recruitment;
- Study on the use of staffs in Phnom Penh and the solutions;
- Prepare incentives for teachers at disadvantaged areas.

Reform 3: Teacher training center reform

Goal: Teacher Training Centers have been changed to teacher Education colleges consistent with the standards of teacher training institutions.

Objectives:

- Enhance the efficiency of the current regional teacher training center processes;
- Solutions to the needs of teacher training with quality.

Indicators and targets:

- The current conditions of teacher training institutions;
- 2 regional and provincial teacher training centers have become teacher training institutions;
- 90% of trainers at teacher training colleges shall hold at least master degree;
- Training syllabus and materials have been revised;
- 2000 teachers have received training at the teacher training colleges.

Reform activities:

- Study on the capacity of regional and provincial teacher training centers;
- Develop the capacity of trainers at National Institute of Education and regional teacher training centers, making it in consistent with the criteria determined;
- Design training curricula, syllabus and materials;
- Design teacher training evaluation and management system.

Reform 4: The promotion of teacher qualifications

Goal: Enhance quality and the responsiveness of education services at all levels.

Objectives:

- Replace the training of primary and kindergarten teachers using formula 9+2 with the formula 12+2 by selecting applicants holding at least upper-secondary education. Regarding lower secondary school teachers and teachers holding higher education levels, the training formulas of 12+2 and bachelor+1 are still used respectively till 2018;
- From 2020, the training for primary and kindergarten teachers and lower secondary teachers shall follow the formula of 12+4 or bachelor+1. Teachers at higher education level training formula shall be replaced by master degree+1;

- From 2020, new teachers at all education levels graduated from training institutions shall hold at least bachelor degree.

Indicators and targets:

- The current conditions of teacher qualifications;
- X% of Pre-School, Primary, Lower Secondary received training (PRESET and INSET) with formula 12+2 and Upper Secondary BA+1 each year up to 2018;
- X% of teachers holding at least bachelor degree each year up to 2018;
- X% of teachers at all sub-sectors receiving complete/receive CPD guided INSET each year and by each level up to 2018
- 100% of teachers receiving salary through banking system.

Reform activities:

- Review the criteria for recruiting teachers by using new and attractive strategies;
- Promote the living standards of education staffs through salary augment, the revision and rationalization of incentives and salary banking system;
- Promote career development via clear career structure establishment, promotion and class-upgrade of staffs based on achievements and salary ranks;
- Improve staff performance appraisal procedures, criteria for promotion/nomination by using education staff performance appraisal system and credit system to foster the performance of education staff evaluation committees;
- Develop the capacity of management staffs by using credit system.

Reform 5: Inspection

Goal: The establishment of self-evaluation system and self-improved strategy for schools at all levels.

Objectives:

- Improve learners via the promotion of efficiency in implementing and strengthening the capacity of self-evaluation;
- Inspectors shall also assess schools to demonstrate its knowledge and learning conditions within the country;
- Link inspection with syllabus development, teacher pre-training and other managerial tasks.

Indicators and targets:

- 500 teachers have received teacher evaluation (assisting teachers by focusing on subjects);
- 200 schools have received school evaluation (systematic inspection);
- Numbers of inspection by topics at least 50 times per annum;
- 52 existing inspectors have been trained;
- 21 trainers have received training;
- 32 new inspectors received training;
- At least 500 school principals received training on new inspection per year;
- QEMIS will be fully operated in 2018.

Reform activities:

- Strengthen internal inspection based on self-evaluation of schools;
- Prepare and implement internal inspection regularly;
- Prepare and implement topic-based inspection;

- Reflect inspection results in improving syllabus, pre-teacher training and other managerial tasks;
- Train new inspectors;
- Train school principals on new inspection
- Establish QEMIS;
- Strengthen the roles of DTMT (District Training and Monitoring Team) in assessing school and classroom.

Reform 6: Student Assessment of learning outcomes

Goal:

Objectives:

Indicators and targets:

- National test for grade 3 on Khmer Studies and math has been completed and disseminated;
- National test for grade 6 on Khmer Studies, math and science has been completed and disseminated;
- National test for grade 8 on Khmer Studies, math and science has been completed and disseminated;
- EGRA EGMA (grades 1-3);
- Reading standards;
- Trail test PISA-D in 2017.

Reform activities:

- Strengthen the pilot of national assessment at grades 3, 6 and 8 on Khmer Studies and math so as to promote reading programs and math at early levels;
- Preparation to participate in regional and international tests.

Reform 7: The reform on lower and upper-secondary examinations

Goal: Enhance positive influence on the quality of higher education entrance and education system.

Objectives:

- Increase public confidence on the leadership of the government and change the attitudes of students regarding learning.

Indicators and targets:

- Irregularities and passiveness in examination process have been reduced (paper security, written and marking processes);
- The results of lower-secondary examination;
- The results of upper-secondary examination.

Reform activities:

- Improve guidelines on national examinations;
- Prepare guidelines on punishment, in particular the wrong-doings happen during marking;
- Decentralize responsibility regarding grade 9 examination to provinces/municipals;
- Train grades 9 and 12 teachers;
- Prepare test paper and marking standards and monitoring system;

- Improve mechanisms in recruiting marking committee members (focusing on experiences in teaching specialized subjects) and increase incentives for examination committees for grade 12 examination;
- Formulate committees for presenting provincial certificates for upper-secondary level.

Reform 8: The reform on learning syllabus and core textbooks

Goal: Ensure to provide education which produces full-fledge citizens with the improvement of all sectors, balancing among physical, knowledge, skills, morality, good attitudes and strong will to serve the nation and develop socio-economic society in the 21st century.

Objectives:

- Develop capacity on numeracy of mathematics and Khmer Studies on the 4 skills;
- Develop the knowledge of science, technical, information, technology and communication;
- Develop skills including arts, first-aid, sports, beauty, innovation, entrepreneurship and morality;
- Develop soft-skills including understanding, critical thinking, communication and problem-solving;
- Develop capacity in evaluation and decision-making;
- Develop life-long learning skills;
- The provision of sufficient learning textbooks throughout the country.

Indicators and targets:

- General education syllabus and technical education framework was adopted in 2016;
- Comprehensive standard of each subject;
- Core textbook on subject ... for grade ... has been designed;
- Core textbook on subject ... for grade ... has been designed;
- Core textbook on subject ... for grade ... has been designed;
- Textbook pupil ratio 1:1 by subjects at primary, lower and upper-secondary education, especially in grade 12.

Reform activities:

- Organize sub-technical committee by subjects;
- Draft on new syllabus framework from pre-schools to secondary education;
- Organize consultative workshops on syllabus framework with relevant stakeholders and development partners;
- Prepare detailed syllabus of each subject;
- Design subject-based textbook by each level;
- Pilot the syllabus and the new textbooks;
- Review mechanisms on supplying core textbooks;
- Monitor the syllabus and core textbook implementation.

Reform 9: Infrastructure

Goal: The expansion of education service to disadvantaged areas and the promotion of education physical infrastructure standards

Objectives:

- The development of learning construction management at all levels;

- To ensure of needs and education physical infrastructure development;
- The establishment of community school standards (made of wood).

Indicators and targets:

Investment activity	Number				Others
	2015	2016	2017	2018	
Resource pre-school		75			
Community pre-school		500			
Primary school		55	70		
Lower secondary school		63	100	125	All levels
Upper-secondary school		23			
Administration building fixing		11			
Teacher's home		13			
Study building fixing (50 examination centers)		186	225	125	
Administration building construction		20	40	40	
Sport center fixing and maintenance		10			
Construction of building at Royal University of Phnom Penh (1 block with 8 stories)		1			
Construction of building at Cambodia Institute of Technology (1 block with 6 stories)		1			
Construction of toilet			500		
Water resource			500		
Cleaning sink			500		
Total		958	1.935	290	

Reform activities:

- Design education physical infrastructure information management system;
- Develop education physical infrastructure development plans;
- Design standardized study project system;
- Prepare education physical infrastructure quality evaluation and monitoring system.

Action Plan:

- Develop the capacity of unit staffs via trainings;
- Collect data on the needs of study buildings by prioritized targets;
- Monitor and study on the project regarding procurement;
- Monitor and assess the construction and fixing of study buildings;
- Promote the enhancement of education physical infrastructure management to technical staffs at provinces, districts, schools and communities;
- Monitor the management and maintenance of education physical infrastructure at other provinces;
- Continue fixing and improving examination centers;
- Improve toilet and cleaning sink layouts.

Reform 10: The evaluation of higher education institutions

Goal: The expansion of enrollment after post-secondary education; To ensure of intellectual development and the provision of quality human resources responsive to market needs and social, economic development within Cambodia.

Objectives:

- The development of official capacity and the improvement of higher education institution management;
- The provision of trainings, encouragement, institution reform and financial management through more self-operation at those institutions.

Indicators and targets:

- Numbers of higher education institutions received evaluation (38 in 2016);
- Numbers of provinces consisting of higher education institutions or branches;
- Numbers of lecturers receive master degrees;
- Numbers of students majoring in social science and STEM (science, technology, engineering and math).

Reform activities:

- Prepare training plans developing human resources at PHD level;
- Study on trainings and market labors;
- Promote STEM;
- Promote learning and research;
- Accreditation higher education institutions;
- Delegate autonomy to higher education institutions.

Action plan:

- Circulate “Skills guidebook” for students selecting majors at higher education institutions;
- Disseminate the importance of studying science, engineering and math;
- Introduce information, technology and communication into math education;
- Prepare English syllabus for students majoring in other fields, not English;
- Formulate forum for research and development in Cambodia;
- Establish data management and result-based monitoring systems;
- Design guidelines on internal education quality assurance at higher education institutions;
- Publish and disseminate guidebook on higher education institution evaluation;
- Provide training on procedures and processes of accreditation at higher education institutions;
- Evaluate and accredited higher education quality;
- Recruited and train higher education evaluation officers;
- Train existing higher education evaluation officers;
- Design staff and financial management system at higher education institutions.

Reform 11: The promotion of sport sector

Goal: Develop physical education and sport work into the core sector of reform; Promote health, technical capacity regarding physical education and sport for students, youth and public to ensure its quality and high achievement in both national and international competition, as well as social, cultural and economic contribution.

Objectives:

- Improve competitions;
- Promote the capacity of athletes and physical education and sport officers.

Indicators and targets:

- Human resource development;
- Sport infrastructure development.

Reform activities:

- Develop action plans to implement national policy on physical education and sport development;
- Reform on all types of sport competition;
- Fix and improve sport infrastructure;
- Organize annual national sports;
- Design physical education and sport syllabus at general education level;
- Design physical education and sport training programs at higher education level.

Action plan:

- The development of physical infrastructure by equipping tools and sport facilities: fixing and developing physical infrastructure, equipment and sport facility installation at learning institutions at provinces.
- The development of physical education and sport syllabus and materials:
 - Sport work within learning institutions: preparation, research and compilation of textbooks, materials and syllabus for teachers and students at those institutions;
 - Sport work for all: preparation, research, compilation of documents on regulations of all types of sport competition, documents on exercise for health and the compilation of traditional sports;
 - Advanced sport work: preparation, research, compilation of scientific sport documents for training and coaching national teams and the process of sport library;
 - Coach training: preparation, research, compilation of textbooks for physical education and sport coaches and physical education and sport training programs.
- Organization of national sports: revise expenditure principles on annual sport competition of all types. Organize national sports once every two years, at least 4 times from 2016 to 2023, aiming to promote and improve sport sector in Cambodia.
- Training, coaching and capacity building:
 - Provide training on physical education and sport at learning institutions: train coaches in charge of physical education and sport;
 - Provide training to coaches specialized in physical education and sport: train coaches specialized in the field;
 - Provide capacity building to sport technical officers: develop capacity of core coaches on physical education and sport, administrative officers, management officers and technical officers within the country or overseas;
 - Develop advanced sports: train advanced athletes to achieve higher results and other technical officers responsive to regional needs.

Reform 12: The implementation of action plan on youth policy

Goal: The efforts to build the capacity of youths on all aspects, making them with high responsibility, morality, understanding, skills, capacity in science and information technology, positive attitudes, good model of social work, deep knowledge of the development and social norms management system, and their equal contribution in the country development.

Objectives:

- The expansion of access to youth development program services to less opportunity youths;

- The enhancement of quality and efficiency of youth development programs, oriented to social-economic development;
- The strengthening of management capacity on youth development programs so as to respond to needs of youth within regions.

Indicators and targets:

- Numbers of youth councils at secondary schools has been strengthened (50 per annual), in particular in disseminating circulations and human trafficking prevention, the use of drugs and alcohols;
- The organization of trainings on entrepreneurship and career advising;
- The establishment of study clubs at secondary institutions.

Reform activities:

- Expand services on youth development programs to less opportunity youths;
- Enhance quality and efficiency of youth development programs, oriented towards social economic development;
- Strengthen management capacity of youth development program, responding to the needs of youths within regions;
- Prepare framework (list of inter-ministerial representatives, sector action plan, meeting programs, procedures to implementation, monitoring and evaluation, etc.) to process sub-technical committees:
 - Education sector, training and youth capacity development;
 - Work sector and youth-entrepreneurship trainings;
 - Health service sector for public;
 - Youth volunteerism sector.
- Prepare youth development framework document at sub-national level;
- Prepare national service framework document for youths;
- Organize study clubs at secondary institutions;
- Train leadership skills via campaign, conferences and workshops.

Action plan:

- Technical skills provision:
 - Physical material development: fix, install equipment and construct youth centers
 - Skills training:
 - Short-time training includes foreign languages, computer, technology and communication, information on agriculture, crafts, leadership, entrepreneurship, etc.;
 - Less opportunity youth programs, literacy and numeracy, skills related to livings to illiterate and less opportunity youths;
 - Internship at public and private enterprises: coordinating internship for youths received trainings;
 - Information programs on work and career: coordinating with relevant ministries to provide information to youths;
 - Supporting program on career establishment: providing advice and capital for career establishment;
- Soft-skills development:
 - Study clubs of children and youth councils: math, Khmer studies, life-skills and self-study, etc.;
 - Camping: team work, leadership, experience exchange and sharing, investigation, note-taking skills, community work, self-dependence, environmental work and living in nature, etc.;

- Field visit: exchange and share experiences, understanding of culture, civilization and traditions;
- Scout development programs: study by real practice and self-development, to say the cultivation of social work, team work, team living, skills development, first-aid and humanitarian work, etc.;
-
- Children and youth council work: disseminate the knowledge on career and technical training, the cultivation of sport playing and physical education learning, the establishment of student cooperatives within schools, the development of syllabus for implementing the 3 good work and entrepreneurship mainstreaming;
- Peer-educate-peer programs: the understanding of HIV/AIDS, reproductive health, sanitation, family health, drugs, accident reduction, etc.;
- Volunteerism: train and mainstream volunteering spirits, volunteering work and the establishment of volunteer networks, etc.;
- The strengthening of student association activity: the formulation of work forums for youth and enterprises, mainstreaming of entrepreneurship, the promotion of information technology education, science, culture and sport.

Reform 13: Technical education

Goal: Increase enrollment at technical education; Develop the capacity of students on technical skills, creativity at secondary schools, making sure they are with good morality and capable of entrepreneurship skills responsive to the needs of market labors and are able to continue their life-long learning.

Objectives:

- Increase numbers of technical and general education schools;
- Increase trainings on technical skills, in line with the needs of the market and its society.

Indicators and targets:

- Numbers of student enrolled into technical education section;
- Numbers of technical and general education schools;
- Numbers of secondary institutions having workshops;
- Numbers of secondary institutions having professional orientation committees;
- Number/percentage of secondary schools implementing life-skills program in line with the guidelines provided.

Reform activities:

- Increase the budget on teaching and learning activities and internship at technical and general education schools;
- Develop syllabus for technical education;
- Prepare work mechanism on career advising at secondary schools;
- Provide guidelines to secondary institutions regarding the establishment of workshops;
- Prepare workshop standards at secondary institutions;
- Prepare technical and general school standards;
- Establish professional orientation committees at secondary institutions;
- Prepare transition/bridging programs to train professional skills to students dropped out of secondary schools.

Action plan:

- Implement mater plan and action plan on technical education at upper-secondary level;

- Implement life-skills programs by choosing the skills from life-skills list at lower secondary level;
- Establish and develop syllabus (technical skills and to-do knowledge) for technical and general secondary education;
- Develop technical and general education schools, making them standardized to say the relevant physical materials (classroom, operational room, workshop), capable school principals and teachers in line with standards and syllabus;
- Monitor and evaluate the implementation of technical education programs and its examination at secondary schools;
- Establish and process the professional orientation committees at secondary schools;
- Disseminate professional orientation programs and soft-skills at lower and upper secondary schools;
- Build the capacity of teachers teaching elective professions;
- Provide advising services on career selection to students at secondary schools;
- Prepare workshop standards at secondary institutions;
- Monitor the establishment of workshops at secondary institutions.

Reform 14: The establishment of new generation schools

Goal: The promotion of education quality at secondary level through the establishment of models of education development at maximum standards, moving towards the establishment of a new generation public learning institution in Cambodia, in which it provides good sample of governance, high professional standards and high quality of learning standards.

Objectives:

- The implementation of new generation school project;
- The identification and issuing of good and effective governance principles used at both private and public learning institutions, using private-public partnership management model and providing high autonomy to local levels for its implementation.

Indicators and targets:

- Transform resource schools (36 schools) and developed child-friendly schools (30% of public primary schools) into new generation schools;
- Principles are implemented with efficiency at schools selected.

Reform activities:

- Develop principle on new generation school;
- Develop standards of new generation school (developed primary schools, resource schools);
- Develop location mapping potential to the implementation of new generation school project;
- Design investment plans.

Reform 15: The development of career paths and school principal trainings

Goal: The promotion of efficiency of leadership and the management of education officers.

Objectives:

- The promotion of living standards of education staffs;
- The promotion of career development for teachers and school managers;
- The promotion of work performance of school principals at all levels.

Indicators and targets:

- Numbers of management officers received trainings;
- Numbers of school principals received trainings;
- Numbers of technical and specialized teachers received trainings;
- 10% of females is in the position of school principals/vice-principals.

Reform activities:

- Develop perspective documents on the reform of medium-term salary;
- Revise principle on staff management;
- Review criteria for the nomination/promotion of management officers;
- Implement principle on education staff performance appraisal system;
- Implement credit system for education staff capacity evaluation;
- Develop education management staff capacity development plan and system;
- Establish offices supporting teachers;
- Formulate mechanisms supporting new teachers and teaching experience sharing;
- Develop perspective documents on career paths.

Action plan:

- Review basic salary of education staffs;
- Review additional incentives, to pay additional hour fees, two-shift fees and multi-class fees;
- Review principle on the use and support of contract teachers;
- Develop and edit criteria for the promotion/nomination of management officers;
- Expand the implementation of education staff performance appraisal system;
- Develop career paths;
- Develop and implement credit system for education staffs;
- Develop the capacity of management and technical officers at their units;
- Develop the capacity of officers talented in management and management officers, ranging from school principals to Director Generals on education management work.

