



KINGDOM OF CAMBODIA
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MINISTRY OF EDUCATION, YOUTH AND SPORT



Capacity Development Master Plan
in Education Sector 2020-2024

March 2021

Forward

The Ministry of Education, Youth and Sport (MoEYS) has been implementing the Capacity Development Master Plan (CDMP) in Education Sector in order to support in achieving the MoEYS's vision is to establish and develop human resources who are of the very highest quality and ethically sound in order to develop a knowledge-based society within Cambodia. This CDMP 2020-2024 provides a joint framework to support 2nd Policy of Education Strategic Plan (ESP) 2019-2023, focusing on ensuring the effective leadership and management of education officials at all levels, through the capacity development with a focus on comprehensive, systematic and sustainable manner.

The CDMP 2020-2024 provides a roadmap and strategic direction for MoEYS in effective management with results-oriented, timely, monitoring, achievement report, feedback, accountable measures and mechanism for improved policy, strategies, and programs at national and sub-national levels. The CDMP 2020-2024 focuses on the capacity development at institutional, organizational, and individual levels to continue successful implementation of the ESP 2019-2023, Cambodia's SDG-4 Roadmap and education strategy reforms. The CDMP 2020-2024 is aligned to the ESP 2019-2023 sub-sector action plan and M&E Framework to reflect the required capacity development priorities in education sector.

The CDMP 2020-2024 sets out the framework and requirements for sub-sector capacity development and identifies six key priorities: policy, planning and financial management reform; human resource management reform; monitoring and evaluation reform; teacher training reform, school-based management and curriculum development reform; school inspection and student learning assessment reform, as well as key strategies and activities to support towards the achievement of the above priority reforms.

MoEYS would like to express deep gratitude to MoEYS's leaders and officials at all levels, and all development partners and stakeholders who have actively contributed to the preparation of CDMP 2020-2024. MoEYS strongly hope that all relevant stakeholders will provide for their continued support and commitment to the successful implementation of CDMP 2020-2024 and their efforts towards achieving Cambodia's development goal of education sector.



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The Ministry of Education, Youth and Sport would like to thank the many people who made this comprehensive Capacity Development Master Plan (CDMP 2020-2024) possible.

It must be acknowledged that the CDMP 2020-2024 has been developed in the context of the COVID-19 pandemic, with the majority of meetings and consultative workshops conducted virtually. The work on the CDMP 2020-2024 between July 2020 and February 2021 has therefore required great patience and flexibility from all participants, both within Cambodia and from abroad, with technical experts contributing from London and Paris.

Firstly, our gratitude to the Mott MacDonald Limited (Cambridge Education) Team for their technical expertise in developing this comprehensive CDMP. Secondly, thanks go to UNICEF (as the Capacity Development Partnership Fund (CDPF) manager) both for the financial contribution towards the development of the CDMP 2020-2024 as well as their involvement and provision of technical assistance, coordination and editing support. Third, we want to thank all the colleagues and staff from the Ministry's various technical departments for their active involvement and contribution of ideas and inputs during the CDMP development process. Fourth, our gratitude to the Education Sector Working Group members for their comments and inputs in making the CDMP 2020-2024 a relevant and useful document for future use.

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ACRONYMS

| | |
|-------|--|
| AOP | Annual Operational Plan |
| BSP | Budget Strategic Plan |
| CDMP | Capacity Development Master Plan |
| CFS | Child Friendly Schools |
| CPD | Continuous Professional Development |
| D&D | Decentralization and De-concentration |
| DIT | Department of Information Technology |
| DOE | District Education Office |
| DoP | Department of Planning |
| Doper | Department of Personnel |
| DoPo | Department of Policy |
| DTMT | District Training and Monitoring Team |
| EFMS | Education Financial Management System |
| EQAD | Education Quality Assurance Department |
| ESD | Education Sector Diagnosis |
| ESP | Education Sector Plan |
| ESWG | Education Sector Working Group |
| HEI | Higher Education Institute |
| HRPAP | Human Resource Policy Action Plan |
| HRMIS | Human Resource Management Information System |
| HRMP | Human Resource Master Plan |
| ICT | Information Communication Technology |
| INSET | In-service Teacher Education and Training |
| M&E | Monitoring and Evaluation |
| MIS | Management Information System |
| MLE | Multi-Lingual Education |
| MoEYS | Ministry of Education Youth and Sport |
| NFE | Non-Formal Education |
| NIE | National Institute of Education |
| NISE | National Institute for Special Education |

| | |
|--------|---|
| NSDES | National Strategies for Development of Education Statistics |
| PFM | Public Finance Management |
| POE | Provincial Education Office |
| PQAIS | Provincial Quality Assurance Inspection System |
| PTTC | Provincial Teacher Training Centre |
| RGC | Royal Government of Cambodia |
| RUPP | Royal University of Phnom Penh |
| SDG | Sustainable Development Goals |
| SBM | School Based Management |
| STEM | Science, Technology, Engineering and Math |
| TEC | Teacher Education College |
| TEPS | Teacher Education Provider Standards |
| TPAP | Teacher Policy Action Plan |
| TTD | Teacher Training Department |
| UNESCO | United Nations Educational Social & Cultural Organization |
| UNICEF | United Nations Children’s Fun |

1. Overview of Capacity Development Master Plan 2020-2024

1.1. Introduction and Process

The Ministry of Education, Youth and Sport (MoEYS) vision is to establish and develop human resources that are of the very highest quality and are ethically sound in order to develop a knowledge-based society within Cambodia. This Capacity Development Master Plan (CDMP) 2020-2024 provides a framework to support MoEYS towards the achievement of the Education Strategic Plan (ESP) 2019-2023 policy objective (2) to ensure effective leadership and management of education officials at all levels. It will also contribute to the achievement of policy objective (1) to ensure inclusive, equitable & quality education and promote life-long learning opportunities for all. Cambodia's SDG-4 Roadmap highlights the importance of governance and management in improving the overall quality of education, demonstrated by strong school leadership. The Roadmap recommends that school-based management (SBM) should be deepened and strengthened to build institutional capacity at school level. Good governance across the education sector promotes effective delivery of education services, which demands that governance and management processes are transparent, accountable, participatory and efficient.¹

The CDMP 2020-2024 provides a blueprint for MoEYS and Development Partners and presents the strategic direction for investments in capacity development at institutional, organizational, and individual levels. It will address capacity gaps towards the implementation of the ESP and Cambodia's SDG4 Roadmap. The CDMP 2020-2024 is aligned to the ESP multi-year action plan and ESP M&E Framework to reflect capacity development priorities required for successful implementation of the ESP.

The CDMP 2020-2024 builds on the achievements of the CDMP 2014-2018 in ensuring effective leadership and management of education staff at all levels through a ministry-led, needs-based, comprehensive, systematic and sustainable capacity development approach. It enables strengthened coordination and harmonization of partnerships between all government departments across government agencies, between entities within MoEYS and with development partners, non-governmental organizations (NGOs) and other agencies, in supporting capacity development initiatives.

There are three inter-related sections of the CDMP 2020-2024: (i) the CDMP 2020-2024 Framework and Results Chain (Part 1); (ii) the CDMP 2020-2024 Costed Implementation Plan (Part 2); and (iii) the CDMP 2020-2024 Monitoring and Evaluation Plan (Part 3).

The CDMP 2020-2024 has been developed from three key sources of information: (i) primary and secondary data analysis drawn from focused dialogue with senior members of key MoEYS departments and comprehensive document review, summarized in a Situation Analysis; (ii) a consultation workshop to engage sub-sector working groups in a capacity development prioritization exercise; and (iii) feedback provided by the Education Sector Working Group (ESWG) members facilitated by the ESWG Chair - UNICEF Cambodia.

1.2. National Education Reform Priorities and Education Management Reform Strategies

The structure of the CDMP 2020-2024 is guided by the MoEYS education sector reform and sub-sector priorities and education management reform strategies, as set out in the ESP 2019-2023. Achievements, priorities and capacity gaps have been analyzed under each of the seven sub-sectors (early childhood education, primary education, secondary and technical education, higher education, non-formal education, youth development, and physical education and sport). Analysis has also been made of achievements, priorities and capacities gaps relating to the five reform pillars (teacher education, curriculum, assessment, inspection, and higher education reform) and eight of the ESP education management reform strategies selected as most directly relevant to capacity development for improved leadership and management (policy, planning, financial management, human resource management, management information systems (MIS), school reform (school-based management), digital education, and gender mainstreaming. Resilience building is included as an additional cross-cutting reform strategy responding to challenges to education service delivery during the COVID-19 pandemic.

¹ Cambodia's Education 2030 Roadmap – Sustainable Development Goal 4 (2019)

A wide range of achievements in the period 2014-2018 are reported in the ESP 2019-2023 and the SDG-4 Roadmap, corresponding to each of the sub-sectors, reform pillars and education management reform strategies.

The CDMP 2020-2024 is designed to support implementation of the following key education sector policies and plans through strengthened capacities for effective leadership and management at all levels:

1. ESP 2019-2023, Budget Strategic Plan (BSP), Public Finance Management (PFM) priorities, and Annual Operational Plans (AOP) more effectively implemented / operationalized through coordinated and harmonized policy, planning and finance management, and skills enhanced;
2. Human Resource Policy Action Plan (HRPAP), HR Strategic Plan (draft for approval in 2020), Human Resource Management Information System (HRMIS) Strategic Plan 2020-2023, Performance Appraisal system, and D&D Policy implemented through strengthened and aligned systems;
3. ESP Monitoring and Evaluation (M&E) Framework, National Strategies for Development of Education Statistics (NSDES), EMIS Master Plan 2019-2023 and EMIS 5-year action plan 2019-2023 implemented through mechanisms to facilitate high quality and timely data management and reporting;
4. Teacher Policy Action Plan (TPAP), National Institute of Education (NIE) Strategic Plan, Teacher Education Provider Standards (TEPS), Teacher Career Pathways document, and Continuous Professional Development (CPD) Framework and Action Plan implemented through strengthened leadership resulting in better qualified teachers and teacher educators.
5. School Based Management Framework and Implementation Plan, and New Generation Schools Policy Guidelines, linked to school standards and school operational guidelines, and Guidelines on Provincial Quality Assurance Inspection System (PQAIS), implemented through harmonized approaches for more equitable decentralized education service provision and enabling leadership for good governance and accountability at school level; and
6. National Assessment Framework, ICT in Education Policy, and other sub-sector relevant policies including Inclusive Education Action Plan, ECCD Policy, CFS Framework and Action Plan, Life Skills Policy and Implementation Framework / Manual (2018), STEM Policy and Education Response Plan for COVID, implemented through enhanced technical expertise for improved learning outcomes.

The Gender Mainstreaming Policy is reflected in the CDMP 2020-2024 as a cross-cutting policy applicable to capacity development strengthening in all sub-sectors and reform areas.

The following sub-sector strategies, extracted from the ESP 2019-2023, highlight specific areas of capacity development needed to strengthen and improve sub-sector leadership and management. Each strategy is expanded in the ESP multi-year action plan to describe activities, annual budget requirement and person/department responsible. Where relevant the CDMP 2020-2024 Activity Areas will be aligned to these ESP sub-sector strategies.

Table 1: Strategies by sub-sector

| | |
|-----------------------------------|--|
| Early Childhood Education | <p>Strategy 3.1: Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE sub-sector</p> <p>Strategy 3.2: Strengthen good governance of ECE, results-based planning, management and M&E</p> |
| Primary Education | <p>Strategy 2.1: Improve pre-service teacher qualifications and improve deployment of teachers</p> <p>Strategy 2.2: Strengthen the quality of in-service training for primary teachers</p> <p>Strategy 2.4: Strengthen the implementation of internal, external and thematic inspections</p> <p>Strategy 2.5: Strengthen the roles and responsibilities of DTMTs to monitor and evaluate the performance of school management committees, teachers and students using the results of inspections, M&E</p> <p>Strategy 3.1: Develop and start implementing an SBM framework in primary schools</p> <p>Strategy 3.2: Strengthen cooperation with stakeholders to support and mobilize resources for school development</p> |
| Secondary and Technical Education | <p>Strategy 1.2: Expand partnerships with the private sector and enterprises for strengthening technical education</p> <p>Strategy 2.3: Promote the effective implementation of the curriculum framework</p> <p>Strategy 3.1: Strengthen the school-based management approach at school level</p> <p>Strategy 3.3: Develop a school quality assurance framework in secondary education</p> <p>Strategy 3.4: Strengthen the M&E system for school inspection</p> |
| Higher Education | <p>Strategy 2.1: Strengthen the financial and human resource management system at HEIs towards full autonomy</p> <p>Strategy 2.2: Strengthen the quality assurance system in higher education</p> |
| Non-Formal Education | <p>Strategy 1.3: Strengthen and expand the scope of community learning centers to be transformed into lifelong learning centers</p> <p>Strategy 2.1: Improve the effectiveness and efficiency of non-formal education MIS</p> <p>Strategy 3.1: Develop the capacity of NFE staff at all levels</p> |
| Youth Development | <p>Strategy 3.1: Enhance the capacity of youth workers at all levels</p> <p>Strategy 3.2: Strengthen institutional capacity for youth development program implementation</p> |
| Physical Education and Sport | <p>Strategy 3.1: Develop institutional capacities of the physical education and sport sub-sector</p> <p>Strategy 3.2: Develop the capacity of coaches, referees, judges and technical sport staff</p> |

1.3. Defining Leadership and Management

School-based management (SBM) is considered as a key area for reform in Cambodia through which to improve the quality of education. SBM is an MoEYS strategy through which to strengthen the leadership and management capacity of schools as primary service delivery units, particularly in the context of decentralized and deconcentrated reform. SBM programs provide capacity development to strengthen school planning, budgeting, administration, human resource management, and teaching and learning practices. They are designed to support MoEYS efforts to strengthen results-based planning and budgeting and efficient human resource management in schools; while also supporting efficiency in school budget execution, and enhanced community participation in school-based planning and budgeting.

It is anticipated that school directors and school support committees in Cambodia will be able to: (i) better identify priority needs at school level; (ii) will have increased capacity to analyze challenges and needs, based on indicators of performance such as repetition rate; and (iii) be able to more systematically plan and budget specific actions to respond to challenges identified locally as leading to repetition and drop out. Activities that school directors may plan and prioritize, with heightened knowledge gained through professional training, are those specifically targeting learners with special educational needs (SEN); following attendance more closely and monitoring at-risk and vulnerable children, and working with the school community on promoting correct age entry (reducing both over-age and under-age enrolment), health services for students and life skills programs.²

Effective leadership at senior level, and also at team, department and unit levels, is essential. In the context of change or reform, such skills include change management, implying flexibility and tolerance of uncertainty, and the creation of effective learning organizations. Motivation is often linked to the extent to which people in an organization have shared values and a common sense of mission and purpose³.

The quality of education, among other things, depends on the way schools are governed and managed. School capacity to improve teaching and learning is strongly mediated by the quality school leadership demonstrated by the school leader (school director) ... Governance is what ensures that qualified, motivated and accountable teachers are in place; learners are provided with high quality and relevant curriculum materials and they are engaged in learning and get adequate support from their teachers; parents and local community members participate in decision-making and contribute to learning processes and the school has the physical and emotional climate and atmosphere that supports learning.

Cambodia's Education 2030 Roadmap – Sustainable Development Goal 4 (2019)

School leadership includes the skills and competencies to act with autonomy in leadership, to lead by example to promote a collaborative culture in working, capacity to monitor and evaluate school activities, authority in decision-making of staff recruitment, and ability to build local community networks.

School management can include the financial management of school operational funds (SOF), annual budgeting (planning, execution and reporting) and procurement for school operations; preparation of school development plans and data required for annual reporting including annual operating plans; implementation of curriculum and instructional activities, and student assessment including test development, and resource management of supplies, textbooks and teaching resources; school infrastructure development.

Leadership and management at central, provincial and district levels: Cambodia's SDG-4 Roadmap⁴ identifies several capacity development strategies and activities focusing on the need for improved leadership and management at all levels to strengthen governance and management of the education sector. These are reflected in several CDMP 2020-2024 Activity Areas:

² Department of Policy, MoEYS (2020) Research on the Implementation of School-Based Management in Cambodia

³ MoEYS (2019) Education Strategic Plan 2019-2023

⁴ Cambodia's Education 2030 Roadmap - SDG-4 (2019) MoEYS Cambodia

Table 2: Strategies and activities of Cambodia’s SDG-4 Roadmap

| | |
|-------------------|---|
| Strategy 5.2.1 | To establish technical capacities to drive, coordinate and stimulate interventions for education development at various levels and across sectors; To strengthen coordination mechanisms |
| Activities | 5.2.1c to strengthen the capacity of central authorities to formulate sector-wide policy and planning and allocate financial resources, ensure the legislative framework reflects the strategic directions; 5.2.1d to strengthen the capacity of provincial and 45 district authorities to deliver educational services, inspect schools to ensure compliance with national standards and regulations, and monitor regularly and report accurately on school performance; 5.2.1e to strengthen accountability systems through clear definition of benchmarks/performance standards and collect adequate information about education service provision for performance monitoring. |

Source: Cambodia’s Education 2030 Roadmap - SDG-4 (2019)

1.4. Capacity Development at Institutional, Organizational and Individual levels for Improved Leadership and Management

The ESP 2020-2024 maps out areas of institutional, organizational and individual capacity development required to build on the significant achievements made towards fulfilling the education sector policy objectives. Effective leadership and management remain a core area of strategic focus for system strengthening and human resource management at all levels and across all sub-sectors.

1.4.1. Defining Capacities for Improved Leadership and Management

the ‘ability of individuals, groups and organizations to perform functions effectively, efficiently and sustainably. Having capacity is having leadership skills, being able to plan, to implement, to monitor and mobilize. It is the ability to do the job and to deliver services effectively. Having capacity is not just having competencies (knowledge and skills); it is also about the effective use of human resources – people wanting to and being able to use them. In this sense, capacity development should seek not only to build capacity but also to retain capacity, improving the utilization of capacity and to retrieve capacity for sustainable institutional legacy’.

Council for the Development of Cambodia (2007)

1.4.2. Institutional Level Capacity Development

At the institutional level, public administration holds responsibility for policy and strategy, distribution of tasks and autonomy, and overall staff management. Common capacity issues at institutional level include: the ways in which public administration staff are managed; distribution of national and sub-national responsibilities; coordination between the educational administration and other key ministries and government agencies, and with other agencies such as the private sector and development partners; role of national development strategies, legislation, and education policies and plans.

1.4.3. Organizational Level Capacity Development

At the organizational level, the structure and enabling environment, internal management, resources, and accountability needs to correspond to the mandate and tasks assigned to the organization (school, training center, HEI, department, POE, DOE, etc). Common capacity issues at organizational level include: the structure of the unit and the extent to which it matches the unit’s mandate; management practices (communication and coordination); degree of autonomy in decision making; the availability of resources and budget allocation; how the unit is held accountable for its work.

1.4.4. Individual Level Capacity Development

At individual level, the tasks and responsibilities assigned to each person must correspond to their qualifications, experience, training, and incentives. Common capacity issues at individual level include staff profiles that do not match the post; the existence and clarity of post descriptions; the existence of professional training opportunities; and the existence of incentives that impact positively on staff performance.

2. Summary of Capacity Development Priorities, Challenges and Gaps

2.1. Overview of Situation Analysis Findings and Recommendations

MoEYS has made considerable achievements in capacity development over the past decade through the successful implementation of CDMP 2011-2014 and CDMP 2014-2018, strongly supported by investments from all education sector development partners⁵.

Significant achievements have been made in capacity development at individual and institutional levels, though less so at organizational level.⁶

Capacity development priorities are identified in key planning documents such as the national and provincial ESPs, from which they flow into AOPs and related budgets. Effective levels of cooperation are observed between government and development partners in the on-going process of developing and implementing the CDMP, with strengthened provincial level planning cited as an example of improved capacity at this level.⁷

Capacity development across the range of management information systems (MIS)⁸ has been supported under the two previous CDMPs. Access to these systems has improved at sub-national levels and procedures built into annual operational planning and related ESP reporting.

MoEYS has introduced School Based Management (SBM) and management and instructional leadership programs to sub-national and district levels. Community involvement in school planning through SBM is creating a climate of greater transparency and better school governance. MoEYS has initiated the piloting of a school inspection system to strengthen the operation of all schools. The capacity of school directors to implement the requirements of sub-national PFM and D&D reforms has been improved as a result of recent CDPF support.

Alongside the evident achievements, some critical challenges and capacity gaps can be identified from a range of recent evaluation studies. These challenges and capacity gaps are presented below as they relate to (1) system strengthening issues and (2) school related issues.

2.1.1. System Strengthening Challenges and Capacity Gaps

At institutional level there is a need for MoEYS to develop a focused and programmatic approach, to increase capacities for data analysis and its translation into policies and action plans, and to further improve consultative and inclusive planning processes, including gender responsive planning. Future financing for capacity development will be dependent on sustainable and affordable budget provision and on a more strategic and programmatic approach.

Institutional capacity for policy and planning is not yet aligned with the roles and duties of each entity under MoEYS.⁹ The identified capacity gaps include the need to strengthen annual operational plans in response to set indicators, budget execution, statistical analysis and research. ICT training is needed for line officers. Capacity

⁵ The CDMP is operationalized to a large extent through the Capacity Development Partnership Fund (CDPF) with pooled investments from the European Union, Global Partnership for Education, Swedish International Development Cooperation Agency (SIDA), UNICEF and USAID. Additional direct investment for capacity development has been provided through support from ADB, European Union, GIZ, JICA, KOICA, USAID, VVOB, VSO and World Bank.

An updated (Oct 2020) mapping of key capacity development investments in the education sector is provided in Appendix A.

⁶ UNICEF (2018) Outcome Evaluation of the Education Capacity Development Partnership Fund (CDPF), Phase I and II, Cambodia

⁷ Universalia (2019) Summative GPE Country Program Evaluation, Final Report - Cambodia

⁸ District Education Management Information System (DEMIS), Education Management Information System (EMIS), Education Financial Management System (EFMS), Higher Education Management Information System (HEMIS), Human Resource Management Information System (HRMIS), Quality Education Management Information System (QEMIS)

⁹ Oxford Policy Management (2020) Functional analysis of the Cambodia Ministry of Education, Youth and Sport - Preliminary Report (draft)

gaps are identified at central and sub-national levels calling for foreign language training, IT/computer skills, administrative, leadership and management skills training.

The MoEYS Annual Operational Plans (AOP) and Education Strategic Plans (ESP) have improved at national and sub-national level. However, capacity development does not always translate to increased organisational capacities. Effects of capacity development support were less visible and capacity constraints more pronounced at district and school levels than at provincial level. At district level there is limited capacity to absorb capacity development support due in part to limited staffing, and to budget constraints such as the mismatch between budget allocation and the tasks assigned.

The financial management reform strategy, as set out in the ESP 2019-2023, aims to promote financial autonomy and accountability of schools, conduct regular education budget auditing, and promote budget allocation that is consistent with education policy. An education financial management system (EFMS) has been set up at national and sub-national levels and is operational in all budget entities under MoEYS. Roll-out of EFMS has met with technological and connectivity constraints at sub-national level. Capacity development has been provided by Provincial Education Offices (POE) and District Offices of Education (DOE) for school directors as part of school-based management programs to improve budget formulation, implementation and monitoring at the school level in under-performing primary and secondary schools focusing on knowledge and skills in the use of School Operating Funds (SOF). The financial management capacity of technical departments needs to be strengthened and financial management skills strengthened at school and HEI level. At each level challenges remain in aligning budgets and plans.

A draft D&D Policy has been produced. However, delay in policy implementation has limited the extent and intensity of capacity development in education delivery at the sub-national level. When decentralized transfer mechanisms are determined, the amounts of transfers to schools will nevertheless remain limited and thus capacity for financial management and budget implementation at the school level will also remain limited. Further development and rolling out of financial planning and management capacities depend on reactivating the D&D reform process and establishing a clear roadway ahead.

The human resource management information system (HRMIS) has been effectively rolled out to district and school levels. The HRMIS is now being upgraded to improve access at school, district and provincial levels and to link with the EMIS. An HR Strategic Plan (2020) has been drafted to ensure a holistic approach to teacher professional development (CPD and TCP) and effective implementation of staff performance appraisal procedures. HRM policies and capacity development provisions need further development to integrate gender responsive, equitable and inclusive planning and targets.

The ESP 2019-2023 Monitoring and Evaluation framework incorporates multi-year planning and indicators required for SDG reporting. The remaining gaps include the need for more systematic feedback loops and feedback to technical departments and Provincial Education Offices (POE), and inclusion of gender specific and other equity related indicators.

While management information system (MIS) data collection and processing has improved and capacity development rolled out, most training / workshops focused on instructions, formats and what information was to be provided, rather than why this information is needed. In future more focus must be given to how this information can be used in decision-making, action planning and project / program implementation. Remaining critical challenges include lack of integration between the different MIS systems and insufficient decentralization to provide necessary information to managers at Provincial, District and School levels. MIS systems do not share data and are not designed using the same data standards. MoEYS is introducing a Student Tracking System decentralized at district and school level linked to EMIS and HRMIS.

2.1.2. School Related Challenges and Capacity Gaps

Capacity development for school directors, teachers and teacher educators is a key priority area for improved school leadership and management, and for improved teaching and learning.

At organizational and individual level some training programs are conducted on an ad-hoc basis and without long-term follow-up or impact evaluation. Improved coordination is needed between training course providers and a more harmonized approach across departments, agencies and development partners, for example in SBM leadership training delivery. Capacity development is also needed to support the planned shift from national level INSET provision to school and cluster-based CPD. MoEYS is in the process of building a CPD and TCP System.¹⁰

Challenges remain in upgrading teacher qualifications through pre-service and in-service programs, development of career pathways and more equitable teacher deployment. Upgrade programs are also needed for teacher educators including content knowledge, teaching methodology, ICT and research capacity. Teacher education institutions, including NIE, TECs, RUPP and PTTCs, are expanding their programs and courses which will require a range of capacity development interventions from framework design and institutional capacity assessment through to implementation of upgraded courses such as the 12+4 and BA+1 pre-service training and school leadership training.

Several different school-based management (SBM) packages are being implemented by MoEYS departments and not all national core trainers are fully competent to deliver effective SBM training. This presents a challenge which can be addressed through more harmonized multi-departmental planning and programmatic design. School directors face challenges in the management of poor teacher performance whilst recruitment of competent persons into the teaching profession remains the responsibility of the central level.

A masterplan is needed to guide Grade K-12 curriculum implementation which requires additional classrooms, teachers and textbooks in order to meet ambitious targets for increased contact hours. Capacity development is needed to enable teachers to adopt enquiry-based learning approaches. STEM education is a challenging reform priority that calls for upgrading of teacher trainer skills and a more holistic approach to STEM curriculum development and implementation across all school levels.

The principles of learner assessment are being incorporated into pre-service courses and school directors are being trained on item test writing. Guidelines are needed to support classroom learning assessment and an action plan is needed for national student learning assessment. An e-platform is being created to store past test papers, guidelines and assessment results. Capacity development will be needed for user groups from central and sub-national levels. National learning assessment for Grades 3, 6, 8 and 11 follow the 2006 curriculum framework.

Support for implementation of the systemic bottom-up standardized approach to school inspection is needed alongside organizational level development of a cadre of inspectors at provincial and/or district levels to strengthen the internal and external school inspection process. Challenges remain in the quality of reporting, including the use of data to improve reporting and future planning, and in the overlap between the role of province-based inspection teams and that of the district training and monitoring teams. Track 2 formal inspector training is proposed, managed by EQAD in collaboration with NIE. Capacity development in English language proficiency will be a pre-requisite for course entry.

Capacity development challenges in the ECE sub-sector include the need to expand the number of trained teachers at certificate level and development of a Bachelors / Master's degree program. The pre-school monitoring and evaluation system needs to be improved for consistency and accuracy in results-based management. A legal framework is needed for private pre-school management.

Work is underway to formally establish multilingual education teacher education within the RTTC structure; this will strengthen education for children from ethnic minorities and help ensure sustainability of this initiative. Similarly, organizational level capacity building is needed to develop teacher training, curriculum and other services to support implementation of the Inclusive Education Action Plan. At primary education level capacity development is needed to improve early grade proficiency in Khmer, writing and mathematics.

¹⁰ Reference CPD Framework and Action Plan 2019-2020, CPD Mapping, CPD Credit System, CPD Handbook, TCP Framework and Guidelines, HRMIS Strategic Plan and HRMIS revised version.

Capacity gaps in secondary schools include a lack of qualified teachers and competence in the use of modern teaching methodology, as well as inadequate service provision in remote rural and under-served areas. There is a need to target student retention through career counselling and an early warning system to provide support for students who are at risk of early school exit or are learners with special educational needs. School-based management is a priority identified in the blueprint for secondary education to 2030, to strengthen leadership and management,

In non-formal education (NFE) an equivalency curriculum and teacher training framework were developed in 2019, requiring capacity building to support implementation. Lifelong learning centers need strengthening through capacity development in leadership and management for NFE officials.

A National Action Plan for Youth Development 2019-2023 and a Policy and Technical Framework for Physical Education and Sport have been developed. While progress has been made in provision of activities for youth development and in physical education and sport, both subsectors lack human resource capacity and coordination mechanisms for organization of activities at sub-national level. More equitable approaches are needed to ensure female participation is encouraged across all youth and sports activities.

Research capacity development in higher education has been supported under CDMP and continues to be identified as a priority in the current ESP 2019-2023. The quality of research is a challenge. Institutionalization of research guidelines and standards are needed to improve the quality of internal MoEYS research. Qualifications upgrade is needed for HE academic staff and administrators, including specialist subjects and STEM, and in governance, financial and human resource management. Capacity development is identified as needed to strengthen student health and welfare, counselling services and scholarships particularly for females and for students from poorer families.

The ICT in Education Policy provides a framework within which all MoEYS departments, development partners and private sector stakeholders can adopt a common and coordinated approach and improve efficiency for systematic deployment of Information and Communications Technology. The policy will provide MoEYS with a means to quality assure all ICT investments. The ICT in Education Policy and the ESP 2019-2023 ICT strategy 2.1 is ambitious and will require a range of capacity development support activities at national and sub-national levels. A key challenge will be to move beyond the current fragmented and “project-based” approach to ICT and to adopt a systems approach with better coordination of priorities and investments, infrastructure, connectivity, and equipment. This approach should in turn help to support improved governance and management, finance, and ICT resources for teaching and learning. ICT proficiency and skills training has been provided under CDMP support for MoEYS personnel at national and sub-national levels. Ongoing capacity development will be needed to further strengthen the ICT competencies of central, provincial and district level administrators, school leaders, teachers, teacher educators and staff of higher education institutions.

Resilience Building: In 2020, the education sector in Cambodia was heavily impacted by the COVID pandemic. The wider economic impact of the pandemic is likely to push more children into household poverty. This in turn increases the risk of more students dropping out or falling behind with learning. The combined impact of school closures and wider economic distress puts at risk gains made over recent years in enhancing access and improving the quality of education. Furthermore, there are also increased risks to girls and the most vulnerable children in the form of gender-based violence, domestic violence, sexual and physical abuse and forced labor, alerting MoEYS to the need for capacity development in leading and managing crises including strengthening provision of safeguarding measures and safe environments.

Gender responsiveness, equity and inclusiveness are cross-cutting issues that need to be more strongly emphasized as indicators in all capacity development activities. Gender disaggregated capacity needs assessment is also required at all levels, followed by implementation of targeted capacity development programs.¹¹

¹¹ MoEYS (2015) Gender Mainstreaming Strategic Plan in Education (2016-2020)
UNICEF (2020) Participatory Gender Audit of Cambodia’s Ministry of Education, Youth and Sport

2.2. Capacity Development Master Plan 2020-2024 Results Chain

The Results Chain has been developed and approved by MoEYS, through a process of consultation and prioritization based on the findings of the Situation Analysis. It relates directly to the ESP reform priorities and education management reform strategies, including the key cross-cutting sub-sector reforms, and embedding gender equity and inclusion. This Results Chain presented below visualizes the hierarchical structure of the CDMP 2020-2024. Due to the comprehensive scope and complexity of the CDMP 2020-2024 the six overarching Results Chain Outcomes are broken down into a set of Intermediate Outcomes. The Results Chain provides a cohesive structure for the CDMP 2020-2024 Framework, Costed Implementation Plan and Monitoring and Evaluation Plan. In Section 3.1 the CDMP 2020-2024 Framework presents each of the Intermediate Outcomes against each of which a set of outputs and activities have been formulated. Similarly, the Intermediate Outcomes provide the basic structure for the Costed Implementation Plan (Section 3.2) and the Monitoring and Evaluation Plan (Section 3.3).

Table 3: Results Chain

Objective: Leadership and management of education personnel at all levels is strengthened to deliver equitable, inclusive, quality and relevant education services for all children in Cambodia

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| Policy, Planning, and Financial Management Reform | Human Resource Management Reform | M&E Reform | Teacher Education Reform | School Management and Curriculum Reform | Inspection and Assessment Reform |
| Cross-Cutting Sub-Sector Reforms: ECE, Primary, Secondary, NFE, Higher Education, Youth Development, Physical Education and Sport | | | | | |
| OUTCOMES | | | | | |
| Outcome 1. Policy, Planning and Finance coordinated and harmonized for improved management of ESP and Public Finance Management (PFM) system implementation | Outcome 2. Human Resource (HR) Management strengthened for effective personnel management Human Resource planning, information systems and performance | Outcome 3. Monitoring and Evaluation (M&E) system strengthened for effective/efficient sector management Systems strengthened and databases integrated to enable effective data dissemination and utilization, through | Outcome 4. Teacher and Teacher Educator programs strengthened and expanded Strengthened leadership of Teacher Education Institutions (TEI) and other training providers produces better qualified education professionals | Outcome 5. More effective School Based Management at school level enables high quality, inclusive service delivery School systems strengthened with school directors/district officers leading, for improved | Outcome 6. Student Assessment and School Inspection ensures quality of education at all levels MoEYS leads the implementation of a coherent quality assurance process incorporating school inspection and learning assessment to |

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| Policy is implemented through coordinated planning and financing across MoEYS departments, from central to school level and between all agencies. | management systems are strengthened and aligned at all levels of the system. | enhanced technology platform enabling high quality data reporting at all levels. | | school management. School leaders plan and monitor for equitable provision of education services | monitor equitable, inclusive and holistic curriculum delivery |
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INTERMEDIATE OUTCOMES (Institutional and Organizational level)

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| 1.1 Policy and legal frameworks are in place to provide the institutional framework for organisations in the sector to comply with MoEYS policies | 2.1(a) Recruitment process reviewed and strengthened, to safeguard transparency and accountability, and to raise professional standards of education personnel at all levels (see also 4.1-4.4) 2.1(b) Career pathways mechanism developed, to raise the qualification / promotion standard and morale of education personnel at all levels (see also 4.1-4.4) | 3.1 Management Information Systems (MIS) inter-connected and harmonized at all levels with more effective use of data at central, provincial and school levels for planning purposes | 4.1 TEI management provided with the means to upgrade pre-service teacher education (PRESET) and Teacher Qualification Upgrading (TQU) programs and expand enrolment to meet teacher professional standards and recruitment needs at all levels. (see also 2.1) | 5.1 SBM systems are strengthened to enhance effectiveness and accountability of school leaders and district officials. | 6.1 Assessment task force committees and technical teams are competent with relevant expertise and skills to lead and manage National Assessment Framework implementation at all levels |
| 1.2 Planning systems more effectively aligned across MoEYS, and | 2.2 Human Resource Management Information System (HRMIS) fully | 3.2 ESP monitoring and evaluation (M&E) procedures strengthened, with well-established | 4.2 School directors and DTMTs implement the Continuous Professional Development (CPD) | 5.2 School management committees and local communities are more accountable for | 6.2 Internal, external, and thematic inspections and quality assurance are strengthened and aligned at |

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| from central to school level | integrated and functional, with key personnel at all levels competent in alignment with their responsibilities and with targets that reflect gender responsiveness and inclusion in the performance of MoEYS managers from central to school level (see also 3.1) | feedback systems and timely and relevant analytical reporting on programs and initiatives for decision making | Framework and Action Plan using a mentoring/coaching model, prioritising schools in underserved areas | improved school performance and student learning outcomes | provincial, district and school levels, and in HEIs. |
| 1.3 MoEYS regularly monitors and reports on policy implementation at all levels | 2.3 Performance appraisal and monitoring system implemented at all levels linked to individual / unit level KPIs and targeted CPD / in-service training (see also 4.4) | 3.3 MoEYS NSDES (National Strategies for Development of Education Statistics) implemented for awareness raising and effective SDG4 monitoring to enhance policy making, education planning and management | 4.3. On-the-job training (ONSET) expanded to provide all teachers with access to school-based mentoring / teacher professional support networks, etc. (see also 2.1) | 5.3 High-quality equitable and inclusive alternative learning programs are delivered, and leadership strengthened for youth, vulnerable and marginalised groups, special education schools and out-of-school children. | 6.3 Online / digital formats for quality assurance and inspection are accessible to all for improved planning and monitoring |
| 1.4 MoEYS provides strong leadership at all levels to ensure harmonized approaches amongst all stakeholders to support policy | 2.4 Strengthened district and municipality capacities to implement the transferred and assigned functions as | | 4.4 The leadership and management capacity of TEI Directors strengthened to more effectively manage the performance of teacher | 5.4 Increased MoEYS and partner capacities to improve access to safe, equitable and inclusive, quality early learning, primary and secondary | |

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| monitoring and implementation | part of the D&D reform in education | | educators and better supervision of trainee teachers, reflecting high quality professional standards in governance, equity and inclusion | education in communities with the most disadvantaged and excluded children. | |
| 1.5 Public finance management systems and processes are strengthened at all levels for effective budget planning, disbursement, monitoring and reporting. | | | 4.5 HR, research and innovation capacity at HEIs strengthened program | 5.5 Enhanced infrastructure and technical support to build capacity for school leaders and district officers to enable innovation in e-learning | |
| | | | 4.6 Education staff at all levels acquire new learning opportunities through E-Training for continuing professional development (CPD). | | |
| Gender equity and inclusion is promoted – all outcomes, intermediate outcomes and activities incorporate gender equity and inclusion indicators, baseline and targets. | | | | | |

3. Capacity Development Master Plan 2020-2024

3.1. Capacity Development Master Plan 2020-2024 Framework

The CDMP 2020-2024 Framework sets out the Scope, Outputs and Activity Areas for each of the six Outcomes and related Intermediate Outcomes. The Core Issues and Institutional, Organizational and Individual Capacity Development Priorities corresponding to each Outcome are presented in Appendix C. The core issues and priorities for each Outcome are reflected in the Scope and incorporated into the Outputs for each Intermediate Outcome.

3.1.1. Outcome 1: Policy, Planning, and Finance coordinated and harmonized for improved management of ESP and PFM system implementation

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| <p>Outcome 1. Policy, Planning, and Finance coordinated and harmonized for improved management of ESP and PFM system implementation</p> <p>Policy is implemented through coordinated planning and financing across MoEYS departments, from central to school level and between all agencies.</p> | |
| <p>Intermediate Outcomes</p> <p>Policy and legal frameworks are in place to provide the institutional framework for organizations in the sector to comply with MoEYS policies</p> <p>Planning systems more effective aligned across MoEYS, and central to school level and from school level to central level</p> <p>MoEYS regularly monitors and reports on policy implementation at all levels</p> <p>MoEYS provides strong leadership at all levels to ensure harmonized approaches amongst all stakeholders to support policy monitoring and implementation</p> <p>Public finance management (PFM) systems and processes are strengthened at all levels for effective budget planning, disbursement, monitoring and reporting.</p> | |
| <p>Policy and legal frameworks are in place to provide the institutional framework for organizations in the sector to comply with MoEYS policies</p> | |
| <p>Scope</p> <p>Policy and legal frameworks and regulations are needed, in particular to align management of private pre-schools with state school management regulations; for Youth Development and Physical Education and Sport activities and programs; to underpin D&D implementation; and to clarify legal aspects in implementation of PFM.</p> <p>Strengthened mechanisms are needed to ensure more effective dissemination of policy and legal regulations to all concerned departments and units at national and sub-national levels within the relevant sub-sectors.</p> <p>Orientation, coaching and on-the job training are needed for MoEYS personnel at all levels to support dissemination and implementation of policy and legal frameworks, (for example for compliance on financial management in accordance with the policy and related legal framework).</p> | |
| <p>Responsible Unit DoPo</p> <p>Implementing Institutions DoL, DGPP, front lines TDs, PE, SE, Special Edu, POEs, DOEs and schools</p> | <p>Possible Sources of Funding CDPF, PB, ADB, WB, GPE, USAID</p> |
| <p>Output 1.1</p> | <p>Activity Areas</p> |
| <p>O-1.1.1 Policy and legal frameworks approved in accordance with ESP 2019-2023.</p> | <p>1.1.1 (i) Technical support for the development of Policy Formulation Guidelines that ensure equity and inclusiveness.</p> <p>1.1.1(ii) Technical support to develop policy and legal framework/regulations for specific sub-sectors including development</p> |

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| | and implementation of mechanisms to effectively disseminate the regulations to relevant sub-national levels. |
| O-1.1.2 Mechanisms set up and operational at all levels for dissemination of policy and legal frameworks. | 1.1.2 (i) Resource support to set up and run mechanisms for dissemination of policy and legal frameworks at sub-national level (e.g. technical / hardware resources, office facilities, etc). |
| O-1.1.3 Capacity development programs (orientation and coaching) delivered for effective implementation of MoEYS policy and legal frameworks. | 1.1.3 (i) Training programs and coaching support at national and sub-national levels to raise awareness of policy and legal frameworks, and 1.1.3 (ii) Training programs and coaching support to build capacity (skills and knowledge) for organizations and individuals to comply with regulations. |
| Planning systems more effective aligned across MoEYS, and from central to school level | |
| <p>Scope</p> <p>There is an identified need to strengthen and harmonize education policy development, planning and financial management across relevant central level departments and throughout the system. This will ensure more consistency in implementation and will enable better communication between decision makers and implementers. Better coordination is needed between budget, policy and planning departments, and between finance, state property and procurement units for example. Workflow mechanisms need to be strengthened both horizontally and vertically. Gender responsive management and motivational strategies are needed across all levels.</p> <p>Procedural guidelines, platforms for information sharing and technical dialogue, and motivational incentives may be identified and used by departmental leaders to strengthen opportunities for collaboration between sub-sectors. An improved and more accountable organizational culture is needed to ensure good standards of governance and to motivate staff to perform to a high professional standard.</p> <p>Greater flexibility in budget utilization, policy implementation, sub-national level planning and reporting will enable improved, more effective and timelier implementation of national plans.</p> <p>An improved software system and capacity development at all levels will enable more effective and coordinated alignment and implementation of ESP plans with BSP, PB and AOP.</p> | |
| <p>Responsible Unit DoP</p> <p>Implementing Institutions DGPP, TDs, POEs, DOEs, and schools</p> | <p>Possible Sources of Funding CDPF, PB, ADB, WB, GPE, USAID and other funds</p> |
| Output 1.2 | Activity Areas |
| O-1.2.1 Guidelines developed to ensure budget, policy and planning formulation, implementation and monitoring are consistent and coherent. | 1.2.1 (i) Technical support to develop guidelines for alignment of and linkage between policy, planning and budget formulation, implementation and monitoring. |
| O-1.2.2 Workflow mechanisms covering procedures and processes are revised to facilitate improved horizontal and vertical coordination between departments and units, incorporating gender | 1.2.2 (i) Technical support to MoEYS to develop workflow mechanisms for improved horizontal and vertical interdepartmental coordination incorporating gender equitable and inclusive dimensions. 1.2.2 (ii) Training programs and coaching support to build the capacity of MoEYS policy, planning and finance specialists to provide inter- |

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| equitable and inclusive dimensions. | departmental support (e.g., program / IT developers, project managers, finance / budget planners and managers, and statistical analysts, etc). |
| O-1.2.3 Motivational strategies common procedures, processes and routines that are gender equitable and inclusive, developed and implemented to incentivize MoEYS officers, across all departments and from central to school levels through which a stronger organizational culture of collaboration is established. | <p>1.2.3 (i) Resource support to provide software/hardware and other infrastructure required for improved planning coordination.</p> <p>1.2.3 (ii) Training programs and coaching support to introduce MoEYS leaders and managers to strategies for collaborative working and to incentivize and motivate personnel, linked to career pathways, reward and recognition.</p> <p>1.2.3 (iii) Training programs and coaching support to familiarize focal/lead personnel across all departments and sub-sectors with new procedures, processes and routines.</p> |
| O-1.2.4 Software system set up to link ESP indicators, strategies, and activities with BSP, PB and AOP at national level to sub-national level and by sub-sector. | 1.2.4 (i) Technical support to develop software system to link indicators, strategies, and activities in the ESP at national, sub-national by sub-sector with BSP, PB and AOP. |
| O-1.2.5 Annual operational plan (AOP) at national and sub-national level by sub-sector developed using software system. | <p>1.2.5 (i) Technical Support to set up the software system for AOP development by sub-sector at national and sub-national levels.</p> <p>1.2.5 (ii) Training programs and coaching support to develop AOP at national and sub-national level by sub-sector through software system.</p> |
| O-1.2.6 Education planners at national, provincial, district and school levels trained and capable of integrating education planning concepts and education planning preparation processes into plans. | <p>1.2.6 (i) Technical support to develop modules for education planners at national and sub-national levels (guidelines, templates, and planning preparation process and how to formulate the education plan at all levels).</p> <p>1.2.6 (ii) Training programs and coaching support for education planners at national, provincial, district and school levels on education planning concepts, materials and planning preparation procedures.</p> |
| MoEYS regularly monitors and reports on policy implementation at all levels | |
| <p>Scope</p> <p>Efficient and professional management provides results-focused, best-value, timely and relevant monitoring and reporting of results, with effective feedback measures. These allow for accountability, and mechanisms to adjust policies, strategies and programs at both national and sub-national levels (ESP 2019-2023 Policy Objective 2).</p> <p>MoEYS national level reporting systems have been strengthened in the ESP 2019-2023 to include consolidated Annual Operational Plans, Annual Congress report, an M&E results framework, and a multi-year action plan. Numerous legal frameworks have been or are in the process of being developed. A MoEYS “one window service” (Annual Congress Report 2020) will be established to support and enable service providers to comply with regulations.</p> <p>Evidence-based / results-oriented planning, monitoring and evaluation is dependent on good quality research. Guidelines and capacity building are needed to improve the quality and effective utilisation of internally generated MoEYS research.</p> <p>More disaggregated data is needed for national level analysis and decision making regarding geographic and gender disparities, and inclusiveness issues of the most vulnerable groups of children.</p> | |

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| Responsible Unit DoPo and M&E Implementing Institutions DGPP, DoL, DoA | Possible Sources of Funding CDPF, PB, ADB, WB, GPE, USAID and other projects. |
| Output 1.3 | Activity Areas |
| O-1.3.1 Policy is effectively implemented at all levels as evidenced by comprehensive monitoring and evaluation of the ESP multi-year action plan. | 1.3.1 (i) Technical support to undertake a rapid capacity assessment to identify where targeted support is needed at central level to strengthen national ESP/policies monitoring and reporting. 1.3.1 (ii) Training program to provide targeted support to strengthen capacities at central level for improved ESP/policies monitoring and reporting. |
| O-1.3.2 All education service providers, including formal, non-formal, alternative and private sector education providers are able to comply with government policy and legal regulations. | 1.3.2 (i) Technical support to establish a “One Window Service” as a mechanism / system to strengthen public service delivery and support all providers in implementation of and compliance with MoEYS policies and regulations (see also IO-1.4.2 and IO-2.2.1). 1.3.2 (ii) Resource support to set up and maintain a “One Window Service” accessible to all education service providers. |
| O-1.3.3 Evidence-based results-oriented policy and planning is formulated in accordance with standardized guidelines and with procedures that ensure relevant research findings are referenced and utilized. | 1.3.3 (i) Technical support to develop guidelines to facilitate evidence-based results-oriented policy and planning. 1.3.3 (ii) Technical support to design and establish a policy dialogue forum (Khmer / English) e.g. online portal, to promote access to and information sharing of topical reform focused education research. Link the forum to CPD / in-service user groups and other capacity development training programs as a dynamic resource base (see also Outcome 4). 1.3.3 (iii) Resource support to establish an easily accessible and well-curated e-platform to host research studies relating to education sector reforms to guide and inform evidence-based policy and planning (see also Intermediate Outcome 4.5). |
| O-1.3.4 National level policy monitoring, reporting and decision making is based on analysis of disaggregated data (highlighting geographic, gender, and inclusiveness disparities of vulnerable groups). | 1.3.4 (i) Training programs and coaching support to build the capacity of MoEYS policy, planning and finance technical staff responsible for monitoring and reporting (e.g., planners, managers, and statistical analysts, etc) to use disaggregated data (quantitative and qualitative) for more robust and targeted decision making and resource allocation. |
| MoEYS provides strong leadership at all levels to ensure harmonized approaches amongst all stakeholders to support policy monitoring and implementation | |
| Scope The Education Strategy Plan (ESP 2019-2023) is the main policy document to which all stakeholders should align projects and programs. The Education Joint Technical Working Group on education, works with MoEYS towards enhancing aid effectiveness and partnerships in education development. MoEYS identifies as a priority to strengthen and improve the inter-ministry and development partner coordination mechanisms and to strengthen MoEYS coordination capacity. MoEYS’ manages multiple projects and programs across the education sector, prepared by a wide range of service providers including development partners, alternative learning providers and private sector. A variety of approaches to implementation, monitoring and reporting are included in the project and program designs. Led by MoEYS: A more harmonized approach would avoid potential tensions among competing service provider priorities, Greater consistency and harmonization of approaches, when adopted by all stakeholders, will enable MoEYS to lead and manage the process more efficiently and effectively. | |

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| Projects and programs would be better aligned to MoEYS priorities and this will enable improved coordination for monitoring and impact evaluation. | |
| Responsible Unit DoP Implementing Institutions DGPP, DoF, DoL, DIAA, TDs | Possible Sources of Funding CDPF, PB, WB, GPE, ADB, USAID and other DP funded projects where relevant. |
| Output 1.4 | Activity Areas |
| O-1.4.1 Inter-ministry and development partner coordination mechanisms are strengthened through enhanced capacities of MoEYS to take a lead in coordination between stakeholders. | 1.4.1 (i) Technical support to review existing planning and management processes, and coordination arrangements between MoEYS and Development Partners (using criteria such as value-for-money, evidence and results-based management, and multi-level communication); 1.4.1 (ii) Technical support to advise MoEYS on ways in which to strengthen coordination mechanisms. 1.4.1 (iii) Training programs and coaching support to identify capacity gaps in leadership for coordination; 1.4.1 (iv) Training programs and coaching support to provide on-the-job coaching and tools for more effective leadership in education sector coordination. |
| O-1.4.2 An MoEYS-led coordination mechanism provides a “one-window service” for harmonized approaches to planning, monitoring, and reporting by all education service providers. | 1.4.2 (i) Technical support to review existing coordination and support mechanisms and identify priorities for system strengthening and harmonization between MoEYS and other education service providers (including development partners, alternative learning providers and private sector); 1.4.2 (ii) Technical support to develop and pilot a component of the “one-window service” for greater harmonization and education sector coordination; 1.4.2 (iii) Technical support to streamline systems for improved and manageable operations at organizational levels under the “one-window service”. |
| Public finance management (PFM) systems and processes are strengthened at all levels for effective budget planning, disbursement, monitoring and reporting | |
| Scope The ESP 2019-2023 supports more effective annual expenditure and financial accountability of each unit in the fourth phase of PFM reform. Annual operational planning and budget execution require closer alignment to education policy priorities. The current PFM procedure for budget execution is complicated and capacity to monitor and comply with expenditure and target indicators in Annual Operational Plans (AOP) needs to be strengthened. MoEYS has implemented program budgeting (PB) and strengthened the responsibilities of reporting entities, and strengthened the budget planning of technical entities to align with the ESP. The ESP financial management objectives concern strengthening of processes for effective budget implementation and financial accountability directly linked with performance accountability. Auditing of central offices is categorized as constrained under the CDPF evaluation 2019. The main challenges are a lack of specialized officers in internal audit especially in IT systems, limited understanding of auditing procedures and a lack of tools and materials for auditing through use of IT systems (Education Congress 2020). | |
| Responsible Unit DoF Implementing Institutions TDs, TEC, RTTC, TTC, POEs, DOEs, Schools | Possible Sources of Funding PB, ADB, GPE, USAID, WB and other DPs where relevant, school incomes and communities. |
| Output 1.5 | Activity Areas |

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| <p>O-1.5.1 Education Financial Management System (EFMS) updated and expanded, with regular reports available to enable policy makers and planners to make evidence-based decisions.</p> | <p>1.5.1 (i) Resource support to set up a technical support team (help desk) for Education Financial Management System (EFMS) at national, POE and school levels. 1.5.1 (ii) Training programs and coaching support to train school directors and sub-national authorities on Education Financial Management System (EFMS) as relevant to each level.</p> |
| <p>O-1.5.2 MoEYS officers at all levels manage budgets, expenditure and auditing requirements accurately and PFM reports submitted within required timeframes.</p> | <p>1.5.2 (i) Technical support to conduct a study and assessment of challenges in preparing PFM reports on monthly budget execution of the Budget Unit; 1.5.2 (ii) Technical support to develop financial procedures (for example for PSTTC, RTTCs, PTTCs and DOEs) 1.5.2 (iii) Technical support to develop a financial management / PFM training / user manual relevant to each reporting level (budget, expenditure and audit management); 1.5.2 (iv) Resource support to distribute a financial management / PFM training / user manual relevant to each reporting level (budget, expenditure and audit management); 1.5.2 (vi) Resource support to set up a technical support team (help desk) for PFM reporting at national, POE and school levels. 1.5.2 (vii) Training programs and coaching support to improve capacities in financial management; 1.5.2 (viii) Training programs and coaching support to equip program managers and leaders with adequate skills in financial management (software/IT skills), business analysis, project management and change management.</p> |
| <p>O-1.5.3 Financial planning / budget planning is based on analysis of results and priorities, (no longer on incrementally based budgeting on prior years' budgets).</p> | <p>1.5.3 (i) Resource support to ensure hardware/software and maintenance budget is available as required at each level. 1.5.3 (ii) Training programs and coaching support to undertake a rapid training needs assessment; improve capacities of personnel at each level to implement program- based budgeting through on-the-job coaching and technical support networks (online help desks).</p> |
| <p>O-1.5.4 Three-year rolling strategic plan developed and capacity to implement it developed.</p> | <p>1.5.4 (i) Technical support to facilitate the introduction of a three-year rolling auditing strategic plan and development of a guidebook on internal audit procedures. 1.5.4 (ii) Resource support to upgrade the technology available at each level for auditing purposes with associated capacity development of technical support teams. Provision of tools and materials for roll-out of IT-based auditing system. 1.5.4 (iii) Training programs and coaching support to (a) upgrade the skills of existing audit officers on performance auditing; and (b) to prepare specialists in internal audit especially in IT systems.</p> |

3.1.2. Outcome 2: Human Resource (HR) Management strengthened for effective personnel management

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| <p>Outcome 2. Human Resource (HR) Management strengthened for effective personnel management Human Resource planning, information systems and performance management systems are strengthened and aligned at all levels of the system</p> |
| <p>Intermediate Outcomes (a) Recruitment process reviewed and strengthened, to safeguard transparency and accountability, and to raise professional standards of education personnel at all levels</p> |

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| <p>(b) Career pathways mechanism developed, to raise the qualification / promotion standard and morale of education personnel at all levels</p> <p>Human Resource Management Information System (HRMIS) fully integrated and functional, with key personnel at all levels competent in alignment with their responsibilities, and with targets that reflect gender responsiveness and inclusion in the performance of MoEYS managers from central to school level</p> <p>Performance appraisal and monitoring system implemented at all levels linked to individual / unit level KPIs and targeted CPD / in-service training</p> <p>Strengthened district and municipality capacities to implement the transferred and assigned functions as part of the D&D reform in education.</p> | |
| <p>(a) Recruitment process reviewed and strengthened, to safeguard transparency and accountability, and to raise professional standards of education personnel at all levels</p> <p>(b) Career pathways mechanism developed, to raise the qualification / promotion standard and morale of education personnel at all levels</p> | |
| <p>Scope</p> <p>The Human Resource Policy Action Plan (HRPAP, 2016) sets out activities to develop/build capacity of individuals, organizations and institutions to rationalize the processes of management, development and utilization of HR in the education sector:</p> <p>enhance the process of appointing educational managers at all levels</p> <p>conduct a job analysis of key positions to meet the current situation alongside incentives and development of career pathways.</p> <p>A functional review of MoEYS directorates and departments has identified some capacity gaps related to assigned functions:</p> <p>Raise the level of qualifications and experience of staff through improved recruitment processes and through pre- and in-service training (see also Intermediate Outcome 2.4).</p> <p>Review budgetary and capacity limitations that constrain HRM policy implementation at sub-national level.</p> <p>A Teacher Career Pathways (TCP) training module is planned for management of TCP records and appraisals to align with teacher CPD and HRMIS strengthening (see IO 4.2 and IO 2.2 respectively).</p> <p>The MoEYS CDMP prioritisation exercise identified the need to:</p> <p>recruit more skilled technical specialists (for example project managers, supervisors, architects, engineers and technical staff, IT technicians, data analysts, statisticians and skilled technical teams for construction, design, etc.).</p> <p>build skills for application of modern technologies and in English language proficiency.</p> <p>set up a database to manage competency and skills profiles and performance appraisal of education personnel based on needs-based career planning mechanism.</p> <p>support expansion of performance appraisal system piloting linked to teacher professional standards (see also IO 2.3).</p> | |
| <p>Responsible Unit DoPer</p> <p>Implementing Institutions TDs: DoPo, DoF, DoP, NIE, TTD, ECE, PED, SED, NFE, HED</p> | <p>Possible Sources of Funding CDPF, PB, UNESCO STEP Cam</p> |
| <p>Output 2.1</p> | <p>Activity Areas</p> |
| <p>O-2.1.1 Recruitment processes reviewed and revised (e.g. annual “open” recruitment, recruitment on request and competitive selection managed by MoEYS) to enable qualified and experienced education personnel to move into central administration.</p> | <p>2.1.1 (i) Technical support to review and revise recruitment processes to enable qualified and experienced teachers to move into central administration;</p> <p>2.1.1 (ii) Technical support to simultaneously undertake a functional review and gender responsiveness, equity and inclusiveness audit of teacher recruitment, deployment, promotion and working conditions at all levels.</p> |

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| O-2.1.2 Teacher Recruitment and Deployment Policy applied by MoEYS to enhance rationalization /recruitment / promotion standards of all education personnel. | 2.1.2 (i) Technical support to develop and assist in implementation of strategies to:(a) strengthen teacher deployment measures for equitable distribution of teachers across different regions; (b) strengthen efficiency when promoting managers, officers and teachers through implementation of the TCP system (see also O-2.1.3 and 2.1.4); (c) establish clear career structures for all education personnel aligned to TCP system. |
| O-2.1.3 Teacher Career Pathway (TCP) piloted. | 2.1.3 (i) Technical Support to develop TCP implementation guidelines, TCP appraisal tools, an incentives system and an M&E system in alignment with HRMIS and CPD system ¹² . 2.1.3 (ii) Technical Support to design positive motivational strategies, linked to career pathways, reward and recognition, that are gender equitable and inclusive, for leading and managing the routine operations of departments at all levels 2.1.3 (iii) Training programs and coaching support to enhance the skills and competencies of the TCP Annual Appraisal Team to conduct the TCP pilot and rollout phases, appraise the quality of TCP piloting and revise procedures. |
| O-2.1.4 Career Passport piloted based on career pathways appraisal with key data and information entered in HRMIS records (see also IO-2.3 Performance Appraisal). | 2.1.4 (i) Technical support for the introduction of a Career Passport system linked to CPD (IO-4.2) and HRMIS (IO-2.2). |
| Human Resource Management Information System (HRMIS) fully integrated and functional, with key personnel at all levels competent in alignment with their responsibilities, and with targets that reflect gender responsiveness and inclusion in the performance of MoEYS managers from central to school level. | |
| Scope The Human Resource Management Information System (HRMIS) has been rolled out at district and school level and instructions provided for data collection. However, the system has not always been fully operational at the provincial level, due to technical difficulties. Some concerns remain relating to data quality for operations such as salaries and planning. HRMIS is paper or excel based at present and is not directly linked to EMIS, EFMS or payroll databases. HRMIS is in the process of being upgraded, HRMIS recommended hardware has been identified and will be procured in the coming months. In 2021 HRMIS will be redeveloped and deployed over internet to districts and provinces with new hardware procured; new CPD/TCP modules will be developed and piloted; rollout will be further expanded, and adjustments made (see IO-4.2 for related CPD capacity development). | |
| Responsible Unit DoPer Implementing Institutions EMIS, EFMS, TTD, DoPo | Possible Sources of Funding PB, CDPF, STEPCam, USESDPII and other projects |
| Output 2.2 | Activity Areas |
| O-2.2.1 Fully functioning integrated HRMIS with competencies improved in data analysis, planning, reporting, M&E and evidence-based decision making strengthened at all levels. | 2.2.1 (i) Technical support to make HRMIS accessible online to schools, districts, provinces and departments, to replace manual paper-based records and to be inter-operable with EMIS, EFMS and payroll. 2.2.1 (ii) Technical support to create an HRMIS user support forum and user community. |

¹² In progress by MoEYS Department of Policy (2020)

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| | <p>2.2.1 (iii) Resource support as required to set up the centralized HRMIS web-based system, to redevelop existing software, and establish a user support forum.</p> <p>2.2.1 (iv) Training programs and coaching support to develop training resources / user manual.</p> <p>2.2.1 (v) Training programs and coaching support for skills development to improve analytical skills and use of HRMIS data for planning, reporting, M&E and evidence-based decision making.</p> <p>2.2.1 (vi) Training programs and coaching support for provision of mentoring and HRMIS help desk support.</p> |
| O-2.2.2 The accuracy of the MoEYS Human Resource Management Information System (HRMIS) data is improved to inform decision makers on promotion, transfer, deployment, redeployment and succession planning. | <p>2.2.2 (i) Technical support to identify strategies to improve the accuracy of HRMIS in relation to promotion, transfer, deployment, redeployment and succession planning;</p> <p>2.2.2 (ii) Technical support to provide technical backup and guidance to education personnel in checking data accuracy.</p> |
| O-2.2.3 Incentive schemes incorporated into HRMIS for teachers and school directors to progress through teacher career pathways (TCP). | 2.2.3 (i) Technical support to develop the HRMIS to incorporate data relating to incentive schemes under TCP. |
| Performance appraisal and monitoring system implemented at all levels linked to individual / unit level KPIs and targeted CPD / in-service training | |
| Scope | |
| <p>A performance appraisal system was piloted in three technical departments at the central level in 2019 (Department of Finance, Department of Personnel and Department of Planning). The planned 2020 expansion of the pilot to more technical departments has been delayed due to the COVID pandemic. A sub-decree on the Performance Appraisal system is due to be issued by the Ministry of Civil Service after which the appraisal system will be expanded to other technical departments as well as to the sub-national education institutions. Linked to the performance appraisal, a gender disaggregated capacity development needs assessment / functional analysis will be needed, followed by targeted capacity development linked to assigned functions and identified capacity gaps. The performance appraisal and functional review will be aligned with the CPD system (Intermediate Outcome 4.2) and TCP system (Intermediate Outcome 2.1b).</p> | |
| Responsible Unit DoPer, TTD | Possible Sources of Funding CDPF and other projects |
| Implementing Institutions DoF, DoP, CPD providers, NIE, Inspection, M&E | |
| Output 2.3 | Activity Areas |
| O-2.3.1 Departments have Terms of Reference that specify the missions and attributions, and work plans; used for internal organizational appraisal. | 2.3.1 (i) Technical support to assist with development of departmental Terms of Reference and align with organizational functions and appraisal system. |
| O-2.3.2 Individuals have job descriptions; used for individual performance appraisal. | 2.3.2 (ii) Technical support to assist with development of job descriptions, and align with departmental Terms of Reference, organizational functions and appraisal system. |

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| O-2.3.3 Staff performance appraisal system is fully operational in all 28 technical departments, and POEs and DOEs begin implementation. | 2.3.3 (i) Technical support to prepare and implement a program to evaluate and scale up the performance appraisal pilot phase and assist in roll out to all technical departments, POEs and DOEs. 2.3.3 (ii) Training programs and coaching support to build capacity of personnel administering the performance appraisal system. |
| O-2.3.4 Performance appraisal data is gathered against 5 main categories of information (see also IO 2.1a Career Pathways). | 2.3.4 (i) Training programs and coaching support to provide orientation to personnel processing performance appraisal data for entry onto HRMIS. |
| O-2.3.5 Accountability systems strengthened through clear definition of performance standards and adequate information available for performance monitoring. | 2.3.5 (i) Technical support to align the performance appraisal system with performance standards and accountability measures. |
| Strengthened district and municipality capacities to implement the transferred and assigned functions as part of the Decentralization and De-concentration (D&D) reform in education. | |
| <p>Scope</p> <p>Capacity building at decentralized level will contribute to sub-national level administrators' preparedness to implement decentralization and de-concentration (D&D) reforms. MoEYS has reviewed its mandated functions and resources and is in the process of decentralizing and de-concentrating functions at both national and sub-national levels.</p> <p>Recruitment processes at sub-national level need to be reviewed and revised to raise the level of qualifications and experience of staff through improved recruitment processes and through pre- and in-service training (see also Intermediate Outcome 2.1). Specific areas of expertise in implementation of D&D are needed.</p> <p>For example:</p> <p>(i) capacity development is needed to improve the responsiveness and accountability of local bodies in terms of implementing ECE programs under the decentralization process and mobilization of local communities and parents (Cambodia Roadmap 2030);</p> <p>(ii) a national strategy is needed for education decentralization and school-based management through devolution of more authority and responsibilities to the schools and greater autonomy and flexibility in their daily operations, budget, resources management and planning for school development.</p> | |
| <p>Responsible Unit DoL</p> <p>Implementing Institutions DoPo, DoF, PED, SED, DoP, ECE, NFE</p> | <p>Possible Sources of Funding PB, GIZ, CDPF and other projects</p> |
| Output 2.4 | Activity Areas |
| O-2.4.1 Functional competencies of central level education administrators enhanced, enabling them to fulfil mandated/legal or actual functions. | 2.4.1 (i) Technical support to examine functions and resources needed (for each position) against its job analysis and the functional review report on MoEYS. |
| O-2.4.2 DEOs have the capacity to fulfil the D&D transferred functions and duties for administration of human resources, finance and property. | <p>2.4.2 (i) Technical support to prepare a legal framework to restructure the current structure, roles and responsibilities of MoEYS institutions at national and sub-national levels.</p> <p>2.4.2 (ii) Technical support to implement a system for transfer of central level functions and resources to sub-national administrations.</p> <p>2.4.2 (iii) Technical support to undertake a capacity gap assessment of sub-national administrations against the transferred functions and duties.</p> |

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| | <p>2.4.2 (iv) Training programs and coaching to develop capacities of sub-national administrations to fulfil the transferred functions.</p> <p>2.4.2 (v) Training programs and coaching to improve capacities of school directors and sub-national authorities to implement the requirements of sub-national D&D – preparation of district education budget to POE, and implementation, monitoring and reporting of the district plan at school level (see also Intermediate Outcome 5.1 School Based Management capacity development).</p> |
| O-2.4.3 MoEYS has well-qualified personnel to increase the effectiveness, efficiency and equity of the District Training and Monitoring Team (DTMT) and school inspectors. | 2.4.3 (i) Training programs and coaching to strengthen the capacity of DTMT and school inspectors to upgrade professional and technical skills so that they can fulfil their responsibilities under D&D transferred functions effectively, efficiently, and equitably. |

3.1.3. Outcome 3: M&E system strengthened for effective and efficient sector management

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| <p>Outcome 3. M&E system strengthened for effective and efficient sector management</p> <p>Systems strengthened and databases integrated to enable effective data dissemination and utilization, through enhanced technology platform enabling high quality data reporting at all levels.</p> | |
| <p>Intermediate Outcomes</p> <p>MIS systems interconnected and harmonized</p> <p>ESP monitoring and evaluation (M&E) procedures strengthened</p> <p>MoEYS NSDES (National Strategies for Development of Education Statistics) implemented</p> | |
| <p>IO 3.1 MIS systems interconnected and harmonized</p> | |
| <p>Scope</p> <p>While development of MIS systems has been strongly supported in recent years, the following constraints and challenges remain:</p> <p>The MIS system needs to be integrated across EMIS, EFMS, HRMIS, HEMIS, DEMIS, etc. with improved validation, verification, and information sharing.</p> <p>Though there is a commitment to provide requested information and to comply with formats provided, a better understanding is needed of why MIS data is needed and how information could be used for decision-making, action planning and project implementation.</p> <p>There is a lack of online query tools for users, low capacity among users to analyze and report effectively on data, a high level of duplication in data collection, and a high burden on each department to maintain systems. Clear roles and responsibilities should be given to the Department of EMIS to develop appropriate system and mechanism to compile, analyze and disseminate all the administrative education data from different departments through a single integrated system (NSDES 2019).</p> <p>In the NFE sub-sector there is a need to establish an MIS at municipal and district levels. In the youth development sub-sector there is a need to develop guidelines and a framework for an MIS database, and capacity building for data collection and data analysis for youth development in Cambodia. MIS information needed twice a year by DHE for reporting and publication.</p> | |
| <p>Responsible Unit</p> <p>DEMIS</p> <p>Implementing Institutions</p> <p>DEMIS and technical departments</p> | <p>Possible Sources of Funding</p> <p>Government and DPs (technical departments to provide information on investment support on this issue)</p> |
| <p>Output 3.1</p> | <p>Activity Areas</p> |
| O-3.1.1 All MIS are integrated and harmonized (EMIS, EFMS, HRMIS, HEMIS, NFE-MIS, YD-MIS, DEMIS, and QEMIS), fully | <p>3.1.1 (i) Technical support to adjust/modify MIS systems to reduce duplication and align data across systems.</p> <p>3.1.1 (ii) Resource support to provide servers, software, etc</p> |

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| functional online, and data migrated for retrieval by EQAD | |
| O-3.1.2 MIS user manual / guide and online tools developed and operationalized (e.g., for NFE-MIS, YD-MIS, EFMS and HRMIS) | 3.1.2 (i) Technical support to update data collection tools (including for NFE) to respond to SDG-4 indicators 3.1.2 (ii) Training programs and coaching support to enhance the technical capacity of MoEYS personnel to compile, produce and disseminate data to make data more efficient and effective. |
| O-3.1.3 MIS competencies and skills developed for key users at all levels based on capacity gap assessment specific to each MIS (e.g., analytical, planning and reporting skills; and use of M&E tool for ESP reporting) | 3.1.3 (i) Technical support to undertake a rapid capacity gap assessment of MIS competencies and skills among key user groups. 3.1.3 (ii) Resource support to upgrade server machine and database software/hardware for improved online/offline access. 3.1.3 (iii) Training program and coaching support for key MIS users in analytical, planning and reporting skills, and use of M&E tool for ESP reporting. 3.1.3 (iv) Training program and coaching support for expansion of EMIS database utilization at school and district level. |
| O-3.1.4 HEMIS is piloted and integrated with other MIS | 3.1.4 (i) Technical support to develop a mechanism and guidelines for implementation of HEMIS 3.1.4 (ii) Resource support to set up HEMIS software and hardware provision. 3.1.4 (iii) Training program and coaching support to build the capacity of staff in charge of results-based planning and M&E in HE. |

IO-3.2 ESP monitoring and evaluation (M&E) procedures strengthened

Scope

An M&E Framework (2020) has been developed to contribute to effective implementation of the ESP 2019-2023 in application of results-based management, planning, monitoring and evaluation, to harmonize reporting systems, and to improve and develop education plans.

All MoEYS departmental activities are monitored on a regular basis at sub-national level through school, district and provincial level reporting on progress in implementation of annual operational plans and monitoring of performance against standards, targets and deadlines. There is a need for capacity development in M&E analysis and development of annual Congress reports for improved decision-making.

Capacities for ESP implementation and monitoring have improved at the district and school level where on-the-job coaching and mentoring has been provided but more capacity development support is needed at sub-national levels, to further improve the quality of Annual Operational Plans (AOP) and School Development Plans (SDP). Coaching and mentoring support is needed to further improve the quality of results-oriented reporting and gender equity and inclusion analysis, to strengthen the functionality of all provincial AOPs. More M&E specialists are required in MoEYS offices with skills in analytical report writing and M&E system design. At sub-sector level several M&E priorities were highlighted (i) for M&E of early grade school-based mentoring in ECE sub-sector there is a need to build capacities at all levels to ensure that ESP implementation is consistent with the requirements of the ESP M&E Framework (2020); (ii) in NFE sub-sector M&E tools and indicators are needed and capacity development to produce statistics; (iii) for Youth Development guidelines and framework are needed for improved data collection and analysis; (iv) IT specialists are needed to strengthen M&E department capacity for ESP analytics and reporting. DHE has piloted M&E tools in 5 HEIs.

There is a need to connect the M&E tools with EMIS and for harmonized sub-sector monitoring with participation from relevant technical departments. The M&E system should be available at school and district levels.

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| Responsible Unit DM&E | Possible Sources of Funding Government and DPs (technical departments to provide information on investment support on this issue) |
| Implementing Institutions | |

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| Relevant department/institution at national and sub-nation level and down to school level | |
| Output 3.2 | Activity Areas |
| O-3.2.1 ESP monitoring and evaluation (M&E) procedures strengthened at Provincial level (as a priority), with well-established feedback systems and timely and relevant analytical reporting on programs and initiatives for decision making. | 3.2.1 (i) Technical support to review provincial level M&E procedures and identify bottlenecks and capacity gaps; 3.2.1 (ii) Technical support to advise on establishment of M&E feedback systems. 3.2.1 (iii) Training program and coaching support to strengthen POE analytical reporting and decision-making skills. |
| O-3.2.2 All provincial AOPs are of good quality and functionality in respect of evidence-based / results-orientation and gender equity analysis. | 3.2.2 (i) Training program and coaching support to expand on-the-job coaching for provincial education offices (POE) to access relevant develop skills in evidence-based and results-oriented reporting and gender equity evaluation. |
| O-3.2.3 User manuals and training programs provided for key personnel responsible for M&E. | 3.2.3 (i) Technical support for development of user manuals for key personnel responsible for M&E (including petty cash agents and DTMTs). 3.2.3 (ii) Training programs and coaching support for key M&E personnel (including petty cash agents and DTMTs). |
| IO-3.3 MoEYS NSDES (National Strategies for Development of Education Statistics) implemented | |
| Scope | |
| <p>MoEYS has endorsed the National Strategies for the Development of Education Statistics (NSDES 2019-2023) which will enable the Ministry to produce timely, accurate, meaningful and quality data/statistics to plan, manage and monitor SDG4-education 2030 in the country as well as to help improve Cambodia's capacity to evaluate and report on progress the SDG-Education 2030 roadmap, and to help improve underlying education data systems. MoEYS has lead responsibility for SDG4 reporting. National capacities have been developed to integrate SDG4 commitments into national education policy and sector management including monitoring of progress towards SDG4. DEMIS is responsible for NSDES. There are 4 objectives: data collection mechanism; data collection and processing structure; ICT capacity development; and analysis, interpretation and visualization capacity. Policy and legal frameworks are needed for coordination of SDG4 data management. To develop a holistic monitoring of the SDG4, there is a need of a clear National Indicators Framework (NIF). The SDG 4 NIF constitutes the central instrument for the country to monitor national education policies defined in the context of the education 2030 agenda. It also integrates the needs for regional and global reporting commitments.</p> <p>The NSDES describes the need for Cambodia to gradually migrate from disparate and centralized information systems to integrated decentralized information systems.</p> | |
| Responsible Unit DoP and DEMIS | Possible Sources of Funding UNESCO, CDPF, UNICEF, PB |
| Implementing Institutions Relevant department/institution at national and sub-nation level | |
| Output 3.3 | Activity Areas |
| O-3.3.1 The Cambodia NIF is built on accurate data drawn directly from MIS to support compilation of SDGs (NSDES) in line with NSDES/SDG4 policy and legal framework. | 3.3.1 (i) Technical support to develop a policy and legal framework for coordination of SDG4 data management. 3.3.1 (ii) Technical support to develop an education statistics structure which enables collection of reliable and accurate data from various data sources based on robust and reliable methodologies which comply with international standards. |

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| O-3.3.2 MIS migrated from disparate and centralized information systems to integrated decentralized information systems (NSDES). | 3.3.2 (i) Technical support to support the process of integrating and decentralizing MIS. 3.3.2 (ii) Resource support for hardware to establish decentralized systems |
| O-3.3.3 Enhance the technical capacity to compile, produce and disseminate data to make data more efficient and effective (ESP). | 3.3.3 (i) Training programs and coaching support to train a core technical group in software development, networking and security, database management, data verification, data reporting, data visualization and dissemination. |
| O-3.3.4 Develop and upgrade the online NIF information system (ESP). | 3.3.4 (i) Technical support to advise on development and upgrade of the online NIF information system. 3.3.4 (ii) Resource support to procure software and hardware needed for upgrading of the NIF information system. 3.3.4 (iii) Training program and coaching support to build the capacity of education personnel to manage and utilize the online NIF information system for SDG4 reporting. |

3.1.4. Outcome 4: Teacher Education Reform - Teacher and Teacher Educator programs strengthened and expanded

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| <p>Outcome 4. Teacher Education Reform - Teacher and Teacher Educator programs strengthened and expanded</p> <p>Strengthened leadership of Teacher Education Institutions (TEI) and other training providers produces better qualified education professionals.</p> |
| <p>Intermediate Outcomes</p> <p>4.1 TEI management provided with the means to upgrade pre-service teacher education (PRESET) and Teacher Qualification Upgrading (TQU) programs and expand enrolment to meet teacher professional standards and recruitment needs at all levels. (see also 2.1)</p> <p>4.2 School directors and DTMTs implement the Continuous Professional Development (CPD) Framework and Action Plan using a mentoring/coaching model, prioritising schools in underserved areas</p> <p>4.3 On-the-job training (ONSET) expanded to provide all teachers with access to school-based mentoring / teacher professional support networks, etc. (see also 2.1)</p> <p>4.4 The leadership and management capacity of TEI Principals strengthened to more effectively manage the performance of teacher educators and better supervision of trainee teachers, reflecting high quality professional standards in governance, equity and inclusion</p> <p>4.5 HEI staff upgrade and retraining program expanded, including investment in research and innovation</p> <p>4.6 Education staff at all levels acquire new learning opportunities through e-Training for continuing professional development (CPD).</p> |
| <p>IO-4.1 TEI management provided with the means to upgrade pre-service teacher education (PRESET) and Teacher Qualification Upgrading (TQU) programs and expand enrolment to meet teacher professional standards and recruitment needs at all levels. (see also 2.1)</p> |
| <p>Scope</p> <p>Continue the upgrading of the TECs in Phnom Penh and Battambang and National Institute of Education, PSTTC, PTTCs and RTTCs. The majority of TTC trainers need to upgrade their qualifications to MA level, with some still requiring BA level qualifications in order to meet Teacher Education Provider Standard (TEPS) requirements. Strengthen the functions of centers for teacher development to provide continuous professional development.</p> <p>Continue upgrading the qualifications of teachers from 12+2 to 12+4 and revise the 12+2 curriculum to better align with the 12+4 / Bachelors level training and offer credits towards upgrading.</p> <p>Improvements in PRESET leading into INSET should include learner-centered teaching practice, gender responsiveness in pedagogy, technology use in classroom instruction, student assessment theory and practice.</p> |

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| Responsible Unit TTD, DoPer Implementing Institutions TTD, TEIs, DIT, EQAD | Possible Sources of Funding EU, ADB, WB, CDPF, GPE4 (GEIP), PB, JICA, KOICA |
| Output 4.1 | Activity Areas |
| O-4.1.1 Policy on TECs developed | 4.1.1 (i) Technical support to create a master plan on the development of TECs. 4.1.1 (ii) Technical support to conduct mapping of TTCs to become TECs and an implementation plan. 4.1.1 (iii) Technical support and resources to assist the process of upgrading TTCs to become TECs. |
| O-4.1.2 Teacher training programs at NIEs, TECs, RTTCs and PTTCs revised | 4.1.2 (i) Technical support to develop MA and BA upgrading programs for teacher trainers at TEIs (NIE, TECs, RTTC, PTTC and PSTTC). 4.1.2 (ii) Technical support to develop a curriculum for PRESET / INSET school principal training. 4.1.2 (iii) Technical support to develop a curriculum for ECE teacher training in response to 21st century skills, including soft skills. 4.1.2 (iv) Training program to enable expansion of the Bachelor of Education fast-track model to address the shortage of teachers (primary / lower secondary). 4.1.2 (v) Training program and coaching support to strengthen the capacity of trainers on subject-based knowledge, teaching methods and ICT. 4.1.2 (vi) Training programs and coaching support for teachers to enable the implementation of reading standards for Grades 1, 2 and 3 and new teaching methods for Khmer, math, science and foreign language (English, French). 4.1.2 (vii) Training programs and coaching support for MLE teachers for disadvantaged areas. |
| O-4.1.3 Credit system for training courses to motivate education staff to follow teacher career pathways implemented. | 4.1.3 (i) Technical support to support implementation of a credit system for training courses. 4.1.3 (ii) Resourcing to enable the establishment and maintenance of a database to record credits for teachers. |
| O-4.1.4 TEIs upgraded, and RTTCs and PTTCs transformed into high-quality TECs. | 4.1.4 (i) Resourcing to enable the development of physical infrastructure to meet the requirements of the Teacher Education Provider Standards. 4.1.4 (ii) Resourcing to equip colleges with teaching materials for efficient and effective training. |
| IO-4.2 School directors and DTMTs implement the Continuous Professional Development (CPD) Framework and Action Plan using a mentoring/coaching model, prioritizing schools in underserved areas. | |
| Scope The CPD framework and action plan (2019-2023) applies to classroom and specialist teachers and school directors. The implementation of a phased approach requires the establishment of the CPD management office to provide guidance and oversight for the development of the CPD Theory of Change and Action Plan. CPD partnerships to be established amongst pilot schools, clusters, and districts and those INSET-accredited TEIs that are closest. Teacher and School Director Professional Standards need to be integrated into CPD programming at all levels. The development of professional learning communities (PLC) in TEIs, schools, and clusters to enable classroom and specialist teachers and school directors to support each other to improve their teaching and leadership practice. | |

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| Responsible Unit DoPer, TTD, DoPo Implementing Institutions DoPer, TTD, PED, NIE, ECE, GSED, EQAD | | Possible Sources of Funding EU, ADB, WB, CDPF, GPE4 (GEIP), PB, JICA, KOICA, STEPCam |
| Output 4.2 | Activity Areas | |
| O-4.2.1 Capacity development for CPD Management Office (CPDMO) staff delivered. | 4.2.1 (i) Technical support and resourcing to establish a CPD database, quality assurance and cycle of annual reviews of CPD - (see 4.1.3 (ii) above) 4.2.1 (ii) Training program and coaching support to build the capacity of CPDMO staff | |
| O-4.2.2 Teacher council to evaluate the accreditation of quality teacher education programs established. | 4.2.2 (i) Technical support for the design of a Teacher Council and accreditation system. 4.2.2 (ii) Resourcing to enable the establishment of a Teacher Council for accreditation of teacher education programs. | |
| O-4.2.3 School CPD committees established and functioning effectively (school director, TGL, teachers). | 4.2.3 (i) Technical support to conduct professional development needs assessments to inform school based CPD activities. 4.2.3 (ii) Technical support to develop a partnering plan with TEIs/NGOs/DOEs/POEs where appropriate or prescribed. 4.2.3 (iii) Training programs and coaching support to enable cluster-based or higher-level INSET. 4.2.3 (iv) Training programs and coaching support on school leadership for school principals. | |
| IO-4.3 On-the-job training (ONSET) expanded to provide all teachers with access to school-based mentoring / teacher professional support networks, etc. (see also 2.1) | | |
| Scope There is a need to build the capacity of TEIs to act as training providers for ONSET, with a greater emphasis on school- and cluster-based CPD activities in partnership with DOEs, POEs, and other partners. This will require the development of the hybrid credit systems (see 4.1.3 above) and a CPD Handbook. Recruit additional qualified lecturers to provide capacity to expand the CPD program and deliver CPD for ECE, primary and secondary teachers in priority subjects and skills with a focus on disadvantaged districts. | | |
| Responsible Unit TTD, TEIs Implementing Institutions TTD, DOPer, TEIs, ECE, PED, GSED | | Possible Sources of Funding EU, ADB, WB, CDPF, GPE (GEIP), PB, JICA, KOICA |
| Output 4.3 | Activity Areas | |
| O-4.3.1 Capacity of TEIs to act as training providers for ONSET strengthened. | 4.3.1 (i) Technical support to develop the capacity of TECs and other TEIs to provide INSET and ONSET. 4.3.1 (ii) Resourcing to enable the recruitment of additional qualified lecturers. | |
| O-4.3.2 Establishment of competency development system for education staff (in-place training, accelerated training programs, short training courses for those holding degrees). | 4.3.2 (i) Technical support for the preparation of a set of policy guidelines on professional learning. 4.3.2 (ii) Technical support for the establishment of coaching and mentoring cohorts. | |
| O-4.3.3 ONSET training provision expanded with a specific focus on disadvantaged districts. | 4.3.3 (i) Training programs and coaching support for CPD / ONSET for School Directors. | |

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| | 4.3.3 (ii) CPD programs for Teachers (ECE / Primary teachers on EGR & EGM / Lower secondary teachers receive in-service training. |
| O-4.3.4 ONSET M & E mechanism developed and implemented. | 4.3.4 (i) Technical support for the development of an M & E mechanism to enable formal recognition of trainings (school diploma, bachelor, or masters). |
| IO-4.4 The leadership and management capacity of TEI Principals strengthened to more effectively manage the performance of teacher educators and better supervision of trainee teachers, reflecting high quality professional standards in governance, equity and inclusion | |
| Scope TEI Principals require a program of leadership and management development to enable them to manage TEIs in accordance with Teacher Education Provider Standards (TEPS). They should be able to access capacity development provision to develop their leadership skills to enable them to more effectively supervise teacher educators and trainee teachers, and to effectively implement the CPD Framework and Action Plan. | |
| Responsible Unit TTD, TEI, DoPer, DoPo Implementing Institutions TTD, TEI, DoPer, DoP | Possible Sources of Funding EU, ADB, WB, CDPF, GPE (GEIP), PB, JICA, KOICA |
| Output 4.4 | Activity Areas |
| O-4.4.1 Strengthened leadership and management by TEI Principals (including Annual TEI self-assessments conducted and integrated with external evaluations). | 4.4.1 (i) Technical support to develop leadership and management program for TEI Principals. 4.4.1 (ii) Training programs and coaching in leadership and management for TEI Principals. |
| O-4.4.2 Teacher Education Provider Standards modernized and implemented. | 4.4.2 (i) Technical support to review and upgrade Teacher Education Provider Standards and teacher educational standard assessments. 4.4.2 (ii) Training programs and coaching for Application of Teacher Trainer Standards and Teacher Education Provider Standards by NIE TECs, RTTCs and PTTCs |
| O-4.4.3 Operation of provincial TEIs reviewed, focused on capacity assessment for leadership and management strengthening. | 4.4.3 (i) Technical support for the regular assessment of teacher trainer standards. 4.4.3 (ii) Training programs in gender-mainstreaming for trainee teachers and for boards of management and trainers at NIE, TECs, RTTCs and TTCs continued and expanded. |
| IO-4.5 HR, research and innovation capacity at HEIs strengthened | |
| Scope Develop a policy to enable HEIs to recruit and manage high quality academic staff more effectively, as part of overall strengthening of teacher education. Create a national fund for research in higher education and create stronger links between 3 academic centers of excellence and industry and enterprise. | |
| Responsible Unit DGHE, DHE, DSR, DoL Implementing Institutions DSR, HEIs, DHE | Possible Sources of Funding WB, PB, SIDA, JICA, KOICA |
| Output 4.5 | Activity Areas |
| O-4.5.1 Strengthened Faculty in HEIs (recruitment). | 4.5.1 (i) Technical support to prepare inter-ministerial Prakas on human resource management through an employee system at public HEIs. 4.5.1 (ii) Resourcing to upgrade faculty and staff to get professional and advanced degrees. |

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| | 4.5.1 (iii) Resourcing to motivate and attract highly qualified human resources from abroad. |
| O-4.5.2 Strengthened HR management in public HEIs. | 4.5.2 (i) Technical support and resourcing to pilot the implementation of the employee system to provide autonomy for public HEIs in human resource management. 4.5.2 (ii) Resourcing to enable the expansion of human resource management at public HEIs. |
| O-4.5.3 Establishment of centers of excellence for research in at least three HEIs promoted. | 4.5.3 (i) Technical support to develop a blueprint for partnerships between HEIs and enterprises and industries. 4.5.3 (ii) Technical support to develop the assessment guidelines of centers of excellence 4.5.3 (iii) Resourcing to enable the establishment of three centers-of-excellence programs. |
| O-4.5.4 Research and innovation capacity of HEIs upgraded | 4.5.4 (i) Resourcing to create a national fund for research and innovation in higher education. 4.5.4 (ii) Resourcing to support on-the-job training on research and innovation skills to HEIs. 4.5.4 (iii) Resourcing to create and sustain forums for researchers. 4.5.4 (iv) Technical support to enable HEIs to develop recognized /indexed journals. |
| IO-4.6 Education staff at all levels acquire new learning opportunities through e-Training for continuous professional development (CPD). | |
| <p>Scope Develop legislative instruments to enable accredited e-Training services to be accepted by “credit-system”. Establish a ‘credit-system’ for INSET participation (TPAP 6.1.3), Establishment of e-Training platforms and development of high-quality digital contents to provide e-Training courses to education staff at all levels. Education staff require ICT programs to adopt new learning modalities and upgrade working profession through e-Training services.</p> | |
| <p>Responsible Unit DIT, Training Providers Implementing Institutions DIT, TEI, Technical Departments, other training providers</p> | <p>Possible Sources of Funding PB, USESDP-II, KOICA, CDPF, UNESCO</p> |
| Output 4.6 | Activity Areas |
| O-4.6.1 Legislative instruments and guideline on e-Training accreditation developed | 4.6.1 (i) Technical support to develop legislative instruments and guideline to enable accredited e-Training services to be accepted by “credit-system”. 4.6.1 (ii) Technical support and resourcing to assist the process of recognition of e-Training services. |

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| O-4.6.2 E-Training platforms and high-quality digital contents developed and put in service | <p>4.6.2 (i) Technical support and resourcing to develop e-Training platforms and e-Training courses with wide-range of accessibility and qualified contents.</p> <p>4.6.2 (ii) Technical support and resourcing to enable DIT to provide services on digital content development for all training providers.</p> <p>4.6.2 (iii) Technical support and resourcing to assist DIT and training providers on developing high quality digital contents to be used with e-Training courses.</p> <p>4.6.2 (iv) Resourcing and training programs/coaching for application of e-Training courses at all education levels.</p> |
| O-4.6.3 Capacity of DIT, training providers, and education staff upgraded | <p>4.6.3 (i) Technical support and resourcing to support DIT establish Cloud Web Hosting Management (WHM) for operating e-Training platforms.</p> <p>4.6.3 (ii) Resourcing and training programs/coaching for management and application of providing e-Training courses at all education levels.</p> <p>4.6.3 (iii) Technical Resourcing and Training programs to education staff for ICT programs to adopt new learning modalities.</p> <p>4.6.3 (iv) Resourcing basic standard e-learning classrooms to education institutions for application of e-Training and e-learning services.</p> |

3.1.5. Outcome 5: More effective School Based Management at school level enables high quality, inclusive service delivery

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| <p>Outcome 5. More effective School Based Management at school level enables high quality, inclusive service delivery</p> <p>School systems strengthened with school director district officers leading, for improved school management. School leaders plan and monitor for equitable provision of education services</p> | |
| <p>Intermediate Outcomes</p> <p>5.1 SBM systems are strengthened to enhance effectiveness and accountability of school leaders and district officials.</p> <p>5.2 School management committees and local communities are more accountable for improved school performance and student learning outcomes.</p> <p>5.3 High-quality equitable and inclusive alternative learning programs are delivered, and leadership strengthened for youth, vulnerable and marginalized groups, special education schools and out-of-school children.</p> <p>5.4 Increased MoEYS and partner capacities to improve access to safe, quality early learning, primary and secondary education in communities with the most disadvantaged and excluded children.</p> <p>5.5 Capacity development for school leaders and district officers incorporates infrastructure and technical support to enable innovation in e-learning.</p> | |
| <p>IO-5.1 SBM systems are strengthened to enhance effectiveness and accountability of school leaders and district officials</p> | |
| <p>Scope</p> <p>MoEYS has adopted a School-Based Management Implementation Plan for 2019-2023 which aims to build capacity to implement SBM in ECE, Primary and Secondary Schools by (i) training on school-based management; and (ii) putting in place mentoring and coaching for school principals for the effective implementation of school-based management. The Plan prioritizes disadvantaged districts, for example those with low enrolment rates, high dropout and repetition, and low graduation rates, and for schools in rural and disadvantaged areas.</p> <p>A refined and harmonized SBM training package for primary school directors has been developed funded through CDPF, however there is still a need for all departments, agencies and development partners to align and coordinate training packages and their approach with the MoEYS-approved SBM process.</p> | |
| <p>Responsible Unit</p> | <p>Possible Sources of Funding</p> |

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| DGE Implementing Institutions ECE, PED, SED, TTD, RUPP, RTTCs, TECs | PB, CDPF, ADB, WB, GPE4, UNICEF (DPs fund support, communities) |
| Output 5.1 | Activity Areas |
| O-5.1.1 On-the-job training program for national, provincial and district level mentor support for SBM activities. | 5.1.1 (i) Training program and coaching support to develop and deliver on-the-job training program for national, provincial and district level mentor support for SBM activities. |
| O-5.1.2 Implementation of ECE, primary school and secondary school standards strengthened through training and mentoring of ECE, primary school and secondary school principals on SBM. | 5.1.2 (i) Training programs and coaching support to build the capacity of National Core Trainers (NCT) to ensure they are fully competent to deliver effective SBM training. 5.1.2 (ii) Training programs and coaching support build the capacity of POEs and DOEs. 5.1.2 (iii) Training programs and coaching support for ECE, primary and secondary public school principals and staff in charge of schools on SBM. 5.1.2 (iv) Technical support for the integration of SBM into teacher training programs at TTCs and TECs. |
| O-5.1.3 SBM approach strengthened at ECE, Primary and Secondary school levels in line with five-year SBM implementation plan | 5.1.3 (i) Coaching and mentoring support of staff in SBM 5.1.3 (ii) Training programs and coaching support for all targeted ECE, Primary and Secondary school directors for the preparation of good quality and standardized school development plans. |
| IO-5.2 School management committees and local communities are more accountable for improved school performance and student learning outcomes | |
| Scope School Management Committees (SMCs) have a key role to play supporting school principals and holding them to account for school performance. SMCs require training and on-the job-support on School-Based Management, particularly on the development of standardized school development plans. School Management Committees will help with the preparation, implementation and monitoring of the progress of the school development plan. This will include, inter alia, helping school principals to expand measures to improve school attendance and retention in secondary schools, especially for disadvantaged groups, including by enhancing participation of school management committees to follow up students' attendance and performance. SMCs will help improve budget transparency by reporting school progress and program budget expenditure to DOEs. | |
| Responsible Unit DGE Implementing Institutions PEF, ECE, SED. TTD, RUPP, RTTCs, TECs | Possible Sources of Funding PB, CDPF, ADB, WB, GPE4, UNICEF (DPs fund support, communities) |
| Output 5.2 | Activity Areas |
| O-5.2.1 Establishment of SMCs. | 5.2.1 (i) Technical support for MoEYS to develop and adopt terms of reference for school management committees, including their role in school and classroom monitoring and feedback. 5.2.1 (ii) Technical support for the development and adoption of an operational manual on SBM that encourages parents, community members and local authorities to establish school management committees. |

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| | <p>5.2.1 (iii) Training programs for school management committee members for dissemination of SBM policy to local communities and local authorities.</p> <p>5.2.1 (iv) On-the-job training and coaching support for school management committees on SBM.</p> |
| O-5.2.2 SMCs support School Principals to mobilize additional resources for implementing the school development plan. | <p>5.2.2 (i) Training programs and coaching support to school management committees on resource mobility from communities, donors and development partners.</p> <p>5.2.2 (ii) Resources mobilized by SMCs and local communities (additional resources).</p> |
| O-5.2.3 SMCs support DOEs to hold school principals accountable for school performance. | <p>5.2.3 (i) Coaching support for School principals to coordinate with school management committees to develop rolling five-year and annual school strategic development plans.</p> <p>5.2.3 (ii) Training programs and coaching support for School Management Committees to review school performance evaluation reports against school effectiveness standards and report to DOEs.</p> |
| <p>IO-5.3 High-quality equitable and inclusive alternative learning programs are delivered, and leadership strengthened for youth, vulnerable and marginalized groups, special education schools and out-of-school children.</p> | |
| <p>Scope</p> <p>Strengthen national council coordination mechanisms for youth development at ministry, institution and sub-national levels. Strengthen the soft skills training programs, entrepreneurship and technical skills training for youth, and increase youth participation in community development and society.</p> <p>Introduce a school counselling program and early warning system to reduce the risk of secondary school dropout. Increase the number of literate students and increase access to NFE programs for out-of-school children and youth, as well as provide access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes.</p> <p>Support the implementation of the Inclusive Education Action Plan (2019-2023) through the development of legal frameworks and mechanisms, inter-ministerial collaboration for early identification and provision of access to inclusive and equitable quality education especially for girls and women.</p> | |
| <p>Responsible Unit DGE, DGY</p> <p>Implementing Institutions SpEd, NISE, YD, NFE</p> | <p>Possible Sources of Funding PB, CDPF, ADB, WB, GPE4, UNICEF, UNFPA (DPs fund support, communities)</p> |
| Output 5.3 | Activity Areas |
| O-5.3.1 Strengthen institutional capacity for youth development program implementation. | <p>5.3.1 (i) Technical support to review and develop legal documents and frameworks related to youth development activities and programs.</p> <p>5.3.1 (ii) Technical support to review and revise the National Action Plan on Cambodian Youth Development and technical documentation for youth development.</p> <p>5.3.1 (iii) Coaching and mentoring support to build the institutional capacity of the GS-National Youth Development Council (NYDC).</p> |
| O-5.3.2 Strengthened youth leadership through updating and implementation of the National Action Plan for Youth Development for 2019-2023. | <p>5.3.2 (i) Technical support for updating the National Action Plan for Youth Development.</p> <p>5.3.2 (ii) Training programs and coaching support for the establishment of Ministry-institutional youth development councils.</p> <p>5.3.2 (iii) Training programs and coaching support for the establishment and training of provincial youth development councils.</p> <p>5.3.2 (iv) Training programs and coaching support for youth workers on project management.</p> |

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| | 5.3.2 (v) Resourcing for the development, equipment and renovation of the youth centers program. |
| O-5.3.3 Secondary School life skills and soft skills program and Technical Education counselling program expanded and drop out early warning system established. | <p>5.3.3 (i) Technical support to design an early warning system and policy on counselling provision at schools for those at risk of dropping out.</p> <p>5.3.3 (ii) Technical support to develop guidelines on implementing the life skills and soft skills education program at lower secondary school.</p> <p>5.3.3 (iii) Technical support and resourcing to establish a careers counselling website.</p> <p>5.3.3 (iv) Training programs to build the capacity of teachers to implement the life skills and soft skills program and early warning system and to expand career counselling.</p> <p>5.3.3 (v) Resourcing for career counselling rooms for secondary schools.</p> <p>5.3.3 (vi) Resourcing for careers counselling and employment support services for young people, with a particular focus on female students, learners with special educational needs, and young people with disabilities.</p> |
| O-5.3.4 Increased inclusive and equitable access to NFE programs for out-of-school children and youth. | <p>5.3.4 (i) Technical support to conduct a capacity needs assessment of staff in the NFE sub-sector at all levels.</p> <p>5.3.4 (ii) Technical support to develop core manuals for training NFE staff.</p> <p>5.3.4 (iii) Technical support to develop digital literacy and entrepreneurship programs.</p> <p>5.3.4 (iv) Training programs and coaching support for NFE contract teachers at provincial and regional TTCs.</p> <p>5.3.4 (v) Training programs for core trainers on methodology, implementation, orientation and internship.</p> <p>5.3.4 (vi) Training programs and coaching support to develop the capacity of NFE staff at all levels on M&E to implement the NFE program.</p> <p>5.3.4 (vii) Resource support to strengthen and expand the scope of community learning centers to be transformed into lifelong learning centers.</p> |
| O-5.3.5 National Institute for Special Education strengthened. | <p>5.3.5 (i) Resource support for the Research Department (Blind and Deaf) at the NISE.</p> <p>5.3.5 (ii) Resource support for the establishment Resource Centers at five High Schools for Special Education.</p> |
| O-5.3.6 Action Plan on Inclusive Education and Multilingual Education Action Plan 2019-2023 implemented. | <p>5.3.6 (i) Technical support to develop and use screening tools to identify pupils with special educational needs in collaboration with relevant ministries and institutions.</p> <p>5.3.6 (ii) Technical support to develop curriculum for High schools for Special Education and provide orientation to High Schools for Special Education teachers</p> <p>5.3.6 (iii) Technical support for curriculum development for the Multilingual Education (MLE) program and training for pre-school and primary school teachers on Multilingual Education.</p> <p>5.3.6 (iv) Training programs and coaching support to teachers, authorities, and communities on how to use assessment tools.</p> <p>5.3.6 (v) Development of teacher training programs and coaching support on flexible methodologies for teaching learners with special needs.</p> |

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| | <p>5.3.6 (vi) Training programs and coaching support to build capacity of High School for Special Education teachers on subjects of social and science.</p> <p>5.3.6 (vii) Training programs and coaching support to pre-school, primary and secondary school teachers on Inclusive Education.</p> |
| <p>IO-5.4 Increased MoEYS and partner capacities to improve access to safe, quality early learning, primary and secondary education, with prioritization of education services in communities with the most disadvantaged and excluded children.</p> | |
| <p>Scope</p> <p>Improve access to ECE services for children in rural areas, disadvantaged children and children from low socio-economic families. Improve infrastructure and facilities for primary schools, especially for incomplete and disadvantaged schools and continue to build schools that are near students' houses.</p> <p>Provide scholarships for merit students, students from poor families and students with disabilities. Strengthen the school feeding program to ensure its sustainability. Conduct a study of school mapping and implement the expansion of multilingual education programs in community pre-schools for indigenous children.</p> <p>Review the Child-Friendly School Policy and action plan in the context of SDG 4 by strengthening DTMTs and school clusters. Develop a policy on child safety projections in 2022.</p> <p>The combined impact of school closures and wider economic distress put at risk gains made over recent years in enhancing access and improving the quality of education. In particular, there are also increased risks to girls and the most vulnerable children in the form of gender-based violence, domestic violence, sexual and physical abuse and forced labor. This can be addressed by developing and implementing a safeguarding policy to complement the program of education on sexual and reproductive rights in schools, gender relationships and sexual commitment, prevention of young pregnancy referred to in the ESP 2019-2023.</p> | |
| <p>Responsible Unit PED</p> <p>Implementing Institutions SED, YD, GSED</p> | <p>Possible Sources of Funding PB, CDPF, ADB, WB, GPE4, UNICEF, UNFPA (DPs fund support, communities)</p> |
| <p>Output 5.4</p> | <p>Activity Areas</p> |
| <p>O-5.4.1 Review and develop policies that support the prioritization of education services in communities with the most disadvantaged and excluded children.</p> | <p>5.4.1 (i) Technical support for the review of the Child-Friendly School Policy and action plan in the context of SDG 4.</p> <p>5.4.1 (ii) Technical support for the integration of the CFS Policy in School Based Management guidelines.</p> |
| <p>O-5.4.2 Improved access for children in rural areas, for disadvantaged children and children from low socio-economic families.</p> | <p>5.4.2 (i) Technical support to conduct a study on construction requirements, including water and sanitation facilities and playgrounds, in accordance with standards for pre-school facilities.</p> <p>5.4.2 (ii) Resource support to construct new, and rehabilitate old, pre-school facilities, including water and sanitation facilities, playgrounds and equipment.</p> <p>5.4.2 (iii) Resource support to provide scholarships for merit students, students from poor families and students with disabilities.</p> <p>5.4.2 (iv) Technical and Resource support to strengthen the school feeding program to ensure its sustainability.</p> <p>5.4.2 (v) Training programs and coaching support for the implementation of the multilingual education program for indigenous children.</p> |
| <p>O-5.4.3 Reduced drop out especially of disadvantaged children, children in remote areas</p> | <p>5.4.3 (i) Technical support to develop a student tracking system to intervene in cases at risk of dropping out.</p> <p>5.4.3 (ii) Technical support for the development of a safeguarding policy to be implemented in schools, focusing the most vulnerable children at</p> |

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| and from low socio-economic status. | risk from gender-based violence, domestic violence, sexual and physical abuse and forced labor. 5.4.3 (iii) Technical support to develop a policy on child safety projections. |
| IO-5.5 Enhanced infrastructure and technical support to build capacity for school leaders and district officers to enable innovation in e-learning | |
| <p>Scope</p> <p>Increase the efficiency and effectiveness of teaching and learning in teacher training centers, schools and other educational institutions by using ICT tools and e-resources. Strengthen resilience to future shocks, focusing on improving access to online teaching and learning materials, training of teachers to use online methods of teaching and development of suitable digital teaching and learning materials.</p> <p>Use e-learning to support the delivery of education services to all sub-sectors in education and develop institutional capacity for life-long learning.</p> <p>Integrate ICT into a tool for teaching and learning, and to share knowledge across the whole education sector. Equip students with knowledge and skills on ICT to transition into 21st century employment.</p> <p>Create standards for infrastructure and network connections at national and sub-national levels by integrating systems into a single internal network.</p> <p>Provide the necessary financial resources to support ICT in the education sector using the RGC budget. Coordinate public-private partnerships and development partner support for both capital and recurrent costs. Develop the e-learning education system, mobile applications, open educational resources and digital content to promote life-long learning. Improve ICT skills for TEIs/school principals, teacher trainers and teachers, supported by DIT technicians.</p> | |
| <p>Responsible Unit DIT</p> <p>Implementing Institutions ECE, PED, GSED, TTD</p> | <p>Possible Sources of Funding PB, CDPF, ADB, WB, GPE4, UNICEF, UNFPA (DPs fund support, communities)</p> |
| Output 5.5 | Activity Areas |
| O-5.5.1 Enhanced ICT infrastructure. | <p>5.5.1 (i) Technical support for adoption of the integrated ICT systems and network architecture to increase productivity.</p> <p>5.5.1 (ii) Resource support to equip ECE, PED, Upper Secondary Schools (USS) and Teacher Training Centers (TEIs) using standardized equipment and institutional network design.</p> <p>5.5.1 (iii) Technical and Resource support to equip sub-national MoEYS offices with standardized equipment and systems design.</p> <p>5.5.1 (iv) Technical and Resource support to consolidate network bandwidth to increase effectiveness.</p> |
| O-5.5.2 Integration of ICT and 21st century knowledge and skills in the education curriculum. | <p>5.5.2 (i) Technical support to modernize the education curriculum to include ICT and 21st Century knowledge and skills.</p> <p>5.5.2 (ii) Technical and Resource support to procure and/or develop e-resources for supporting teaching and learning (contents)</p> <p>5.5.2 (iii) Technical support to develop MoEYS capacity to produce high quality and relevant e-resources.</p> <p>5.5.2 (iv) Technical support to develop teacher guides and tools to integrate ICT-based pedagogy for all teacher training and USS teaching.</p> |
| O-5.5.3 Strengthened capacity of school leaders and district officials to enable innovation in e-learning. | <p>5.5.3 (i) Training programs and coaching support for school leaders and district officials on e-learning.</p> <p>5.5.3 (ii) Technical support and training programs to Improve teacher training in all TTCs through the integration of ICT into teaching and learning.</p> |

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| | 5.5.3 (iii) Training programs for ICT teachers for all USS and Lower Secondary Schools (LSS). 5.5.3 (iv) Training programs and coaching for teachers to use ICT in teaching and learning. |
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3.1.6. Outcome 6: Student Assessment and School Inspection ensures quality of education at all levels

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| Outcome 6. Student Assessment and School Inspection ensures quality of education at all levels | |
| MoEYS leads the implementation of a coherent quality assurance process, incorporating school inspection and learning assessment to monitor equitable, inclusive, and holistic curriculum delivery. | |
| Intermediate Outcomes | |
| 6.1 Assessment task force committees and technical teams are competent with relevant expertise and skills to lead and manage National Assessment Framework implementation at all levels. | |
| 6.2 Internal, external, and thematic inspections and quality assurance are strengthened and aligned at provincial, district and school levels, and in HEIs. | |
| 6.3 Online / digital formats for quality assurance and inspection are accessible to all for improved planning and monitoring. | |
| IO-6.1 Assessment task force committees and technical teams are competent with relevant expertise and skills to lead and manage National Assessment Framework implementation at all levels | |
| Scope | |
| Technical support for external and internal assessment technical teams and for DEA and EQAD. Training programs and coaching support for school directors, teachers, DOEs, DTMTs, and educational inspectors, to enable them to carry out their roles as envisaged in the national assessment strategy. | |
| Responsible Unit EQAD, DEA | Possible Sources of Funding PB, CDPF, SIDA, UNICEF, UNESCO, WB, ADB, GPE |
| Implementing Institutions EQAD, DEA, PED, GSED, DCD, TTD, NIE | |
| Output 6.1 | Activity Areas |
| O-6.1.1 Cambodia participating in international and regional student assessments e.g. PISA 2022 and SEA-PLM. | 6.1.1 (i) Technical support to build the capacity of the technical team for external assessment to enable it to lead external assessments e.g. prepare assessment processes, produce tools for assessment, lead data collection, processing and analysis, report writing and dissemination of the results. 6.1.1 (ii) Technical support to EQAD to enable it to prepare standard test items that integrate the experience of international and regional student assessment into the national context of student assessment. |
| O-6.1.2 Higher quality Grade 12 national examinations. | 6.1.2 (i) Technical support to build capacity of DEA to ensure student learning outcomes are measured per intended and implemented curriculum. |
| O-6.1.3 Improved standardized internal assessment of student learning. | 6.1.3 (i) Technical support to build the capacity of the technical team for internal assessment to lead strengthened national assessment testing at Grades 3, 6, 8 and 11 in Khmer, math and physics. 6.1.3 (ii) Technical support to build the capacity of DOE to support the standardization of Grade 9 assessments in schools and to facilitate the development of a standardized promotion test for schools. 6.1.3 (iii) Technical support to incorporate skills for formative classroom assessment in pre-service and in-service teacher training programs. 6.1.3 (iv) Training programs and coaching support to build the capacity of Inspectors, DOE and POE to monitor that schools are able to develop the Grade 9 test as per the desired template. |

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| | <p>6.1.3 (v) Training programs and coaching support to build capacity of DTMTs, Clusters and School directors to coach and mentor teachers to conduct regular classroom-based assessment.</p> <p>6.1.3 (vi) Training programs and coaching support to teachers on how to conduct ongoing formative classroom assessment.</p> |
| <p>IO-6.2 Internal, external, and thematic inspections and quality assurance are strengthened and aligned at provincial, district and school levels, and in HEIs.</p> | |
| <p>Scope</p> <p>Support the introduction of a standard approach to school inspection at all levels and between provinces and districts to strengthen the internal and external school inspection process.</p> <p>EQAD in collaboration with NIE, to develop a cadre of inspectors at provincial and / or district levels to enable experienced and outstanding school directors, DTMT or officials at the inspection office to be formally trained as Inspector with equivalency to those trained under Track 1.</p> <p>Introduce comprehensive evaluation of schools based on defined quality assurance standards and build school capacity to undertake comprehensive self-evaluation and improvement.</p> <p>Strengthen the internal quality assurance system for HEI and expand accreditation evaluation of HEIs.</p> | |
| <p>Responsible Unit EQAD, DGHE, ACC, NIE, TTD</p> <p>Implementing Institutions EQAD, DGHE, ACC, NIE, TTD</p> | <p>Possible Sources of Funding PB, CDPF, SIDA, UNICEF, WB, ADB</p> |
| <p>Output 6.2</p> | <p>Activity Areas</p> |
| <p>O-6.2.1 Harmonized inspection tools developed</p> | <p>6.2.1 (i) Technical support to harmonize the inspection tool and integrate the child-friendly schools measuring tool and SBM monitoring tool.</p> <p>6.2.1 (ii) Training programs and coaching support to strengthen the role of DTMTs in evaluating school and classroom performance.</p> |
| <p>O-6.2.2 Strengthened capacity to carry out inspection at district and school levels.</p> | <p>6.2.2 (i) Continuation of inspector training programs to develop new educational inspectors and principals on the internal and external inspection system.</p> <p>6.2.2 (ii) Technical support to strength the internal inspection system based on school self-assessment and preparation.</p> |
| <p>O-6.2.3 Inspection results inform curriculum development, teacher training and school management.</p> | <p>6.2.3 (i) Technical support to EQAD and NIE to incorporate inspection results to improve curricula, Pre-Service Teacher Training (PRESET) and In-Service Teacher Training (INSET).</p> |
| <p>O-6.2.4 Accreditation and quality assurance of HEIs strengthened.</p> | <p>6.2.4 (i) Technical support (a) to prepare standards on the internal education quality assurance system and recognition of education quality evaluation in HEIs; (b) to review and revise the National Standards for Institutional Accreditation; and (c) to develop Standards for Program Accreditation.</p> <p>6.2.4 (ii) Technical support to prepare guidelines for internal education quality evaluation in HEIs.</p> <p>6.2.4 (iii) Training programs and coaching support for management officials and officials on internal education quality assurance in higher education.</p> <p>6.2.4 (iv) Training programs and coaching support for assessors, coordinators, and technical support staff of Accreditation Committee of Cambodia (ACC) on quality assurance and accreditation</p> |
| <p>IO-6.3 Online / digital formats for quality assurance and inspection are accessible to all for improved planning and monitoring</p> | |
| <p>Scope</p> | |

| | |
|---|--|
| Digital formats for quality assurance and inspection are developed and are available online for all. DTMTs are able to access online quality assurance data to more effectively monitor school performance. School Directors are able to access online information and incorporate into better quality plans. | |
| Responsible Unit EQAD, EMIS, DIT | Possible Sources of Funding PB, CDPF, SIDA, UNICEF, ADB |
| Implementing Institutions EQAD, EMIS, PED, GSE, DIT | |
| Output 6.3 | Activity Areas |
| O-6.3.1 Plan to migrate data online for self-retrieval by EQAD developed. | 6.3.1 (i) Technical support to EQAD to develop an online platform for self-retrieval of QEMIS and Inspection data. |
| O- 6.3.2 Improved connectivity at School and District level. | 6.3.2 (i) Financial support to improve connectivity and purchase IT equipment for schools and DOEs. |
| O-6.3.3 DTMTs and Schools Directors accessing online data to inform monitoring and school level planning. | 6.3.3 (i) Training programs and coaching support to DTMTs and School Directors to build their capacity to access online / digital tools for improved planning. |

4. CDMP 2020-2024 Costed Implementation Plan Process

The costs presented in the next section is the outcome of two workshops with the outcome based technical working groups, a MOEYS validation/feedback session and feedback from the ESWG. Unit costs were benchmarked using development partners and Cambridge Education repositories.

Post feedback, the CDMP costing reduced by 13 per cent – notably by the downward revision of training unit costs at district and school levels.

Please note, there are 16 activities where the projected costs (based on the methodology above) have been changed. This is attributable to receiving reliable information, i.e. approved budget books.

4.1. Costed Plan

All costs presented in this section are in USD dollars. The total cost of implementing the CDMP 2020-24 is \$106.625 million. Seventy per cent is for training activities, followed by resources and TA activities at 15 per cent each. Table 3.10 shows the total costs by outcomes and activity type.

Table 4: Total cost by outcomes and activity type

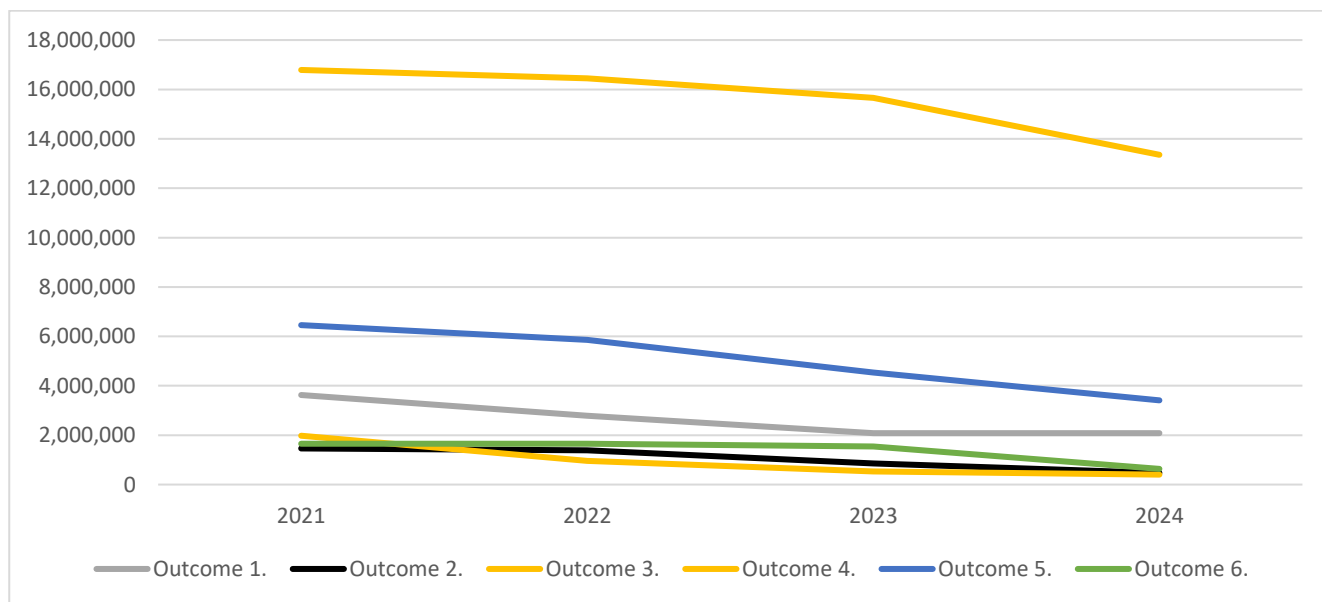
| Outcomes | Grant Total (USD) | TA (USD) | Resource (USD) | Training (USD) |
|---|--------------------|-------------------|-------------------|-------------------|
| Outcome 1. Policy, Planning, and Finance | 10,581,044 | 1,653,388 | 1,925,000 | 7,002,656 |
| Outcome 2. Human Resource (HR) Management | 4,180,344 | 2,657,332 | 200,000 | 1,323,012 |
| Outcome 3. M&E system | 3,868,743 | 1,018,124 | 950,000 | 1,900,619 |
| Outcome 4. Teacher Education Reform | 62,252,591 | 4,350,424 | 8,475,000 | 49,427,167 |
| Outcome 5. School Based Management | 20,260,568 | 3,184,828 | 5,000,000 | 12,075,740 |
| Outcome 6. Student Assessment and School Inspection | 5,482,521 | 2,906,900 | 175,000 | 2,400,621 |
| Grand Total | 106,625,811 | 15,770,996 | 16,725,000 | 74,129,815 |

The average cost of implementing the CDMP is \$26.656 million per year (from 2021-24). This equates to 2.4 per cent of the average annual education sector plan cost. Table 3.11 and Figure 3.1 profiles the cost of CDMP implementation from 2021 to 2024. Overall the costs taper off in the outer years - since the costing exercise commenced in 2021 costs for 2020 were omitted.

Table 5: Annual cost by outcome

| Outcomes | Grant Total | 2021 (USD) | 2022 (USD) | 2023 (USD) | 2024 (USD) |
|---|--------------------|-------------------|-------------------|-------------------|-------------------|
| Outcome 1. Policy, Planning, and Finance | 10,581,044 | 3,626,347 | 2,791,479 | 2,081,609 | 2,081,609 |
| Outcome 2. Human Resource (HR) Management | 4,180,344 | 1,462,601 | 1,387,387 | 859,799 | 470,559 |
| Outcome 3. M&E system | 3,868,743 | 1,977,347 | 953,611 | 535,088 | 402,698 |
| Outcome 4. Teacher Education Reform | 62,252,591 | 16,789,022 | 16,451,538 | 15,657,458 | 13,354,572 |
| Outcome 5. School Based Management | 20,260,568 | 6,456,122 | 5,860,562 | 4,533,840 | 3,410,043 |
| Outcome 6. Student Assessment and School Inspection | 5,482,521 | 1,653,596 | 1,653,596 | 1,540,156 | 635,174 |
| Grand Total | 106,625,811 | 31,965,035 | 29,098,173 | 25,207,950 | 20,354,654 |

Figure 1: Annual cost by outcomes



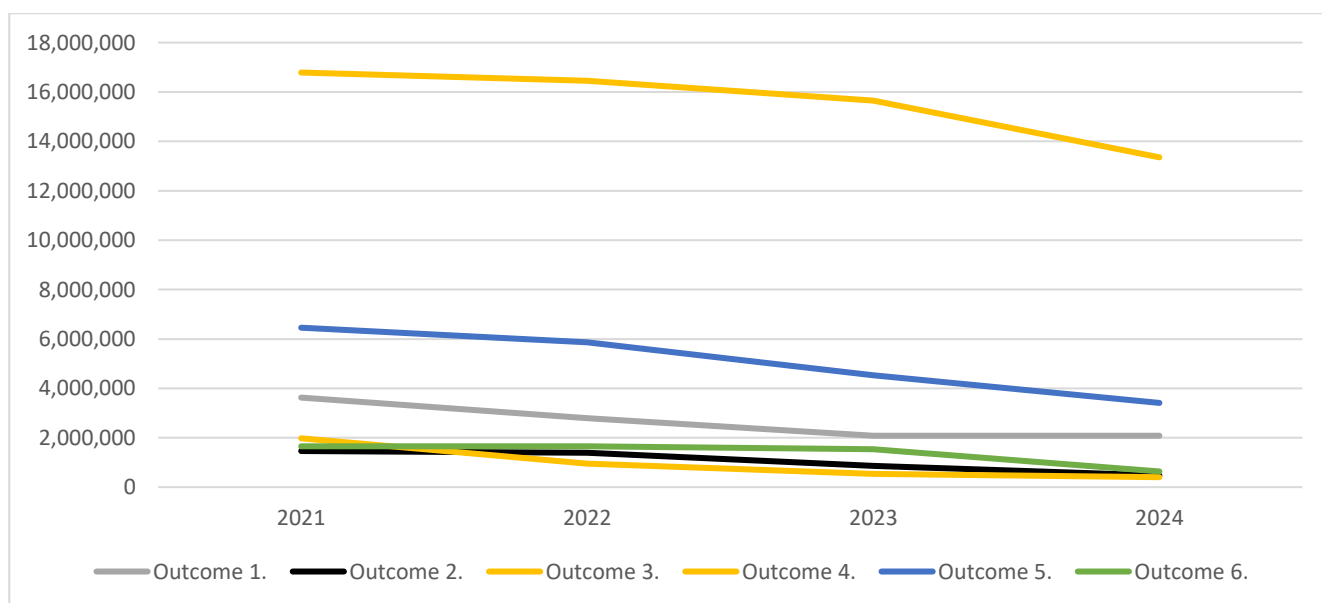
The average cost of implementing one CDMP activity during the period is \$397,858. The highest average cost by activity type is for training (\$772,186), followed by resources (\$321,635) and TA (\$131,425), Table 3.12. Overall, Outcome Four attracts the most cost in both absolute and average terms.

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| Total | 106,625,811 | 31,965,035 | 29,098,173 | 25,207,950 | 20,354,654 |
| Government's Budget Projection | 343,258,048 | 48,197,609 | 47,567,146 | 123,375,122 | 124,118,170 |

Figure 1: Annual cost by outcomes



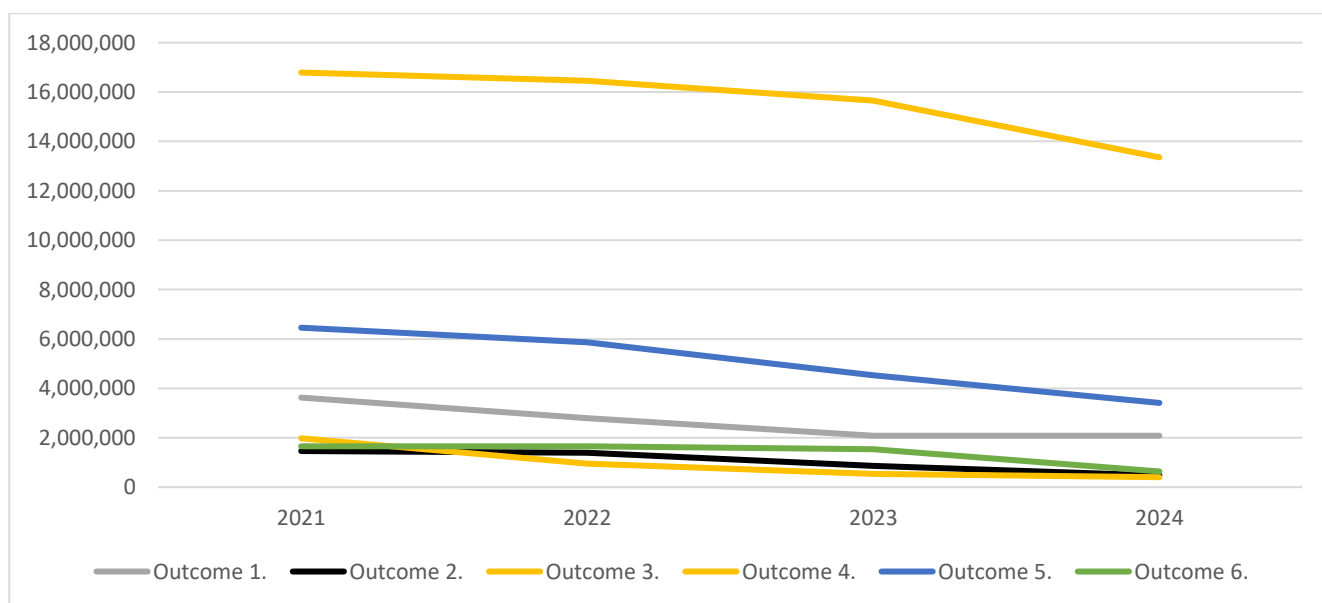
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| Outcome 3. M&E system | 3,868,743 | 1,977,347 | 953,611 | 535,088 | 402,698 |
| Outcome 4. Teacher Education Reform | 62,252,591 | 16,789,022 | 16,451,538 | 15,657,458 | 13,354,572 |
| Outcome 5. School Based Management | 20,260,568 | 6,456,122 | 5,860,562 | 4,533,840 | 3,410,043 |
| Outcome 6. Student Assessment and School Inspection | 5,482,521 | 1,653,596 | 1,653,596 | 1,540,156 | 635,174 |
| Total | 106,625,811 | 31,965,035 | 29,098,173 | 25,207,950 | 20,354,654 |
| Government's Budget Projection | 343,258,048 | 48,197,609 | 47,567,146 | 123,375,122 | 124,118,170 |

Figure 1: Annual cost by outcomes



The average cost of implementing one CDMP activity during the period is \$397,858. The highest average cost by activity type is for training (\$772,186), followed by resources (\$321,635) and TA (\$131,425), Table 3.12. Overall, Outcome Four attracts the most cost in both absolute and average terms.

Table 6: Average activity cost by outcome and activity type

| Outcomes | TOTAL (USD) | TA (USD) | Resources (USD) | Training (USD) |
|---|--------------------|-----------------|------------------------|-----------------------|
| Outcome 1. Policy, Planning, and Finance | 235,134 | 82,669 | 275,000 | 389,036 |
| Outcome 2. Human Resource (HR) Management | 144,150 | 139,860 | 200,000 | 147,001 |
| Outcome 3. M&E system | 154,750 | 92,557 | 190,000 | 211,180 |
| Outcome 4. Teacher Education Reform | 798,110 | 150,015 | 339,000 | 2,059,465 |
| Outcome 5. School Based Management | 289,437 | 109,822 | 384,615 | 431,276 |
| Outcome 6. Student Assessment and School Inspection | 261,072 | 242,242 | 175,000 | 300,078 |
| Outcome Average | 397,858 | 131,425 | 321,635 | 772,186 |

The top ten activities by cost accounts for 53 per cent of the total CDMP costs, Table 7,

Table 7: Top ten activities by cost

| Activities | TOTAL (USD) |
|---|--------------------|
| 4.3.3(ii) CPD programs for Teachers (ECE / Primary teachers on EGR & EGM / Lower secondary teachers receive in-service training. | 28,600,000 |
| 4.1.2(iv) Training program to enable expansion of the Bachelor of Education fast-track model to address the shortage of teachers (primary / lower secondary). | 8,108,100 |
| 5.3.6 (vii) Training programs and coaching support to pre-school, primary and secondary school teachers on Inclusive Education. | 4,200,000 |
| 1.5.1 (ii) Training programs and coaching support to train school directors and sub-national authorities on Education Financial Management System (EFMS) as relevant to each level. | 3,763,200 |
| 4.6.2 (iv) Resourcing and training programs/coaching for application of e-Training courses at all education levels. | 2,504,410 |
| 5.4.2 (ii) Resource support to construct new, and rehabilitate old, pre-school facilities, including water and sanitation facilities, playgrounds and equipment. | 2,500,000 |
| 5.1.3 (ii) Training programs and coaching support for all targeted ECE, Primary and Secondary school directors for the preparation of good quality and standardized school development plans. | 1,944,000 |
| 4.6.3(iii) Technical Resourcing and Training programs to education staff for ICT programs to adopt new learning modalities | 1,862,784 |
| 4.1.2(vi) Training programs and coaching support for teachers to enable the implementation of reading standards for Grades 1, 2 and 3 and new teaching methods for Khmer, math, science and foreign language (English, French); | 1,800,000 |
| Training programs and coaching support for the fundamental concepts of school strategic and annual planning, leading change, and resource utilization and straightening network. | 1,728,000 |

4.2. Consideration

The costed plan shows the funding requirements to implement the CDMP. It does not comment on the funding gap, i.e. the shortfall against domestic and external fund availability. Once the funding envelope is determined, the MOEYS may need to flex up or down the activities

The costing model, in MS Excel, has been set-up in a user-friendly way where the cost of each activity can be changed by varying the cost driver values and unit costs. This allows the MOEYS to quickly model the implications of varying funding levels on CDMP activities.

The activity costs are based on the methodology described in Chapter 2. These should be interpreted as up to estimated values. I.e. during planning and implementation, the activity may attract a lower cost. Furthermore, the methodology used for technical assistance activities is to derive a cost value. At implementation the MOEYS has full discretion on the extent to which they deviate from the expert configuration described.

CDMP 2020-2024 Monitoring and Evaluation Plan. The CDMP 2020-2024 M&E plan describes the approaches that are needed to monitor and evaluate the overall progress of CDMP 2020-2024 implementation. The indicators of progress for each output are defined. A 2019 baseline estimates for 2020 and yearly targets for the remaining duration of the plan are given for each output indicator. To the extent possible, the M&E approach for CDMP 2020-2024 is aligned with the M&E approach and indicators in the ESP 2019-2023. This is intended to enable utilization of existing M&E arrangements for data collection and analysis and to build capacities at central, provincial, and local levels. Prioritized CDMP activities will be incorporated in Annual Operational Plans at each level and their implementation will be monitored as part of the annual AOP reporting.

4.3. Organizational Structure for Management and Implementation of the CDMP 2020-2024

The organogram (below) outlines the overall organizational structure for management and implementation of the CDMP 2020-2024.¹³

The CDMP 2020-2024 will be led by the DGPP as the CDMP Secretariat, chaired by the Director General or his alternate. DGPP MoEYS has ownership of the CDMP 2020-2024 and has overall responsibility for oversight and approvals. DGPP will report to the CDMP Steering Committee on a quarterly basis, providing a summary of progress and achievements under each Outcome and Intermediate Outcome.

The Department of Planning (DoP) will be the Lead Organization responsible for administration, coordination and overall management of the CDMP 2020-2024 Framework, implementation of the M&E Plan and the Costed Implementation Plan, and annual reporting of the CDMP 2020-2024 to the CDMP Secretariat and the CDMP Steering Committee. DoME will provide support to DoP for implementation of the CDMP 2020-2024 M&E Plan. DoF will provide support to DoP for implementation of the CDMP 2020-2024 Costed Implementation Plan.

Responsible Units are identified for each Intermediate Outcome, assigned to provide a single point of contact for coordination of the respective CDMP 2020-2024 activities. The responsible units will provide guidance and advice to technical departments relating to timely implementation of activities and timely M&E reporting. Each responsible unit will provide technical support to sub-sector technical departments as required.

Sub-Sector Technical Departments are identified as Implementing Institutions corresponding to each activity area. Each Implementing Institution is assigned responsibility for timely implementation of the activities, and for routine monitoring and reporting on their respective sub-sector CDMP 2020-2024 activities. Implementation, monitoring and reporting by sub-sector technical departments will be in line with the CDMP 2020-2024 M&E Plan and the ESP 2019-2023 multi-year action plan and results framework. The DG of each sub-sector department has overarching responsibility for implementation and routine monitoring of CDMP 2020-2024 activities.

¹³ Note: Capacity development is needed for all levels of management to fulfil the functions described in this Organizational Structure for Management and Implementation of the CDMP 2020-2024 from Secretariat to school level. A Functional Review of key MoEYS departments (2020) provides analysis of the key functions and capacity gaps.

At sub-national level the POE teams, DOE teams, school leaders and School Management Committees all have a role to play as providers, and beneficiaries, of capacity development activities in implementation and monitoring of the CDMP 2020-2024. POE teams, DOE teams and school leaders will provide mentoring, coaching and on-the-job training in building capacity at sub-national levels.

Technical Hubs are those recognized by MoEYS as capacity development service providers, able to meet professional standards in specific technical areas corresponding to the CDMP 2020-2024 priorities. The table below outlines the core technical areas that may be assigned to each capacity development service provider based on institutional capacity. A capacity needs assessment is recommended to identify the skills and capacity of each technical hub to deliver the CDMP 2020-2024¹⁴.

Table 8: Technical Hubs: Capacity Development Service Providers for CDMP 2020-2024

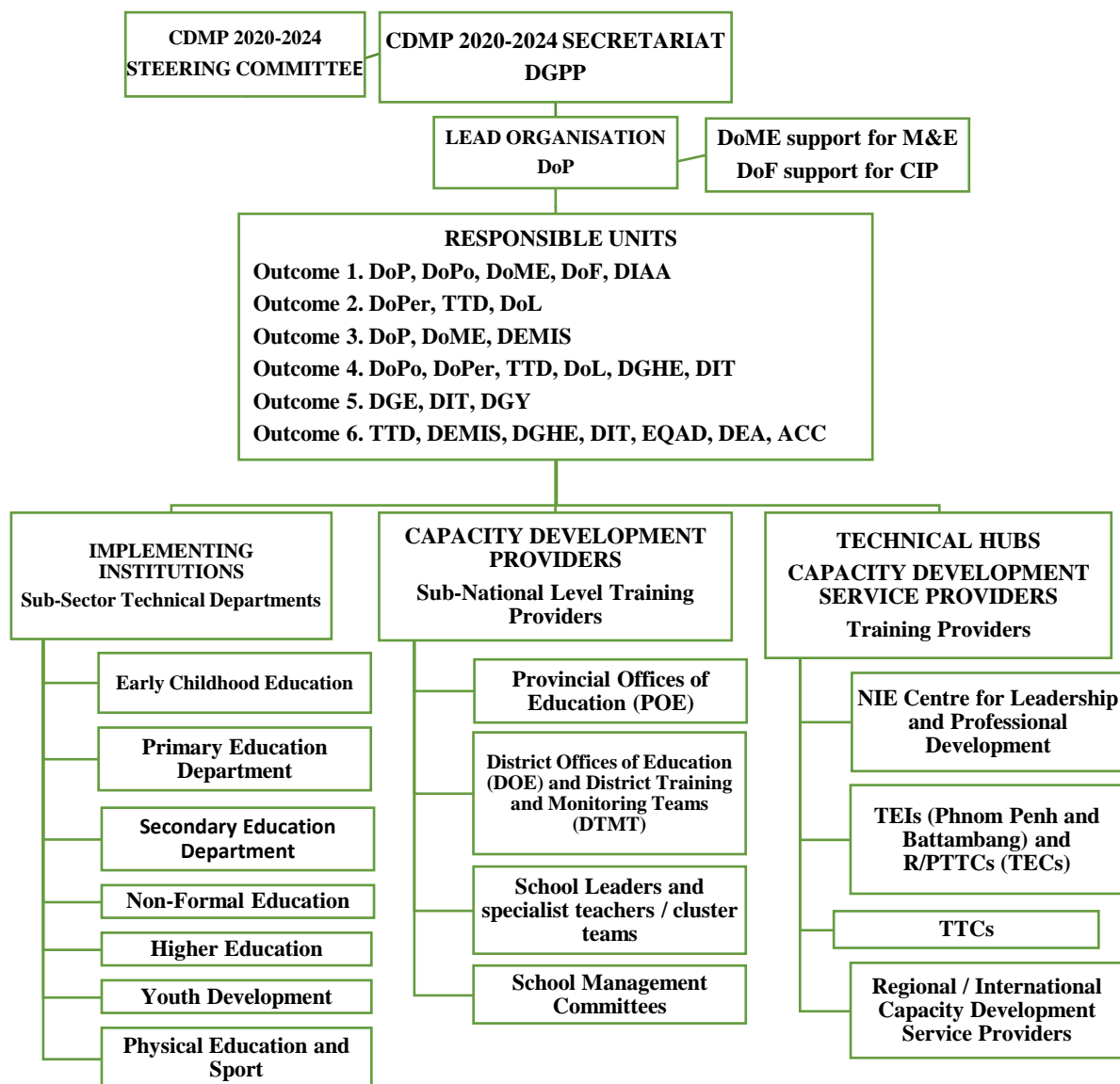
| Technical Hubs: Capacity Development Service Providers for CDMP 2020-2024 | | |
|---|---|---|
| Institution | Specialist Technical Areas | Remarks – capacity |
| NIE Centre for Leadership and Professional Development ¹⁵ | Core Trainers (short, medium and long term) Education Planning to sub-national level Education Management | Existing heavy workload |
| TEIs (Phnom Penh and Battambang) and R/PTTCs (TECs) | Education Officer and Young Professional’s capacity development Education Policy for teachers Education Planning for teachers | Campus space available |
| TTCs | Teaching Methodology | Need to increase staffing |
| Regional / International capacity development service providers including IIEP, etc | Specialist technical areas not currently available in Cambodia | To be identified aligned to capacity development priorities |

¹⁴ Assessment of institutional capacity to perform to the required professional standard – initial assessment undertaken in the Market Scoping survey (UNICEF 2020)

¹⁵ NIE has a mandate for: PRESET, INSET, Bachelors 1+2, Masters, PhD, School Principal Inspector Training; Recipient of CDPF investment support and capacity development

In addition to the national capacity development service providers identified above, other external regional and international capacity development service providers may be identified by MoEYS and development partners in due course.¹⁶ This will provide access to additional technical hubs for education sector capacity development in specialist technical areas not currently available within Cambodia.

Figure 2: Overall Organizational Structure for Management and Implementation of the CDMP 2020-2024



5. Monitoring and Evaluation

The objective of monitoring is to support effective management through reporting on actual performance against expected targets. Monitoring will lead to improvement of inputs and modification of processes or activities where necessary.

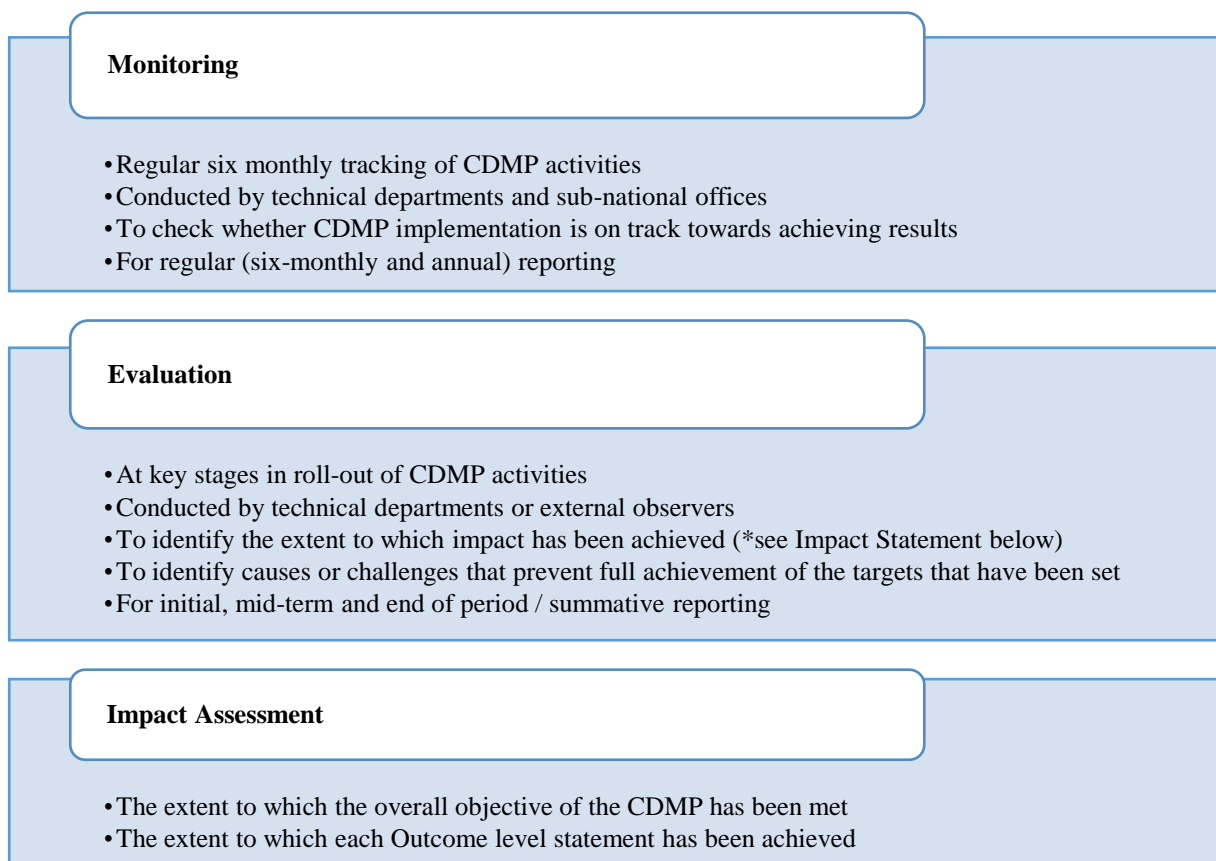
Strategic Monitoring provides the CDMP Steering Committee with macro level information on progress against a limited number of key outcome indicators which will be identified each year aligned to annual reform priorities.

¹⁶ A market scoping exercise currently in progress by MoEYS (2020) will provide the basis for recognition of future capacity development providers in the education sector.

Operational Monitoring provides the responsible units with regular six-monthly tracking of progress in implementation of capacity development activities aligned to the AOP reporting cycles, drawing evidence from the AOP monitoring reports.

Evaluation is a decision-making tool frequently used in the cycle of planning to measure performance and guide future action. Evaluation is done at set points in time at the beginning, middle or the end of plans, programs and projects.¹⁷

Figure 3: Monitoring and Evaluation



5.1. Organizational Arrangements for Monitoring and Evaluation of the CDMP 2020-2024

Monitoring and evaluation is an essential component in the overall process of implementing the CDMP 2020-2024. Without an effective process of monitoring and evaluation it will be hard to measure the success of the CDMP 2020-2024 in relation to implementation and impact. Effective management of the M&E process at all levels and across all departments will ensure that capacity development goals are on track to be achieved within the prescribed timeframes.

The table below outlines the M&E functions assigned to each level within the CDMP 2020-2024 organizational structure.

Table 9: MoEYS M&E Functions Assigned to each Level of CDMP 2020-2024 Management

| MoEYS M&E Functions Assigned to each Level of CDMP 2020-2024 Management | | |
|---|------------|---|
| Office | Department | M&E Functions |
| Secretariat | DGPP | Responsible for: (i) Oversight of M&E implementation and reporting |
| Lead Organization | DoP | Responsible for: |

¹⁷ MoEYS (2020) ESP 2019-2023 Monitoring and Evaluation Framework

| | | |
|---|---|--|
| | | (i) ensuring timely implementation of CDMP 2020-2024 M&E Plan (ii) oversight of CDMP evaluation and annual reporting * DoME will provide DoP with technical support for M&E |
| Responsible Units | Outcome 1 DoP, DoPo, DoME, DoF | Responsible for: (i) guidance to Implementing Institutions on M&E information required for progress reporting and performance evaluation (ii) overseeing the timely monitoring and evaluation of CDMP 2020-2024 activities by respective sub-sector technical departments assigned as Implementing Institutions for each Output: (iii) ensuring timely and accurate M&E reporting from Implementing Institutions. (iv) timely and accurate M&E reporting to DoP for inclusion in the CDMP Annual Progress Report |
| | Outcome 2 DoPer, TTD, DoL | |
| | Outcome 3 DoP, DoME, DEMIS | |
| | Outcome 4 DoPo, DoPer, TTD, DoL, DGHE, DIT | |
| | Outcome 5 DGE, DIT, DGY | |
| | Outcome 6 TTD, DEMIS, DGHE, DIT, EQAD, DEA, ACC | |
| Sub-Sector Technical Departments identified as Implementing Institutions | ECE PED SED NFE HE YD Phys.Ed & Sport | Responsible for: (i) routine monitoring of respective sub-sector CDMP 2020-2024 activities and outputs; (ii) regular six-monthly reporting to the Responsible Unit following an agreed format and reliable source(s) of objective evidence; (iii) evaluation of impact (evidence of capacity development in leadership and management) at key stages and identification of causes or challenges to achievement of the CDMP targets |
| Sub-National Level capacity development providers | POE officers DOE officers DTMT School leaders Specialist teachers Cluster teams School Management Committees | Responsible for: (i) school / local level quarterly monitoring of CDMP activities (ii) submission of six-monthly progress reports via school level → DOE level → POE level → Responsible Unit |
| Technical Hubs – MoEYS capacity development service providers¹⁸ | NIE Centre for Leadership and Professional Development ¹⁹ TEIs (Phnom Penh and Battambang) and R/PTTCs (TECs) TTCs | Responsible for: (i) monitoring and evaluation of CDMP activities delivered by the respective institution (ii) monitoring and evaluation of CDMP activities conducted by other service providers as assigned by MoEYS and contracted through development partner projects |

¹⁸ As noted in section 1.1, other external regional and international capacity development service providers may be identified by MoEYS and development partners in due course.

¹⁹ NIE has a mandate for: PRESET, INSET, Bachelors 1+2, Masters, PhD, School Principal Inspector Training; Recipient of CDPF investment support and capacity development

5.2. Monitoring Indicators, Baseline and Targets

Indicators and targets are developed directly from the output statements and activity areas respectively, describing measures of:

Training delivery (e.g. quantitative indicators such as number or percentage of people trained per year or frequency of training e.g. at least 1 day per year);

Resource provision (e.g. equipment, software and printed materials, etc) supplied, or

System performance (e.g. qualitative indicators such as “developed”, “functioning”, “operational”, etc)²⁰.

To the extent possible, baselines are drawn from (i) the 2020 Annual Congress Report reflecting 2019 achievements for each of the ESP indicators, (ii) the 2019 CDPF baselines, or (iii) the respective responsible unit or implementing institution. Targets are indicative of the expected annual achievements and may be adjusted as part of the annual national reporting process with justifications subject to approval of the DGPP as the CDMP coordinating department. Indicators, baseline and targets have been scrutinized and agreed by MoEYS through a stakeholder consultation process.

5.3. Data Source and Departments Responsible

The M&E data source refers to the Responsible Unit and Implementing Institutions for each output as identified in the CDMP 2020-2024 framework. Each Responsible Unit will need to specify the information required from each of the Implementing Institutions corresponding to each Output and Activity Area including the reporting requirements, for example, format for reporting (see template example below), reporting deadlines, status updates and constraints.

5.4. Setting Priorities

The CDMP 2020-2024 is comprehensive and inclusive of all subsectors and priority reform areas. This alone presents a challenge in relation to the capacity of the system within current resource constraints to successfully manage and sustain the overall implementation of the CDMP. It is therefore essential that a process of prioritization is undertaken as a first step.

A CDMP prioritization exercise will be undertaken annually by each MoEYS Responsible Unit with respective Technical Departments and development partners for operational planning and monitoring purposes:

- For each Intermediate Outcome which outputs and activities will be HIGH, MEDIUM and LOW PRIORITY for implementation in the next 12-month period?
- Use the following criteria to assess and rank each output and activity area:
 - Is the activity ongoing/ roll-out to be continued, to be scaled up, not yet started?
 - Is funding committed, in pipeline, not yet identified?
 - Does the output / activity target central, provincial, district or school level (ensure broad coverage across each level)?
 - Does the output / activity impact institutional, organizational or individual level (ensure broad coverage across each level)?
 - Is the target for capacity development inclusive of more disadvantaged / underserved groups?
 - What Is the likely level of impact on capacity of leadership and management (high, medium, low)?

Consider alignment of identified CDMP priorities to ESP multi-year action plans, AOPs and project timeframes.

Use a Red/Yellow/Green traffic light system or 1-2-3 scoring system to rank each output and activity.

The following table may be used to summarize the outcome of the annual CDMP prioritization exercise.

²⁰ Measure descriptors are drawn from examples in the quantitative descriptors of the ESP M&E Framework (August 2020) and the qualitative descriptors in the CDPF Phase III M&E plan (July 2019)

Table 10: CDMP prioritization exercise

| | | | | | | | | | | |
|-------------------------------|--|---|---|---|--------------------------------|-------------------------------------|-----------------------------|---------------------------|-----------------|--------------|
| Intermediate Outcome # | Ongoing activity [1], being rolled out [2], for scaling up [3] not yet started [0] | Funding committed [1], pipeline [2], not funded [0] | Targets central [1], POE [2], DOE [3], school [4] level | Targets Institutional [1], Organizational [2], Individual [3] level | Targets underserved groups Y/N | Impact on leadership capacity H/M/L | Aligned to ESP and AOPs Y/N | Aligned to Project(s) Y/N | Ranking - R/Y/G | NOTES |
| Output # | | | | | | | | | | |
| Activity # | | | | | | | | | | |
| Activity # | | | | | | | | | | |
| Activity # | | | | | | | | | | |
| Activity # | | | | | | | | | | |

5.5. Reporting

For Strategic Monitoring purposes a limited number of outcome indicators will be selected each year for each Outcome (for example a maximum of 4-5 per Outcome), aligned to the annual priority reform areas and resource allocation. Monitoring of progress in these priority areas of capacity development will be included as part of the annual ESP M&E and reporting procedure.

For Operational Monitoring purposes each implementing unit identified in the CDMP 2020-2024 Framework will provide the responsible unit for each output with a regular six-monthly progress report cross-referenced to evidence provided in AOP reporting, indicating:

Table 11: Operational Monitoring reporting

| | |
|---|---|
| i. the activities that have been implemented in the previous six months | Evidence will be drawn from the monitoring and reporting of activities provided in the AOP reports. |
| ii. the progress achieved against targets | |
| iii. the constraints to achievement of targets where relevant | |
| iv. the planned activities for the next six months | |

A basic scoring system can be used for each output target, as shown in the template below (1 = target not yet met, 2 = target partially met, 3 = target met)

Table 12: Monitoring and Evaluation Report Format

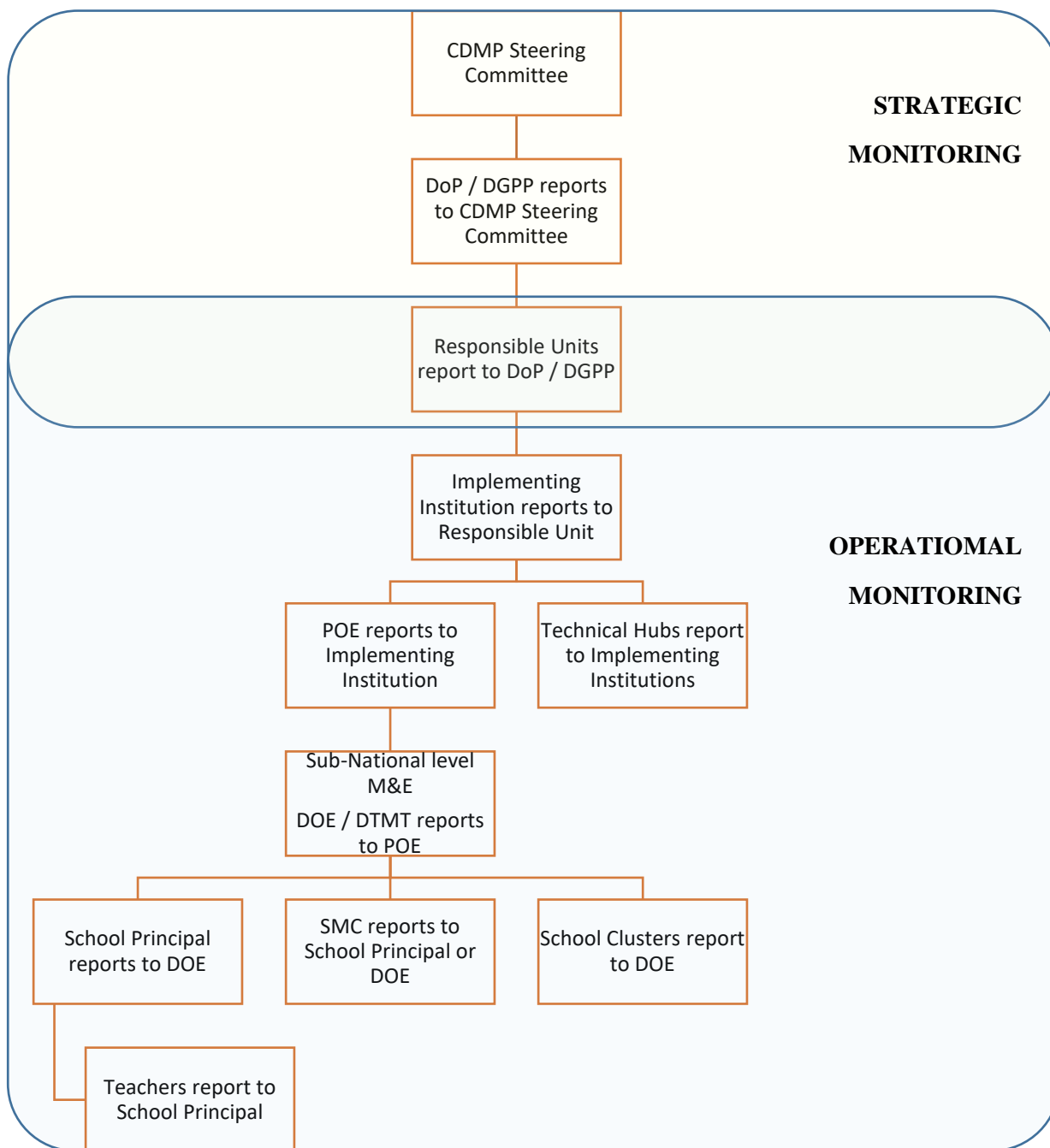
| | | | | | |
|--------------------------------------|-------------------------------|---------------------------------|--|---|-------------------------------|
| Selected Output (descriptor): | | | | | |
| 6-month period covered: | | | | | |
| Output Target | Activities implemented | Progress against targets | Constraints to achievement of targets | Planned activities for next 6 months | 1 = target not yet met |

| (descriptor) | in past 6 months | | | | 2 = target partially met 3 = target met |
|---------------------|-------------------------|--|--|--|--|
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CDMP monitoring cycles will be aligned with ESP monitoring and reporting (Strategic), ESP multi-year action plans (Operational), AOP monitoring cycle (Operational) and project (Operational) reporting timeframes. The CDMP monitoring process will also align with CDPF M&E procedures. This is intended to reduce the burden on MoEYS officers at all levels and to avoid duplication of effort.

Each responsible unit will compile an annual progress report for each of their respective Outputs and Activity Areas of the CDMP 2020-2024. The relevant sections of the CDMP Annual Progress Reports will be incorporated into sub-sector ESP reporting.

Figure 4: CDMP 2020-2024 M&E Reporting Structure



ANNEXES

Annex 1: CDMP 2020-2024 Monitoring and Evaluation Plan – indicators, baselines and targets

Outcome 1

Outcome 1. Policy, Planning, and Finance coordinated and harmonized for improved management of ESP and PFM system implementation

Policy is implemented through coordinated planning and financing across MoEYS departments, from central to school level and between all agencies.

Policy and legal frameworks are in place to provide the institutional framework for organizations in the sector to comply with MoEYS policies

INDICATORS, BASELINE AND TARGETS

| Output 1.1 | Indicator | 2019 Baseline ²¹ | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|--|--|---|---------------------------------------|---------------------------------------|---|---|--------------------|
| O-1.1.1 Policy and legal frameworks (LF) approved in accordance with ESP 2019-2023. | Formulation guidelines developed for policy and legal frameworks | No policy and legal framework guidelines drafted | No policy and legal framework guidelines drafted | Policy formulation guidelines drafted | Policy formulation guidelines adopted | - | - | DoPo |
| | Mechanism developed for dissemination of policy & legal frameworks | No systematic dissemination mechanism in place | No systematic dissemination mechanism in place | Dissemination mechanism developed | - | ESP Policy disseminated in line with guidelines | ESP Policy disseminated in line with guidelines | DoPo |
| O-1.1.2 Mechanisms set up and operational at all levels for dissemination of | Policy and legal frameworks disseminated to all relevant offices | Lack of office facilities for policy dissemination | Office facilities for policy dissemination identified | Dissemination mechanism set up | Dissemination mechanism functioning | - | - | DoPo TDs POE |

²¹ Extracted from ESP Annual Congress Report, March 2020 to the extent possible

| policy and legal frameworks | | | | | | | | DOE |
|--|---|--|--|--|---|---|---|---------------------------|
| O-1.1.3 Capacity development programs (orientation and coaching) delivered for effective implementation of MoEYS policy and legal frameworks | Awareness raising programs for new policy and legal frameworks | Briefing information not well targeted to key groups | Policy briefs prepared (specify) | Key policy audiences identified | Briefing info disseminated to # target grps | Briefing info disseminated to # target grps | Briefing info disseminated to # target grps | DoPo TDs POE DOE |
| | Orientation on policy and legal frameworks provided for key groups | Policy orientation not well targeted to key groups | Policy briefs disseminated to # target groups (specify) | Key groups identified for policy orientation | # policy orientation programs delivered | # policy orientation programs delivered | # policy orientation programs delivered | DoPo |
| Planning systems more effective aligned across MoEYS, and from central to school level | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 1.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-1.2.1 Guidelines developed to ensure budget, policy and planning formulation, implementation and monitoring are consistent and coherent | Guidelines developed for budget, policy and planning consistency checks | No guidelines for consistency checking between budget, policy and planning | No guidelines for consistency checking between budget, policy and planning | Guidelines for consistency checking drafted | Guidelines for consistency checking adopted | - | Evaluation to measure consistency between budget, policy and planning | DoP TDs |

| | | | | | | | | |
|--|---|--|--|---|---|---|---|---|
| O-1.2.2 Workflow mechanisms covering procedures and processes are revised to facilitate improved horizontal and vertical coordination between departments and units, incorporating gender equitable and inclusive dimensions | Inter-departmental training for policy, planning and finance support specialists (IT, project managers, budget planners, etc) | Limited inter-departmental training for policy, planning and finance support specialists (DoP, DoPo and DoF) | # no. of annual joint trainings conducted for policy, planning and finance support specialists (DoP, DoPo and DoF) | At least 1 annual joint training for support specialists | At least 1 annual joint training for support specialists | At least 1 annual joint training for support specialists | At least 1 annual joint training for support specialists | DoP DoPo DoF TDs POE DOE |
| O-1.2.3 Motivational strategies, common procedures, processes and routines that are gender equitable and inclusive, developed and implemented to incentivize MoEYS officers, across all departments and | Training on collaborative working strategies for MoEYS leaders and managers | Limited focus on collaborative working strategies for MoEYS leaders and managers | Collaborative and motivational strategies for leaders and managers developed | At least 1day collaborative working training | At least 1day collaborative working training | At least 1day collaborative working training | At least 1day collaborative working training | DoP TDs POE DOE |
| | Training on new procedures, processes, and routines for leaders / managers across all | Limited training on new procedures, processes and routines for leaders / managers | # days training conducted on new routines for central to school level collaborative working | At least 1day training on new routines etc for leaders / managers | At least 1day training on new routines etc for leaders / managers | At least 1day training on new routines etc for leaders / managers | At least 1day training on new routines etc for leaders / managers | DoP TDs POE DOE |

| | | | | | | | | |
|--|--|--|---|---|---|---|---|---------------------------------|
| from central to school levels through which a stronger organizational culture of collaboration is established | departments and sub-sectors | | | | | | | |
| O-1.2.4 Software system set up to link ESP indicators, strategies, and activities with BSP, PB and AOP at national level to sub-national level and by sub-sector | Software system functioning to link ESP, BSP, PB and AOP for all levels and all subsectors | ESP, BSP, PB and AOP software systems not linked for all levels and subsectors | Development of software system links in progress (ongoing) | Development of software system links in progress (ongoing) | Software system links developed | Software system evaluated | - | DoP DoF DIT |
| O-1.2.5 Annual operational plan (AOP) at national and sub-national level by sub-sector developed using software system | Planners at all levels trained to develop AOP using software system linking ESP, BSP, PB and AOP | No training provided on use of ESP, BSP, PB and AOP linked software systems | Training provided for # planners at all levels on linked AOP software | Training provided for # planners at all levels on linked AOP software | Training provided for # planners at all levels on linked AOP software | Training provided for # planners at all levels on linked AOP software | - | DoP DoF DIT POE DOE |
| O-1.2.6 Education planners at national, provincial, district and school levels | All education planners at all levels are competent to prepare good | AOPs are variable in consistency of alignment to policy and planning processes | AOP training provided to # education planners at each | AOP training provided to # education planners at each | AOP training provided to # education planners at each | AOP training provided to # education planners at | AOP training provided to # education planners at each | DoP POE DOE |

| | | | | | | | | |
|--|---|--|--------------------|--------------------|--------------------|-------------------------|--------------------|--|
| trained and capable of integrating education planning concepts and education planning preparation processes into plans | quality AOPs incorporating policy and processes | | level based on TNA | level based on TNA | level based on TNA | each level based on TNA | level based on TNA | |
|--|---|--|--------------------|--------------------|--------------------|-------------------------|--------------------|--|

MOEYS regularly monitors and reports on policy implementation at all levels

INDICATORS, BASELINE AND TARGETS

| Output 1.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|--|--|--|--|--|--|--|----------------------------|
| O-1.3.1 Policy is effectively implemented at all levels as evidenced by comprehensive monitoring and evaluation of the ESP multi-year action plan | Central level management trained on ESP/ policy for effective implementation | Targeted support needed to strengthen MoEYS capacity for policy implementation | TNA initiated to identify target groups at central level | TNA to identify target groups at central level | Short training for central level M&E teams | Short training for central level M&E teams | Short training for central level M&E teams | DoPo DoP DoME TDs |
| O-1.3.2 All education service providers, including formal, non-formal, | “One Window Service” set up and accessible to all education | Currently there are multiple points of contact for different education service providers | One Window Service under development (link to O-1.4.2) | One Window Service under development (link to O-1.4.2) | One Window Service set up and functioning | One Window Service accessed by all education | One Window Service accessed by all education | DoPo TDs DoA |

| | | | | | | | | |
|---|---|--|--|---|---|---|---|---------------------|
| alternative and private sector education providers are able to comply with government policy and legal regulations | service providers (link to O-1.4.2) | | | | | service providers | service providers | POE DOE |
| O-1.3.3 Evidence-based results-oriented policy and planning is formulated in accordance with standardized guidelines and with procedures that ensure relevant research findings are referenced and utilized | Policy and planning are consistent with guidelines and procedures and builds on research evidence | No standardized guidelines for policy and planning (to be developed under O-1.1.1 & O-1.2.1) | No standardized guidelines for policy and planning (to be developed under O-1.1.1 & O-1.2.1) | Guidelines drafted for evidence-based policy and planning | Guidelines adopted for evidence-based planning | Evaluation of evidence-based results-orientation in policy and planning | - | DoPo DoP DoME |
| | # of policy makers and planners accessing research platform(s) / e-portal | No easily accessible platform for research retrieval | No easily accessible platform for research retrieval | E-portal for education research developed | # users accessing research platform(s) / e-portal | - | - | DoPo DoP DoME |
| O-1.3.4 National level policy monitoring, reporting and decision making is based on analysis of disaggregated data (highlighting geographic, | National level technical staff responsible for ESP monitoring and reporting trained in analysis of disaggregated data | Disaggregated data under-utilized in ESP monitoring and reporting | At least 3 days training for all ESP monitoring and reporting technical staff | At least 3 days training for all ESP monitoring and reporting technical staff | At least 3 days training for all ESP monitoring and reporting technical staff | At least 3 days training for all ESP monitoring and reporting tech. staff | Evaluation of extent to which disaggregated data is incorporated in a sample of reports | DoP DoPo DoME |

| gender, and inclusiveness disparities of vulnerable groups) | | | | | | | | |
|---|--|---|---|---|--|---|--|-------------|
| MoEYS provides strong leadership at all levels to ensure harmonized approaches amongst all stakeholders to support policy monitoring and implementation | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 1.4 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-1.4.1 Inter-ministry and development partner coordination mechanisms are strengthened through enhanced capacities of MoEYS to take a lead in coordination between stakeholders. | MoEYS capacity is strengthened to lead inter-ministry and development partner coordination | Capacity gaps limit capability of MoEYS staff to lead stakeholder coordination | Review of coordination arrangements and capacity gaps initiated | Review of coordination arrangements and capacity gaps completed | Targeted training of MoEYS leaders in stakeholder coordination | Targeted training of MoEYS leaders in stakeholder coordination | Evaluation of effectiveness of stakeholder coordination mechanisms | DoP |
| O-1.4.2 An MoEYS-led coordination mechanism provides a “one-window service” for harmonised | “One Window Service” incorporates MoEYS stakeholder coordination | Currently there are multiple points of contact for different education service stakeholders | One Window Service under development | One Window Service under development (link to O-1.3.2) | One Window Service set up and functioning | One Window Service accessed by # education service stakeholders | One Window Service accessed by # education service stakeholders | DoP TDs |

| approaches to planning, monitoring, and reporting by all education service providers. | mechanism (link to O-1.3.2) | | | | | | | |
|---|---|--|---|---|---|---|--|---|
| Public finance management (PFM) systems and processes are strengthened at all levels for effective budget planning, disbursement, monitoring and reporting | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 1.5 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-1.5.1 Education Financial Management System (EFMS) updated and expanded, with regular reports available to enable policy makers and planners to make evidence-based decisions | Quarterly EFMS reports produced from school to central level, and used for evidence-based decision making (ESP) | EFMS piloted in 3 provinces in 2019. Alignment of AOP budgeting and reporting with budgets and plans from school to central level needs strengthening | EFMS training delivered for each level with technical support team backup | EFMS training for each level with technical support team backup | EFMS training for each level with technical support team backup | EFMS training for each level with technical support team backup | Summative evaluation of quarterly EFMS reports | DoF DoPTDs TEC RTTC TTCs POE DOE Schools |
| O-1.5.2 MoEYS officers at all levels manage budgets, expenditure and auditing | 100% of POEs and school leaders (with FM responsibility) trained in PFM budget, | Action Plan for PFM prepared (2019) | PFM Training for 20% of POEs and schools on | PFM Training for 30% of POEs and schools on | PFM Training for 50% of POEs and schools on | | | DoF POE DOE Schools |

| | | | | | | | | |
|--|--|--|---|---|--|--|--|-------------------|
| requirements accurately and PFM reports submitted within required timeframes | expenditure, and auditing requirements (ESP) | | monthly budget execution | monthly budget execution | monthly budget execution | | | |
| | Central and sub-national budget entities submit budgets on time (CDPF) | Less than 50% of sub-national entities submitted their budgets on time | 50% of sub-national entities submit budgets on time | More than 50% of sub-national entities submit budgets on time | More than 65% of sub-national entities submit budgets on time | More than 75% of sub-national entities submit budgets on time | More than 90% of sub-national entities submit budgets on time | DoF |
| O-1.5.3 Financial planning / budget planning is based on analysis of results and priorities, (no longer on incrementally based budgeting on prior years budgets) | Financial plans and program budget plans for each subsector and AOP aligned to ESP 2019-2023 targets (ESP) | Budget Strategic Plan prepared (2019) | TNA for PB conducted | TNA for PB completed and PB technical support network set up | Targeted PB training for each level with technical support team backup | Targeted PB training for each level with technical support team backup | Evaluation of extent to which budget planning is program and results-based | DoF TDs TEC |
| O-1.5.4 Three-year rolling strategic plan developed and capacity to implement it developed | POEs prepare provincial BSP and monitor performance monthly, quarterly and annually (ESP) | Three-year auditing strategic plan 2020-2022 and guidebook prepared (Congress) | Performance auditing and IT skills upgrade program prepared | Performance auditing and IT skills upgrade for all audit officers | Performance auditing and IT skills upgrade for all audit officers | Performance auditing and IT skills upgrade for all audit officers | Evaluation of provincial level three-year rolling plans | DoF DIT |

Outcome 2

Outcome 2. Human Resource (HR) Management strengthened for effective personnel management

Human Resource planning, information systems and performance management systems are strengthened and aligned at all levels of the system

(a) Recruitment process reviewed and strengthened, to safeguard transparency and accountability, and to raise professional standards of education personnel at all levels

(b) Career pathways mechanism developed, to raise the qualification / promotion standard and morale of education personnel at all levels

INDICATORS, BASELINE AND TARGETS

| Output 2.1 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|--|---|---|---|---|--|--|----------------------------|
| O-2.1.1 Recruitment processes reviewed and revised (eg. annual “open” recruitment, recruitment on request and competitive selection managed by MoEYS) to enable qualified and experienced education personnel to move into central administration | Revised recruitment processes operational for central administration personnel | Functional review initiated and HR Strategic Plan drafted | Gender and inclusiveness audit of recruitment, deployment and promotion initiated | Gender and inclusiveness audit of recruitment, deployment and promotion completed | Central administration recruitment action plan prepared | Central administration recruitment action plan implemented | Central administration recruitment action plan evaluated | DoPer TDs DoF DoP |

| | | | | | | | | |
|---|--|--|---|---|--|---|---|---|
| O-2.1.2 Teacher Recruitment and Deployment Policy applied by MoEYS to enhance rationalisation /recruitment / promotion standards of all education personnel | Teacher Recruitment and Deployment Policy applied and standards met for equitable recruitment and distribution of teachers | Teacher surplus and shortage yet to be resolved (Congress) | Strategies for equitable teacher recruitment, deployment and promotion reviewed | Strategies developed for equitable teacher recruitment and deployment | Career structures and promotion systems developed aligned to TCP | Monitoring of teacher recruitment and deployment for equity conducted (ongoing) | Monitoring of teacher recruitment and deployment for equity conducted (ongoing) | DoPer |
| O-2.1.3 Teacher Career Pathway (TCP) piloted | TCP implementation guidelines, appraisal tools, incentive scheme and M&E system developed | TCP Guidelines drafted, aligned to CDP framework and action plan | TCP appraisal tools, incentive scheme and M&E system developed | TCP appraisal tools, incentive scheme and M&E system finalized | TCP appraisal tools, incentive schemes and M&E system piloted | - | TCP appraisal tools, incentive schemes and M&E system evaluated | DoPer DoPo DoP ECE PED SED |
| | TCP piloted | Stakeholder consultation on TCP | TCP guidelines developed | TCP guidelines implemented in pilot sample | TCP pilot expanded | TCP pilot appraisal conducted | TCP pilot appraisal evaluated | DoPer DoPo |
| O-2.1.4 Career Passport piloted based on career pathways appraisal with key data and information | Career Passport pilot evaluated for scaling up | Stakeholder consultation conducted | Career Passport concept developed in line with HRMIS | Career Passport concept finalized in line with HRMIS | Key data for Career Passport linked to HRMIS | Career Passport piloted in line with TCP pilot appraisal | Career Passport evaluated | DoPer ECE PED SED |

| entered in HRMIS records (see also IO-2.3 Performance Appraisal) | | | | | | | | |
|--|--|--|--|--|---|--|--|------------------------|
| Human Resource Management Information System (HRMIS) fully integrated and functional, with key personnel at all levels competent in alignment with their responsibilities, and with targets that reflect gender responsiveness and inclusion in the performance of MoEYS managers from central to school level. | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 2.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-2.2.1 Fully functioning integrated HRMIS with competencies improved in data analysis, planning, reporting, M&E and evidence-based decision making strengthened at all levels | HRMIS fully integrated with EMIS, EFMS and payroll | HRMIS rolled out to district and school level with some data quality issues eg. payroll and planning | HRMIS review conducted for POE, DOE and school online access | HRMIS redeveloped for POE, DOE and school online access | Resources provided for centralized HRMIS web-based system | | | DoPer DEMIS EFMS |
| | Key personnel trained to use HRMIS for planning, reporting, M&E and evidence-based decision making | Capacity development for HRMIS officers | HRMIS skills development for # key POE and DOE personnel | HRMIS skills development for # key POE and DOE personnel | HRMIS skills development for # key POE and DOE personnel | HRMIS mentoring and help desk operational | HRMIS user support group set up | DoPer DEMIS EFMS |
| O-2.2.2 The accuracy of the MoEYS Human Resource | Accurate HR data stored on HRMIS and used for decision-making | Basic teacher profiles stored on HRMIS, | System for checking HRMIS data | System set up for checking | Accuracy of HRMIS, HEMIS, EFMS and EMIS data | Accuracy of HRMIS, HEMIS, EFMS and EMIS data | Accuracy of HRMIS, HEMIS, EFMS and EMIS data | DoPer DEMIS |

| Management Information System (HRMIS) data is improved to inform decision makers on promotion, transfer, deployment, redeployment and succession planning | (deployment, promotion, transfer, etc) | HEMIS, EFMS and EMIS | accuracy designed | HRMIS data accuracy | monitored (ongoing) | monitored (ongoing) | monitored (ongoing) | DoPo |
|---|---|--|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------|
| O-2.2.3 Incentive schemes incorporated into HRMIS for teachers and school directors to progress through teacher career pathways (TCP) | HRMIS expanded to incorporate incentive schemes linked to TCP | TCP Guidelines drafted, aligned to CDP framework and action plan (O-2.1.3) | % TCP data incorporated into HRMIS | % TCP data incorporated into HRMIS | % TCP data incorporated into HRMIS | % TCP data incorporated into HRMIS | % TCP data incorporated into HRMIS | DoPer DEMIS DoPo |
| Performance appraisal and monitoring system implemented at all levels linked to individual / unit level KPIs and targeted CPD / in-service training | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 2.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-2.3.1 Departments have Terms of Reference that | All departments have Terms of Reference specifying | Some Terms of Reference are not fully aligned to functions, | Alignment of Terms of Reference to departmental | All Terms of Reference aligned to | - | - | - | DoPer DoP |

| | | | | | | | | |
|---|---|--|---|---|--|--|---|-------------------------------|
| specify the missions and attributions, and workplans; used for internal organizational appraisal | missions and attributions and workplans | roles and responsibilities | missions under review | departmental missions | | | | |
| O-2.3.2 Individuals have job descriptions; used for individual performance appraisal | All staff have job descriptions aligned to departmental Terms of Reference | Not all staff have job descriptions aligned to departmental Terms of Reference | At least 50% of staff job descriptions aligned to departmental Terms of Reference | At least 60% of staff job descriptions aligned to departmental Terms of Reference | At least 75% of staff job descriptions aligned to departmental Terms of Reference | 100% of staff job descriptions aligned to departmental Terms of Reference | - | DoPer DoP TDs |
| O-2.3.3 Staff performance appraisal system is fully operational in all 28 technical departments, and POEs and DOEs begin implementation | Staff performance appraisal system is fully operational in all 28 technical departments | Performance appraisal system piloted in 3 TDs (DoF, DoPer, DoP) | Performance appraisal system in 3 TDs (DoF, DoPer, DoP) evaluated | Performance appraisal system piloted in 3 POEs and their DOEs | Pilot of the TD, POE and DOE performance appraisal system evaluated | Performance appraisal system rolled out to all TDs | Performance appraisal system rolled out to all POEs and DOEs | DoPer TDs CPD providers |
| | All performance appraisal system administrators trained | Some performance appraisal system administrators trained | Training of POE and DOE pilot performance appraisal system administrators | Training of POE and DOE pilot performance appraisal system administrators | Training in evaluation methodology for all performance appraisal system administrators | Training of all performance appraisal system administrators for full TD roll out | Training of all performance appraisal system administrators for full POE and DOE roll out | DoPer NIE |
| O-2.3.4 Performance appraisal data is gathered against 5 | Performance appraisal system captures data on 5 | Performance appraisal system pilot includes 5 | Performance appraisal system data collectors in pilot POEs | | - | Performance appraisal system data collectors for TDs trained | Performance appraisal system data collectors in all POEs | DoPer TDs |

| | | | | | | | | |
|---|---|---|-----------------------------------|---|---|---|---|-----------------|
| main categories of information (see also IO 2.1a Career Pathways) | main categories of information | main data categories | trained on 5 main data categories | | | on 5 main data categories | trained on 5 main data categories | Inspection DoME |
| O-2.3.5 Accountability systems strengthened through clear definition of performance standards and adequate information available for performance monitoring | Performance standards and accountability measures defined | Teacher Professional Standards (2010) and Teacher Education Provider Standards (2016) | | Measurable performance standards defined | - | - | - | DoPer TDs DoME |
| | Performance appraisal system captures performance standards information | Performance appraisal system piloted in 3 TDs | | Performance standards information measured in performance appraisal pilot | - | Performance standards information measured in performance appraisal | Performance standards information measured in performance appraisal | DoPer TDs DoME |

Strengthened district and municipality capacities to implement the transferred and assigned functions as part of the Decentralization and De-concentration (D&D) reform in education

INDICATORS, BASELINE AND TARGETS

| Output 2.4 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|---|--|---|---|---|---|--|-------------|
| O-2.4.1 Functional competencies of central level education administrators enhanced, | All central level education administrators trained to fulfil assigned functions | MoEYS review of 573 key functions and resources completed under D&D reform | 50% of central level education administrators trained in assigned functions | 60% of central level education administrators trained in assigned functions | 75% of central level education administrators trained in assigned functions | 90% of central level education administrators trained in assigned functions | 100% of central level education administrators trained in assigned functions | DoL DoP DoF |

| | | | | | | | | |
|---|--|---|---|--|---|---|--|---------------------------|
| enabling them to fulfil mandated/legal or actual functions | | | | | | | | |
| O-2.4.2 DOEs have the capacity to fulfil the D&D transferred functions and duties for administration of human resources, finance and property | All DOE staff are trained to fulfil transferred functions and duties under D&D legal framework | D&D legal framework required for transfer of functions to DOE staff | D&D legal framework for transfer of functions to DOE drafted | D&D legal framework for transfer of functions to DOE approved | Capacity gap assessment of DOE transferred functions completed | Training on transferred functions for 50% of DOE staff completed | Training on transferred functions for 100% of DOE staff completed | DoL DoP DOE |
| O-2.4.3 MoEYS has well-qualified personnel to increase the effectiveness, efficiency and equity of the District Training and Monitoring Team (DTMT) and school inspectors | District Training and Monitoring Teams (DTMT) and school inspectors trained in skills related to D&D transferred functions | D&D legal framework required for transfer of functions to DTMTs and school inspectors | D&D legal framework for transfer of functions to DTMT and school inspectors drafted | D&D legal framework for transfer of functions to DTMT and school inspectors approved | Capacity gap assessment of DTMT and school inspectors transferred functions completed | Training on transferred functions for 50% of DTMT and school inspectors completed | Training on transferred functions for 100% of DTMT and school inspectors completed | DoL EQAD TDs DOE |

Outcome 3

Outcome 3. M&E system strengthened for effective and efficient sector management

Systems strengthened and databases integrated to enable effective data dissemination and utilization, through enhanced technology platform enabling high quality data reporting at all levels

MIS systems interconnected and harmonized

INDICATORS, BASELINE AND TARGETS

| Output 3.1 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|---|---|---|---|---|---|--|----------------------------|
| O-3.1.1 All MIS are integrated and harmonized (EMIS, EFMS, HRMIS, HEMIS, NFE-MIS, YD-MIS, DEMIS, AMIS and QEMIS), fully functional online, and data migrated for retrieval by EQAD | All MIS databases across the education sector are integrated and harmonized | Education sector MIS data not yet integrated or harmonized across databases | All MIS systems on centralized servers are standardized (in progress) | All MIS systems on centralized servers are standardized (in progress) | All MIS systems on centralized servers are standardized (in progress) | All MIS systems on centralized servers are standardized (in progress) | Standardization of all MIS systems evaluated | DEMIS DoF DoP TDs |
| | All MIS are fully functional online | Some accessibility issues at provincial, district, and school levels | Access options reviewed for MIS user groups | Access options developed for user groups | At least 50% POE, DOE and schools have MIS online access | At least 70% POE, DOE and schools have MIS online access | At least 90% POE, DOE and schools have MIS online access | DEMIS |
| | EQAD data retrieval is fully functional | MIS access and security issues at national level | Accessibility and security issues reviewed | Accessibility and security issues reviewed | Access and security issues resolved (ongoing) | Access and security issues resolved (ongoing) | Access and security issues resolved (ongoing) | EQAD |
| O-3.1.2 MIS user manual / guide and online tools developed | MIS user manual / guide and online | Development of NFE-MIS, YD-MIS, | NFE-MIS, YD-MIS, EFMS, AMIS | NFE-MIS, YD-MIS, EFMS, AMIS | NFE-MIS, YD-MIS, EFMS, AMIS | | NFE-MIS, YD-MIS, EFMS, AMIS | DEMIS |

| | | | | | | | | |
|--|---|--|---|---|--|---|--|----------------------------|
| and operationalized (e.g., for NFE-MIS, YD-MIS, EFMS and HRMIS) | MIS tools developed | EFMS, AMIS and HRMIS in progress | and HRMIS online data collection tools developed | and HRMIS online data collection tools developed | and HRMIS user manual developed | | and HRMIS online tools and user manual evaluated | TDs DoP |
| | All key NFE-MIS, YD-MIS, EFMS and HRMIS users trained to use online tools | Online tools to be developed for NFE-MIS, YD-MIS, EFMS and HRMIS | All key MIS users trained as new systems come online | All key MIS users trained as new systems come online | All key MIS users trained as new systems come online | All key MIS users trained as new systems come online | All key MIS users trained as new systems come online | DEMIS TDs |
| O-3.1.3 MIS competencies and skills developed for key users at all levels based on capacity gap assessment specific to each MIS (e.g., analytical, planning and reporting skills; and use of M&E tool for ESP reporting) | Skills training and coaching support provided for all MIS key users | Some training and coaching provided for some MIS key users | Capacity gap assessment for # MIS and # key skill areas | Capacity gap assessment for all MIS and each key skill area completed | Training for # key MIS users in specific skill gaps identified | Training for # key MIS users in specific skill gaps identified | Training for # key MIS users in specific skill gaps identified | DEMIS TDs POE DOE |
| O-3.1.4 HEMIS is piloted and integrated with other MIS | HEMIS fully integrated with other MIS | HEMIS in early stage of development | HEMIS development aligned with existing MIS | HEMIS online tools developed, integrated with existing MIS | HEMIS piloted, with coaching support | HEMIS rolled out to 50% of HEIs, used in results-based planning and M&E | HEMIS rolled out to 100% of HEIs, used in results-based planning and M&E | DEMIS DHE |
| ESP monitoring and evaluation (M&E) procedures strengthened | | | | | | | | |
| | | | | | | | | |

INDICATORS, BASELINE AND TARGETS

| Output 3.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|---|---|---|--|--|--|---|------------------------------|
| O-3.2.1 ESP monitoring and evaluation (M&E) procedures strengthened at Provincial level (as a priority), with well-established feedback systems and timely and relevant analytical reporting on programs and initiatives for decision making | All POEs lead ESP M&E reporting on AOP progress for Annual Congress, with no external support and reporting produced in time to shape planning (CDPF) | More effective POE reporting to Annual Education Congress needed on progress with AOP implementation | Assessment initiated to identify capacity gaps and bottlenecks in AOP reporting by POEs | Assessment conducted to identify capacity gaps and bottlenecks in AOP reporting by POEs | At least 50% POEs trained in AOP analytical reporting and decision-making skills | At least 75% POEs trained in AOP analytical reporting and decision-making skills | 100% of POEs trained in AOP analytical reporting and decision-making skills | POE |
| | M&E feedback mechanisms on AOP implementation function from central to provincial and school level | More effective six-monthly feedback loops from DoME and DEMIS to TDs, POEs, and DOEs needed | DoME and DEMIS feedback mechanisms designed | DoME and DEMIS officers trained in feedback mechanisms | Regular six-monthly feedback loops operational | - | - | DoME POE |
| O-3.2.2 All provincial AOPs are of good quality and functionality in respect of evidence-based / results-orientation and gender equity analysis | All POEs trained in evidence-based / results-orientation and gender equity analysis | Some ad hoc training provided at POE level on evidence-based / results-orientation and gender equity analysis | | Assessment of capacity gaps conducted on POE evidence-based / results-orientation and gender equity analysis | At least 50% POEs trained in evidence-based / results-orientation and gender equity analysis | At least 75% POEs trained in evidence-based / results-orientation and gender equity analysis | At least 100% POEs trained in evidence-based / results-orientation and gender equity analysis | DoP TDs POE Schools |

| O-3.2.3 User manuals and training programs provided for key personnel responsible for M&E | Key M&E personnel at all levels have relevant user manuals on specific topics and related training (eg. for petty cash agents and DTMTs) | Some M&E training provided for some key M&E personnel | M&E training needs assessment conducted | M&E user manuals developed on specific topics | Training provided for # key M&E personnel on specific topics | Training provided for # key M&E personnel on specific topics | Training provided for # key M&E personnel on specific topics | DoME POE DOE |
|--|--|--|--|---|---|---|---|--------------------|
| MoEYS NSDES (National Strategies for Development of Education Statistics) implemented | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 3.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-3.3.1 The Cambodia NIF is built on accurate data drawn directly from MIS to support compilation of SDGs (NSDES) in line with NSDES/SDG4 policy and legal framework | Policy, legal framework and statistical data in place as required for the National Indicator Framework (NIF) | SDG Roadmap 2020 and NSDES endorsed | Policy and legal framework for NIF developed | Policy and legal framework for NIF approved | Education statistics data sources for NIF checked for compliance with international standards | Education statistics data sources for NIF checked for compliance with international standards | Education statistics data sources for NIF checked for compliance with international standards | DoP DEMIS |
| O-3.3.2 MIS migrated from disparate and centralized information systems to integrated decentralized information systems (NSDES) | All relevant MIS data migrated to NSDES system as required for SDG reporting | MIS data integration and harmonization in progress (O-3.1.1.1) | MIS data integration and harmonization in progress (O-3.1.1.1) | Decentralized NIF system set up | Functioning system for data migration from MIS databases to NIF | - | - | DoP DEMIS |

| | | | | | | | | |
|---|---|--|---|---|---|---|---|---------------------|
| O-3.3.3 Enhance the technical capacity to compile, produce and disseminate data to make data more efficient and effective (NSDES/ESP) | SDG core technical group trained on NIF / NSDES tasks (software development, networking and security, database management, data verification, data reporting, data visualization, dissemination, etc) | SDG commitments integrated into education policy and sector management | Training for # SDG core technical group | Training for # SDG core technical group | Training for # SDG core technical group | Training for # SDG core technical group | Training for # SDG core technical group | DoP DEMIS POE |
| O-3.3.4 Develop and upgrade the online NIF information system (NSDES/ESP) | NIF online information system (NES) fully operational | Online NES information system to be developed | NES online system developed | NES online system set up and NESS focal points trained to manage the system | NES fully utilized by at least 50% of NESS focal points for SDG reporting | NES fully utilized by at least 80% of NESS focal points for SDG reporting | NES fully utilized by at least 95% of NESS focal points for SDG reporting | DEMIS DoP |

Outcome 4

Outcome 4. Teacher Education Reform - Teacher and Teacher Educator programs strengthened and expanded

Strengthened leadership of Teacher Education Institutions (TEI) and other training providers produces better qualified education professionals.

TEI management provided with the means to upgrade pre-service teacher education (PRESET) and Teacher Qualification Upgrading (TQU) programs and expand enrolment to meet teacher professional standards and recruitment needs at all levels.

INDICATORS, BASELINE AND TARGETS

| Output 4.1 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|--|----------------------------|--------------------------|-----------------------------|--|---|---|--------------|
| O-4.1.1 Policy on TECs developed | Policy to guide upgrading of TTCs to TECs developed and approved. | No policy on TECs in place | Upgrading policy drafted | Policy drafted and approved | # TTCs upgraded in accordance with Policy | # TTCs upgraded in accordance with Policy | # TTCs upgraded in accordance with Policy | TTD |
| O-4.1.2 Teacher training programs at NIEs, TECs, RTTCs and PTTCs revised | Number of school principals trained in SBM (primary and secondary) | 1820 | # | - | Sample survey of school principals' knowledge of SBM | - | Evaluation of a sample of school principals to determine the extent to which they are implementing SBM in their schools | TTD DoPer |
| | Percentage of primary teachers | 75% | 75.5% | - | Sample study of primary school | | Evaluation of a sample of | TTD |

| | | | | | | | | |
|--|--|---|--|---|--|---|--|--------------|
| | qualified according to national standards | | | | teachers to assess their performance against national standards | | primary school teachers to assess their performance against national standards | DoPer |
| | Percentage of pre-school teachers qualified according to national standards (12+2 formula) | 66% | 67% | - - | Sample study of pre-school teachers to assess their performance against national standards | - | Evaluation of a sample of pre-school teachers to assess their performance against national standards | TTD DoPer |
| | Number of multilingual education teachers (primary) | 305 | # | 219 | 231 | 242 | 253 | TTD DoPer |
| O-4.1.3 Credit system for training courses to motivate education staff to follow teacher career pathways implemented | Database to record training courses credits for education staff operational | No database | Database under development | Credit-system database established for training courses | # education staff with course credits in database | # education staff with course credits in database | # education staff with course credits in database | DoPer |
| O-4.1.4 TEIs upgraded, and RTTCs and PTTCs transformed into high-quality TECs | Infrastructure development in accordance with Teacher Education | Audit of current infrastructure at TEIs / RTTCs / PTTCs against Teacher Education | Upgrading masterplan development in progress | TEI / RTTC / PTTC upgrading masterplan developed | % of TECs accredited in accordance with TEPS | % of TECs accredited in accordance with TEPS | % of TECs accredited in accordance with TEPS | |

| | | | | | | | | |
|--|--|---------------------------------------|---|--|---|---|---|--------------------|
| | Provider Standards | Provider Standards | | | | | | |
| School directors and DTMTs implement the Continuing Professional Development (CPD) Framework and Action Plan using a mentoring/coaching model, prioritizing schools in underserved areas | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 4.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-4.2.1 Capacity development for CPD Management Office (CPDMO) staff delivered | Annual cycle of CPD quality assurance reviews by CPD Management Office (link with 4.3.1 above) | Review cycle not yet established | Quality assurance review process in design | First Annual Review conducted | Second Annual Review | Third Annual Review | Fourth Annual Review | DoPer DoPo |
| O-4.2.2 Teacher council to evaluate the accreditation of quality teacher education programs established | Establishment of Teacher Council authorized to accredit teacher education programs | Teacher Council yet to be established | Teacher Council accreditation system under design | Teacher Council and Accreditation system designed and approved | Teacher Council established and first batch of programs accredited. | # Programs accredited | # Programs accredited | DoPer DoPo |
| O-4.2.3 School CPD committees established and functioning effectively (school director, TGL, teachers) | Annual School Development Plans incorporating CPD reports | CPD modalities agreed | CPD plan in development | # schools with CPD activity reports available | # schools with CPD activity reports available | % schools with CPD activity reports available | % schools with CPD activity reports available | DoPer DoPo |
| On-the-job training (ONSET) expanded to provide all teachers with access to school-based mentoring / teacher professional support networks, etc. | | | | | | | | |

INDICATORS, BASELINE AND TARGETS

| Output 4.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|--|---|---|---|---|---|---|---------------|
| O-4.3.1 Capacity of TEIs to act as training providers for ONSET strengthened | TEIs accredited to act as training providers for ONSET by MoEYS | Teacher Education Provider standards for ONSET delivery amended | Amended TEPS awaiting approval | # TEPS accredited as TEIs | # TEPS accredited TEIs | # TEPS accredited TEIs | # TEPS accredited TEIs | DoPer |
| O-4.3.2 Establishment of competency development system for education staff (in-place training, accelerated training programs, short training courses for those holding degrees) | Policy guidelines on professional learning produced | No policy guidelines for professional learning produced | Policy guidelines in draft for consultation | Policy guidelines produced | Coaching and mentoring cohorts established | - | - | DoPer DoPo |
| O-4.3.3 ONSET training provision expanded with a specific focus on disadvantaged districts | Professional Portfolios, including Professional Learning Plans & Career Passports, created | Career pathways for school directors established | ONSET training programs for School Directors in development | # School Directors participating in ONSET training programs | # School Directors participating in ONSET training programs | # School Directors participating in ONSET training programs | # School Directors participating in ONSET training programs | DoPer |
| | | EGRA / EGMA training programs developed | # ECE / Primary teachers receive | # ECE / Primary teachers receive EGRA | # ECE / Primary teachers receive EGRA / EGMA training | # ECE / Primary teachers receive EGRA | # ECE / Primary teachers receive | DoPer |

| | | | | | | | | |
|---|--|---|---|--|--|--|---|-------|
| | | | EGRA / EGMA training | / EGMA training | | / EGMA training | EGRA / EGMA training | |
| | | In-service training program for lower secondary school teachers developed | # Lower secondary school teachers receiving in-service training | 1700 Lower secondary school teachers receiving in-service training | 1700 Lower secondary school teachers receiving in-service training | 1700 Lower secondary school teachers receiving in-service training | XXX Lower secondary school teachers receiving in-service training | DoPer |
| O-4.3.4 ONSET M & E mechanism developed and implemented | CPD Framework and Action Plan M & E system developed | M & E system not yet developed | M & E System under development | M & E system developed, and staff trained. | Mid-term assessment completed | | End-of-cycle assessment completed | DoPer |

The leadership and management capacity of TEI Principals strengthened to more effectively manage the performance of teacher educators and better supervision of trainee teachers, reflecting high quality professional standards in governance, equity and inclusion

INDICATORS, BASELINE AND TARGETS

| Output 4.4 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|---|--|--|--|--|--|--|-------------|
| O-4.4.1 Strengthened leadership and management by TEI Principals (including Annual TEI self-assessments conducted and integrated with external evaluations) | Leadership and management capacity development program for TEI Principals developed | Leadership and management capacity development program not yet developed | Leadership and management capacity development program under development | Leadership and management program for TEI Principals developed | # TEI Principals enrolled in leadership and management development program - | # TEI Principals enrolled in leadership and management development program - | # TEI Principals enrolled in leadership and management development program - | DoPer |
| O-4.4.2 Teacher Education Provider | Revised and modernized | Original Teacher | TEPS standards under revision | Teacher Education | # participants undertake training | # participants undertake | # participants undertake | TTD |

| Standards modernized and implemented | Teacher Education Provider Standards | Education Provider Standards awaiting revision. | | Provider Standards modernized. | programs for application of Teacher Trainer / Teacher Education Provider Standards | training programs for application of Teacher Trainer / Teacher Education Provider Standards | training programs for application of Teacher Trainer / Teacher Education Provider Standards | |
|---|--|---|--|---|--|---|---|-------------|
| O-4.4.3 Operation of provincial TEIs reviewed, focused on capacity assessment for leadership and management strengthening | CPD Management office conducting annual assessment of TEI operations focusing on leadership and management (see 4.4.1) | Assessment of leadership and management of TEIs not yet established | Assessment framework for TEI leadership and management under development | Annual assessment report of leadership TEIs produced | On-going | On-going | On-going | TTD |
| HR, research and innovation capacity at HEIs strengthened | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 4.5 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-4.5.1 Strengthened Faculty in HEIs (recruitment) | # of HEI staff with PhD degrees increased and HEI institutions have attracted # highly | Prakas not yet produced. | Consultations for Prakas development underway | Inter-ministerial Prakas on human resource management produced. | 4.4% of full-time HEI staff holding PhD degrees | 4.7% of full-time HEI staff holding PhD degrees | 5% of full-time HEI staff holding PhD degrees | DHE |

| | | | | | | | | |
|---|--|---|---------------------------------------|--|---|--|--|-----|
| | qualified human resources from abroad | | | | | | | |
| O-4.5.2 Strengthened HR management in public HEIs | # HEIs accredited as fully autonomous | 0 HEIs accredited as fully autonomous | # HEIs accredited as fully autonomous | 10 HEIs accredited as fully autonomous | 15 HEIs accredited as fully autonomous | 20 HEIs accredited as fully autonomous | 25 HEIs accredited as fully autonomous | DHE |
| O-4.5.3 Establishment of centers of excellence for research in at least three HEIs promoted | 3 HEIs established as Centers of Excellence for research | 1 HEI established as Centre of Excellence | - | 2 HEI established as Centers of Excellence | - | 3 HEI established as Centre of Excellence | - | DHE |
| O-4.5.4 Research and innovation capacity of HEIs upgraded | Inter-Ministerial Prakas on the establishment of a research fund for higher education developed. | Prakas not yet developed. | Prakas in draft | Prakas developed | Guideline on implementation of the research fund for higher education developed | Research fund for Higher Education Operational | - | DHE |

Education staff at all levels acquire new learning opportunities through e-Training for continuous professional development (CPD)

INDICATORS, BASELINE AND TARGETS

| Output 4.6 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|--|--|---|-----------------------------------|------------------------------------|-------------|-------------|-------------|
| O-4.6.1 Legislative instruments and guideline on e-Training accreditation developed | E-training legislative instruments developed | Legislative instruments for e-training not developed | Legislative instruments under development | Legislative instruments developed | Accreditation guidelines published | - | - | DIT |

| | | | | | | | | |
|---|--|---------------------|--------------------------------------|------------------------------|---|--|--|-------|
| O-4.6.2 E-Training platforms and high-quality digital contents developed and put in service | E-training platforms developed and piloted | Yet to be developed | E-learning content under development | E-learning content developed | Platforms developed and pilot evaluated | - | - | DIT |
| O-4.6.3 Capacity of DIT, training providers, and education staff upgraded | E-learning classrooms established on-line. | | - | - | - | # education staff enrolled in training courses | # education staff enrolled in training courses | DoPer |

Outcome 5

Outcome 5. More effective School Based Management at school level enables high quality, inclusive service delivery

School systems strengthened with school directors /district officers leading, for improved school management. School leaders plan and monitor for equitable provision of education services

SBM systems are strengthened to enhance effectiveness and accountability of school leaders and district officials.

INDICATORS, BASELINE AND TARGETS

| Output 5.1 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|--|----------------------------|------------------------------------|---|--|--|--|-------------|
| O-5.1.1 On-the-job training program for national, provincial and district level mentor support for SBM activities | On the job training program for national, provincial and district level mentors to support SBM | Program not yet developed. | Training program under development | Training program for mentors piloted and evaluated. | Training program rolled out to # education officials at all levels | Training program rolled out to # education officials at all levels | Training program rolled out to # education officials at all levels | DGE |

| | | | | | | | | |
|---|--|--|--|---|--|--|--|------------|
| | activities developed and delivered. | | | | | | | |
| O-5.1.2 Implementation of ECE, primary school and secondary school standards strengthened through training and mentoring of ECE, primary school and secondary school principals on SBM | ECE, primary and secondary school standards strengthened through effective SBM. | Capacity of National Core Trainers, POEs and DOEs not yet developed. | - | SBM training and mentoring programs for ECE, primary and secondary school principals developed. | POEs and DOEs capacity development programs for SBM delivered. | # ECE school principals, # primary school principals and # secondary school principals participating in SBM programs | # ECE school principals, # primary school principals and # secondary school principals participating in SBM programs | DGE |
| | National Core Trainers, POEs and DOEs trained in SBM delivery including mentoring role | | National core trainer development program in development | Capacity of National Core Trainers, POEs and DOEs developed. | SBM integrated into teacher training programs for TTCs and TECs. | | | DGE |
| O-5.1.3 SBM approach strengthened at ECE, Primary and Secondary school levels in line with five-year SBM implementation plan | Good quality, standardized school development plans developed by all targeted ECE, primary and secondary school directors. | School developed plans not yet standardized / of good quality. | - | - | - | # of standardized, good quality school development plans developed in line with five-year SBM implementation plan | # of standardized, good quality school development plans developed in line with five-year SBM implementation plan | DoP DGE |

School management committees and local communities are more accountable for improved school performance and student learning outcomes.

INDICATORS, BASELINE AND TARGETS

| Output 5.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|--|--|---|---|---|---|---|---|
| O-5.2.1 Establishment of SMCs | SMCs trained in School Based Management | SMCs not yet trained in SBM | TORs under development | TOR for role of SMCs in SBM developed Operational manual on SBM approved | # SMCs established on the basis of the SBM operational manual | # SMC members trained in SBM | # SMC members trained in SBM | DGE |
| O-5.2.2 SMCs support School Principals to mobilize additional resources for implementing the school development plan | Additional resources mobilized by SMCs to support School Development Plans | SMCs not yet supporting resource mobilization for implementation of school development plans | Training program for SMCs under development | Training program for SMCs on resource mobilization developed and approved | # SMCs completing resource mobilization training program | # SMCs mobilizing additional resources for school development plan implementation | # SMCs mobilizing additional resources for school development plan implementation | DGE |
| | | | | | | | | #SMCs completing resource mobilization training program |
| O-5.2.3 SMCs support DOEs to hold school principals | DOEs supported by SMCs to hold | SMCs not yet supporting DOEs to hold school principals | Training program for | Training program for SMCs on school effective | SMCs participating in school | # SMCs reporting to DOEs on | # SMCs reporting to DOEs on | DGE |

| | | | | | | | | |
|------------------------------------|--|------------------------------------|------------------------|----------------------------------|--------------------------------------|--------------------|--------------------|--|
| accountable for school performance | school principals accountable for school performance | accountable for school performance | SMCs under development | standards piloted and evaluated. | effective standards training program | school performance | school performance | |
|------------------------------------|--|------------------------------------|------------------------|----------------------------------|--------------------------------------|--------------------|--------------------|--|

High-quality equitable and inclusive alternative learning programs are delivered, and leadership strengthened for youth, vulnerable and marginalized groups, special education schools and out-of-school children.

INDICATORS, BASELINE AND TARGETS

| Output 5.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|---|---|---|--|--|---|---|--------------------------------|-------------|
| O-5.3.1 Strengthen institutional capacity for youth development program implementation | Strengthened institutional capacity for youth development through effective National Youth Development Council (NYDC) | National Policy and National Action Plan on Cambodian's Youth Development approved. | Coaching and mentoring program under development | Coaching and mentoring program to build capacity of NYDC developed | Coaching and mentoring to build the capacity of the NYDC | - | Evaluation of capacity of NYDC | DGY |
| O-5.3.2 Strengthened youth leadership through updating and implementation of the National Action Plan for Youth | Revised National Action Plan on Cambodian Youth Development implemented | Concept paper for Youth Development Training Program developed and approved | Training program under development | Training programs to support establishment of ministry-institutional youth development | 8 ministry-institutional youth development councils established | 8 ministry-institutional youth development councils established | | DGY |

| | | | | | | | | |
|---|---|--|--|---|--|--|--|-----|
| Development for 2021-2025 | | | | councils developed | | | | |
| | 9 Youth development centers functioning (including buildings in which to run training courses and youth events) | 6 Youth development centers established | - | - | Resourcing for development of 3 additional youth development centers | | | DGY |
| | | 200 youth workers trained on Youth Development Skills Program | - | | | 300 youth workers trained on Youth Development Skills Program | 500 youth workers trained on Youth Development Skills Program | DGY |
| O-5.3.3 Secondary School life skills and soft skills program and Technical Education counselling program expanded and drop out early warning system established | 1052 secondary schools implementing life and soft skills program | Regulations to support the implementation of the life and soft skills program in schools prepared and reviewed | Life skills and soft skills, and career counselling guidelines under development | Guidelines on implementing life skills and soft skills programs developed | Capacity of # teachers in charge of life skills and career counselling developed | Capacity of # teachers in charge of life skills and career counselling developed | Capacity of # teachers in charge of life skills and career counselling developed | DGY |
| | Careers counselling website developed and | 135 schools providing careers guidance and counselling. | Policy on counselling provision under review | Policy on counselling provision at | Website to support careers counselling, | # schools resourced and trained to provide careers | 285 schools providing careers guidance and | DGY |

| | | | | | | | | |
|---|--|---|--|---|--|--|--|------|
| | 285 schools implementing careers guidance and counselling system, incorporating early warning system for those at risk of drop out | Website www.yvc.moeys.gov.kh | | schools for those at risk developed | incorporating drop out early warning system, established and functional | guidance and counselling | counselling utilizing website | |
| O-5.3.4 Increased inclusive and equitable access to NFE programs for out-of-school children and youth | Out of school children and youth have increased access to NFE programs | Circa 42,000 learners / young people completed NFE programs | Digital literacy and entrepreneurship training program under development | Digital literacy and entrepreneurship training programs developed | # of NFE staff & contract teachers at regional and provincial TTCs trained to deliver programs | # of NFE staff & contract teachers at regional and provincial TTCs trained to deliver programs | Circa 230,000 learners / young people have completed NFE program | DGY |
| | 25 provinces implementing the results-based NFE M&E framework | Results based NFE M & E system not yet developed | NFE M&E Framework under development | Results based NFE M & E Framework developed | Program to build capacity of NFE officials for planning and management developed | # NFE officials trained for planning and management | 650 NFE officials trained for planning and management | DGY |
| O-5.3.5 National Institute for Special | Research Department for (Blind and Deaf) | Research Department / Resource Centers not yet established | Resourcing request | Resourcing for Research Department | Research Department | Resourcing to establish Resource Centers for 5 | Resource centers for 5 High Schools for Special | SpEd |

| | | | | | | | | |
|---|--|--|--|---|---|---|---|-----|
| Education strengthened | established at National Institute for Special Education | | submitted for budget approval | (Blind and Deaf) provided | staffed and functional | High Schools for Special Education provided | Education staffed and functional | |
| O-5.3.6 Action Plan on Inclusive Education and Multilingual Education Action Plan 2019-2023 implemented | Inclusive Education and Multilingual Education Action Plan operational | Inclusive Education and Multilingual Education Action plan developed | Development of screening tools in progress | Screening tools to identify pupils with special educational needs developed Capacity development program for teachers, authorities and communities to identify pupils with special education needs developed | # of Teachers, authorities and communities trained to use screening tools to identify pupils with special educational needs | # of Teachers, authorities and communities trained to use screening tools to identify pupils with special educational needs | - | DFE |
| | | 94 pre-primary MLE teachers trained 197 primary school teachers trained | | MLE curriculum developed and training program for pre-school and primary school teachers developed | # pre-school and # primary school teachers trained in MLE | # pre-school and # primary school teachers trained in MLE | 127 pre-primary teachers trained in MLE | DGE |

| | | | | | | | | |
|--|--|--|--|---|---|---|---|--|
| | | | | | | | 253 primary school teachers trained in MLE | |
| | | High School Special Education teachers not yet mobilized and trained | Special education curriculum under development | Special education curriculum for high schools developed | Capacity development program for High School Special education teachers developed | # of High School Special Education teachers trained | # of High School Special Education teachers trained | |

Increased MoEYS and partner capacities to improve access to safe, quality early learning, primary and secondary education, with prioritization of education services in communities with the most disadvantaged and excluded children.

INDICATORS, BASELINE AND TARGETS

| Output 5.4 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|---|--|---|---|--|---|--|--------------------|
| O-5.4.1 Review and develop policies that support the prioritization of education services in communities with the most disadvantaged and excluded children | Child-Friendly School Policy and Action Plan reviewed and revised in line with SDG4 | # of schools implementing Child-Friendly School Policy and Action Plan | Child Friendly School Policy and Action Plan under revision | Child Friendly School Policy and Action Plan reviewed and revised | Training for # schools on revised policies | Training for # schools on revised policies | # schools implementing revised policy - to be identified | PED SED GSED |
| O-5.4.2 Improved access for children in rural areas, for disadvantaged children and children | % of children in rural areas, disadvantaged children and those from low | % of children in rural areas, disadvantaged children and those from low socio-economic | TORs for resourcing study developed | Study on resourcing requirements required to establish / | # of new schools under construction / existing schools being | Provision of scholarships for merit students, students from | # of new schools constructed / existing | PED SED GSED |

| from low socio-economic families | socio-economic families completing each cycle of education increased by x% | families completing each cycle of education | | rehabilitate pre-schools | rehabilitated disaggregated by rural and disadvantaged areas | poor families and students with disabilities to attend school | schools rehabilitated # of scholarships being provided | |
|--|---|--|---|---|--|--|--|--------------------|
| O-5.4.3 Reduced drop out especially of disadvantaged children, children in remote areas and from low socio-economic status | Reduction in school drop out of disadvantaged children, children in remote areas and from low socio-economic status | Drop-out rate of targeted children (AY 2018/2019 rural dropout total = 7%, female = 6.1%, male = 7.9% Source Annual Congress 2020), | Safeguarding policy drafted and under review Policy on child safety projections drafted and under review | Safeguarding policy for most at risk children developed Policy on child safety projections developed | Student tracking system to enable interventions for children at risk of dropping out developed | # interventions to prevent most at risk children from dropping out | Evaluation of % reduction in school dropout against 2019 | PED SED GSED |
| Capacity development for school leaders and district officers incorporates infrastructure and technical support to enable innovation in e-learning | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 5.5 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-5.5.1 Enhanced ICT infrastructure | % increase in # of sub-national MoEYS offices and schools equipped with standardized | # of sub-national MoEYS offices and schools equipped with standardized equipment and systems | Design of integrated ICT system and network in development | Integrated ICT system and network architecture developed and adopted | # of sub-national MoEYS offices and schools equipped with standardized | # of sub-national MoEYS offices and schools equipped with standardized | # of sub-national MoEYS offices and schools equipped with standardized | DIT |

| | | | | | | | | |
|---|---|--|---|--|---|---|---|------------------|
| | equipment and systems | | | | equipment and systems | equipment and systems | equipment and systems | |
| O-5.5.2 Integration of ICT and 21st century knowledge and skills in the education curriculum | Education curriculum modernized to incorporate ICT and 21st century knowledge skills | Curriculum not yet modernized to incorporate ICT and 21st century knowledge skills | Curriculum review in progress | Curriculum review conducted and recommendations reviewed and accepted | Capacity development programs for # MoEYS staff to produce high quality e-resources for teaching and learning developed | Teacher guides and tools to integrate ICT-based pedagogy for teacher training and USS teaching developed | - | DGE |
| O-5.5.3 Strengthened capacity of school leaders and district officials to enable innovation in e-learning | Effective integration of ICT to enable e learning for teaching and learning in TTCs and Schools | School leaders and district officials not yet able to enable innovative e-learning | Training programs to improve teacher training at TTCs to integrate ICT in teaching and learning under development | Training programs to improve teacher training at TTCs to integrate ICT in teaching and learning developed | # teacher trainers participating in programs to integrate ICT in teaching and learning | # teacher trainers participating in programs to integrate ICT in teaching and learning | Survey to measure extent to which (i) ICT is being used for teaching and learning; and (ii) innovative e-learning is taking place in schools and TTCs | TTD / PED / GSED |
| | | TTCs not yet integrating ICT in teacher education programs | Training programs for school leaders, district officials on e-learning / use of ICT under development | Training programs for school leaders, district officials on e-learning / and use of ICT in teaching and learning developed | # school leaders and # district officials trained on e-learning / and use of ICT in teaching and learning | # school leaders and # district officials trained on e-learning / and use of ICT in teaching and learning | | |

Outcome 6

Outcome 6. Student Assessment and School Inspection ensures quality of education at all levels

MoEYS leads the implementation of a coherent quality assurance process, incorporating school inspection and learning assessment to monitor equitable, inclusive, and holistic curriculum delivery

Assessment task force committees and technical teams are competent with relevant expertise and skills to lead and manage National Assessment Framework implementation at all levels

INDICATORS, BASELINE AND TARGETS

| Output 6.1 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|--|--|---|---|---|--|---|-------------|
| O-6.1.1 Cambodia participating in international and regional student assessments eg. PISA 2022 and SEA-PLM | Participation of Cambodian students in international and regional student assessments e.g. PISA 2022 and SEA-PLM | Participation in PISA-D in 2016 and SEA-PLM 2019 | - Review of PISA-D in 2016 and SEA-PLM 2019 participation conducted | Capacity development program for technical team for external assessment initiated | Cambodian students have participated in PISA 2022 | Cambodian students have participated in the 2023 SEA-PLM EQAD capacity developed to use findings from PISA 2022 to inform test item development | EQAD capacity developed to use findings from SEA-PLM 2023 to inform test item development by EQAD | DEA / EQAD |
| O-6.1.2 Higher quality Grade 12 national examinations | Higher quality Grade 12 national | Quality of 2019 Grade 12 examinations | - Review of Grade 12 | Capacity development program for | Better quality grade 12 examinations | Review of enhanced Grade 12 | - | DEA |

| | | | | | | | | |
|---|--|---|---|--|--|--|---|----------------------|
| | examinations provide valid and reliable measurement of student learning outcomes for the intended and implemented curriculum | | examinations undertaken. DEA capacity development gaps identified | DEA staff to improve examination quality initiated | more effectively measure student learning outcomes for the intended and implemented curriculum | examinations conducted, and findings presented at Annual Congress | | |
| O-6.1.3 Improved standardized internal assessment of student learning | Standardized Grade 9 promotion test | 2019 Grade 9 tests | Capacity development program for DOEs for the development of a standardized promotion test for Grade 9 in preparation | Capacity development for DOEs for the development of a standardized promotion test for Grade 9 | Orientation of school principals for administration of standardized grade 9 promotion test | Review and revision of standardized promotion test | - | ECED PED, GSED |
| | Improved standardized assessments at grade 3, 6, 8 & 11 in Khmer, Math and Physics developed | 2019 assessments at grades 3, 6, 8 and 11 | Capacity development program for internal assessment technical team in preparation | Capacity development program for internal assessment technical team developed | Strengthened national assessments for grades 3, 6, 8 and 11 developed by internal assessment team and administered | Strengthened national assessments for grades 3, 6, 8 and 11 developed by internal assessment team and administered | Review of quality of national assessments, with recommendations for further development, produced | |

| | Formative classroom learning assessment conducted in schools by teachers | Strategy outlined in K12 student assessment framework | Capacity development program for internal technical assessment team under development | Capacity development for internal technical assessment team | Formative assessment tools and processes developed by internal assessment team | POEs, DOEs, teachers trained to conduct internal formative assessments in classrooms | Study to review quality, consistency and application of formative assessment in schools | |
|---|--|---|---|--|---|--|---|----------------|
| Internal, external, and thematic inspections and quality assurance are strengthened and aligned at provincial, district and school levels, and in HEIs. | | | | | | | | |
| INDICATORS, BASELINE AND TARGETS | | | | | | | | |
| Output 6.2 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
| O-6.2.1 Harmonized inspection tools developed | Harmonized inspection tools, integrating child-friendly measurement and SBM monitoring used nationwide | Existing inspection tools | - | Technical support to EQAD for development and testing of harmonized inspection tools | Training program and coaching for inspectors / DTMTs using the harmonized tools | District and Provincial summary inspection reports reflect use of standardized tools | - | EQAD |
| O-6.2.2 Strengthened capacity to carry out inspection at district and school levels | Strengthened capacity to carry out inspection at district and school levels | Existing inspector training program | - | As above | Training program for principals on school self-assessment | As above | - | EQAD |
| O-6.2.3 Inspection results inform curriculum development, teacher | Curriculum development, teacher training | Inspection results not yet informing | Harmonized inspection tools (see | Harmonized inspection tools (see | Harmonized tools for inspection | Technical support to EQAD / NIE | Study examining if and how inspection | NIE, TTD, EQAD |

| | | | | | | | | |
|--|---|--|---|---|---|--|--|-------------|
| training and school management | programs and school management informed by inspection results | curriculum development, teacher training and school management | 6.2.1) designed to provide specific data organized into curriculum, pedagogy, and school-based management under development | 6.2.1) designed to provide specific data organized into curriculum, pedagogy, and school-based management | used nationwide | to incorporate inspection results in curriculum revision, teacher training and school management | reports are informing curriculum development, teacher training and school management commissioned and produced | |
| O-6.2.4 Accreditation and quality assurance of HEIs strengthened | National Standards for Institutional Accreditation of HEIs revised, and Standards for Program Accreditation developed | Existing National Standards for Institutional Accreditation | - | Technical support to DGHE / EQAD / ACC mobilized, revised Standards developed | Training program for assessors, coordinators and technical support staff of ACC developed and delivered | On-going application of revised quality assurance and accreditation framework for HEIs | Assessment report on application of strengthened quality assurance framework produced | DGHE ACC |

Online / digital formats for quality assurance and inspection are accessible to all for improved planning and monitoring

INDICATORS, BASELINE AND TARGETS

| Output 6.3 | Indicator | 2019 Baseline | 2020 Estimate | 2021 Target | 2022 Target | 2023 Target | 2024 Target | Data Source |
|--|---|---------------------------|--------------------------------------|--|---------------------------------|---|--|-------------|
| O-6.3.1 Plan to migrate data online for self-retrieval by EQAD developed | Quality assurance and inspection data migrated to | Data not available online | TORs for technical support developed | Technical support to EQAD mobilized to | 50% of historical data migrated | 100% of historical data migrated and all new data | Report assessing quality and accessibility of online | EQAD |

| | online database and accessible | | | support data migration | | automatically uploaded | assessment and inspection data | |
|--|---|--|---|------------------------|--|---|--|-----|
| O- 6.3.2 Improved connectivity at School and District level | Improved connectivity in DOEs and schools | Survey of existing connectivity in schools and districts? | - | - | 50% of schools and 75% DOEs have reliable connectivity | - | 75% schools and 100% DOEs have reliable connectivity | DIT |
| O-6.3.3 DTMTs and Schools Directors accessing online data to inform monitoring and school level planning | DTMTs and School Directors | DTMTs and School Directors not accessing online data for monitoring and planning | - | - | # DTMTs and school directors benefiting from coaching to strengthen capacity to access online data for monitoring and planning | # DTMTs and school principals benefiting from coaching to strengthen capacity to access online data for monitoring and planning | Survey of DTMTs and school directors' use of online data for monitoring and planning | DIT |

Annex 2: Capacity Development Principles and Approaches

Capacity Development Principles

The shared understanding of capacity development presented in CDMP 2011-2014 and 2014-2018 can be revisited and applied to CDMP 2020-2024. In summary, these are:

- ✓ ‘Capacity’ is a function of the individuals, groups, teams, offices and departments, institutions of the whole education sector and how these are organized.
- ✓ ‘Capacity’ is relative to the specific context, needs and goals which change and are adjusted over time. Capacity both drives and responds to change.
- ✓ ‘Capacity development’ is about building knowledge, acquiring skills, having resources, building, changing and adjusting institutions ensuring sustainability and monitoring the environments in which they operate.
- ✓ ‘Capacity development’ is an active process that is owned by the persons, teams or organizations resulting in their progressive empowerment.
- ✓ ‘Capacity development’ requires participatory analysis of what capacities are present in relation to what is required (or will be required in the future); followed by a planned process to build on strengths and address weaknesses.
- ✓ ‘Capacity development’ is a complex and long-term process.

‘Capacity Development’ results in improved aid effectiveness.

Capacity Development Approaches

A range of approaches to capacity development can be employed depending on context. Blended approaches utilizing more than one approach are becoming more familiar in learning situations including in capacity development contexts and this opens up new opportunities as access to new technologies becomes increasingly available (see also Section 1.6.1 innovative approaches to capacity development).

Some new activities will require time to design and to conduct capacity needs assessment; others may require a funding commitment to start up or further funding allocated to enable expansion of an existing program. There may be examples of successful small-scale pilot capacity development programs to be scaled up, replicated in other locations or adapted for new groups of participants. Some capacity development activities may require the development of resource materials including online materials and tutorials, print-based guidelines and manuals, reference materials for research studies or expertise to conduct action research and field research. Each of these varied activities can be subsumed under the umbrella term “capacity development”.

Workshops and seminar-based training events are the most commonly used capacity development approaches which are effective in disseminating information widely but are less effective in building skills when addressing large numbers of participants of varying levels. This approach is also referred to as face-to-face training (F2F). Targeted capacity development approaches such as coaching, mentoring, and on-the-job training are more effective for individual level capacity development. Long-term, on-the-job support has been shown to be effective at sub-national levels in remote, rural and disadvantaged areas, for example in EGRA/EGMA capacity building.

Action research activities²² have been successfully implemented in Cambodia at community and organizational level applied to local contexts and specific situations.

At institutional and organizational level tools can be provided to aid capacity development, such as those used by Department of Planning (DoP) Cambodia in school, district and provincial level annual operational planning (AOP) processes: guidelines, templates / formats, master lists / indicators, ranking and prioritizing tools, data management tools, action research, simulation models, school mapping and microplanning, monitoring and evaluation, and case studies.

Innovative Approaches to Capacity Development

New and innovative approaches such as online platforms for self-learning and distance learning, and internet-based virtual classrooms and group meetings can be used as an approach to capacity development where appropriate and feasible. In situations where face-to-face learning is interrupted such as during the Covid-19 pandemic and other disruptions to education service delivery, school-based teaching is temporarily replaced by e-learning and distant learning such as the strategy that MoEYS adopted across the education system in academic year 2020. The process of introducing such innovative approaches to learning requires two levels of capacity development, one to build the capacity of curriculum materials developers to adapt teaching and learning materials to the technology, and a second level of capacity development when familiarizing teachers to the use of technology for teaching.

Motivational Factors for Successful Capacity Development

Capacity development is more likely to be successful when individuals are genuinely motivated to participate with a desire to gain new skills for example, with shared values and a common sense of mission and purpose.²³ Other motivational factors include the selection process including self-selection for example, relevance and opportunity to apply new skills and knowledge, individual or team participation and involvement in design of program, content and modality, credit-based recognition of learning, incentives and capacity development as a pathway to promotion.

Annex 3: Core Issues and Institutional, Organizational and Individual Priorities corresponding to each Outcome

Outcome 1

| |
|--|
| <p>Outcome 1. Policy, Planning, and Finance coordinated and harmonized for improved management of ESP and PFM system implementation</p> <p>Policy is implemented through coordinated planning and financing across MoEYS departments, from central to school level and between all agencies.</p> |
| <p>Core Issue(s) and Priorities</p> <p>Improve coordination and harmonization between departments and wider stakeholder groups More effective policy, planning and financial management procedures and mechanisms Policy formulation guidelines to provide for consistency in structure, presentation, and content Capacity development on education policy and planning development system is still limited in particular at district and school level.</p> <p>Institutional level priorities</p> <p>Strengthen the educational planning development system at national and sub-national Develop policy formulation guidelines and promote dissemination of legal regulations to relevant departments and units</p> |

²² Action research – a process of enquiry that is carried out by an individual or a group, conducted in an educational setting such as a school or classroom settings to observe students undertaking specific learning activities for example. The main purpose is to reflect on and gain better understanding of teaching and learning practices.

²³ Education Strategic Plan 2019-2023 (2019) MoEYS Cambodia

Strengthen policy implementation mechanisms for interdepartmental coordination that is inclusive, to ensure knowledge, information and expertise is shared, and more cohesive and connected policy documents developed. Introduce a structured mechanism for stronger inter-departmental collaboration across common areas of responsibility between central level departments (planning, monitoring, budget management, etc.) including regulations networking and technical director retreats

Improve coordination mechanisms between development partners and relevant ministries

Create innovative platforms / dialogues established for dissemination of research findings and policy.

Organizational level priorities

Improve the linkage between ESP at national level to sub-national level by sub-sector in line with BSP, PB and AOPs through software system.

Develop AOPs at national and sub-national level by sub-sector through software system.

Develop capacity development modules packages for education planners training at national and sub-national levels.

Strengthen horizontal and vertical workflow²⁴ in all departments and at all levels

Build organizational capacity at all levels to prepare plans and to identify indicators for monitoring and reporting purposes

Reduce gender inequalities in MoEYS at all levels

Communicate relevant information (financial and non-financial documents) to all levels.

Individual level priorities

Build capacities level in (i) research, policy, and planning formulation; (ii) education sector plan development and management report preparation (ESP, AOP, BSP, SDP, etc); (iii) simulation modelling and education sector diagnosis (ESD); (v) donor coordination: (v) IT skills for planning and management; (vi) financial management and PFM to sub-national and SBM levels; and (vii) micro planning and school mapping.

Strengthen individual capacities for more effective coordination with DPs and inter-ministries.

Outcome 2

Outcome 2. Human Resource (HR) Management strengthened for effective personnel management

Human Resource planning, information systems and performance management systems are strengthened and aligned at all levels of the system

Core Issue(s) and Priorities

Gender responsive, equitable and inclusive planning objectives and targets should be integrated into the HRM policies and capacity development provision

HRMIS should be made more responsive to institutional requirements for decision making

Link management functions to job descriptions

Institutional level priorities

Establish functioning and interconnected HRMIS

Develop / update HR policy and related strategies to attract teachers towards teacher education, including technical teachers.

Incorporate D&D legal instruments and concepts in functional transfer and ensure systems and resources are available to promote functional transfer.

Increase the representation of women, ethnic groups, and people with special needs / disabilities in the education delivery structure, particularly at management level

Organizational level priorities

Expand piloting and implementation of the performance appraisal management system at central and provincial levels

Strengthen MoEYS personnel capacity development programs to enable application of skills and knowledge and to increase organizational capacities e.g. through coaching and mentoring support

²⁴ Horizontal workflows between departments and vertical workflows down from central to school level and up from school to central level.

Expand capacity of MoEYS personnel to absorb capacity development support – increase staffing and remove budget constraints (e.g. align budget allocation to tasks assigned).

Expand the quota of women in education management teams

Individual level priorities

Strengthen the match between staff profiles and existing posts

Provide targeted capacity development for effective operation of HRMIS at all levels

Provide consistent and coordinated provision of formal pre-service, orientation and induction training for MoEYS personnel

Provide a systematic “professional development” program across MoEYS

Increase recruitment of technical specialists at all levels in the education sector

Job allocation to staff based on skills training.

Outcome 3

Outcome 3. M&E system strengthened for effective and efficient sector management

Systems strengthened and databases integrated to enable effective data dissemination and utilization, through enhanced technology platform enabling high quality data reporting at all levels.

Core Issue(s) and Priorities

Impacts of capacity development less visible and capacity constraints more pronounced at district and school levels than at sub-national / provincial level.

Most M&E and MIS training and workshops focus on what information is needed, and explanations of instructions and formats to be used, not on why information is needed or how the information can be used.

Institutional level priorities

Improve MoEYS capacity to conduct ESP M&E effectively and efficiently

Expand, update, and integrate the various MIS effectively (EMIS, DEMIS, EFMS, HRMIS, etc)

Collect disaggregated data on gender equity and inclusion for MIS and M&E reporting

Expand the means to disseminate MIS and M&E information

Develop online school database and query system for users.

Organizational level priorities

Build MoEYS capacity to conduct M&E analysis and report writing

Develop EFMS functions and report generation

Increased clarity is needed on authority/mandate of the M&E department

Upgrade the system (server and database system) for online and offline access

Expand the utilization of EMIS database to school level, with annual one-time data collection.

Align EMIS schedule and information with the information needed by technical departments for progress/planning.

Individual level priorities

Equip MIS and M&E program developers with adequate skills and competencies (ICT programming, business analysis, project management, change management, statisticians, report generating skills and indicator formulation specialists)

Enhance (E)MIS user skills in analysis and evidence-based and results oriented reporting and decision making.

Outcome 4

Outcome 4. Teacher Education Reform - Teacher and Teacher Educator programs strengthened and expanded

Strengthened leadership of Teacher Education Institutions (TEI) and other training providers produces better qualified education professionals.

Core Issue(s) and Priorities

Further strengthening of teacher education programs guided by the 2019 review of the Teacher Policy Action Plan (TPAP) and the core recommendations advocating a re-prioritization for greater alignment with the ESP 2019-2023:

(i) continued emphasis on teacher education, further developing the Teacher Education College (TEC) approach, strengthening pre-service education and upgrading academic qualification and pedagogical skills, (ii) implementation of the CPD Framework and Action Plan 2019-2023, and (iii) promote lifelong learning opportunities for all.

Institutional level priorities

Capacity development of MoEYS at institutional, departmental and individual levels to support the establishment and operationalization of the in-service and pre-service training programs at TECs and TTCs.

Drafting of a more comprehensive Teacher Policy for approval to include from recruitment to retirement – one overarching teacher policy that consolidates the various policies, regulations, and guidelines for teachers and school directors.

Amend the Teacher Career Pathways Policy (2018) to be more inclusive, merit-based, and directly relevant to job promotion and transfer including criteria based on academic qualifications, work experience, CPD activities, and performance appraisals (linked to Intermediate Outcome 2.1b).

A central CPD data base will be developed and maintained.

E-training (MOOCs) platforms and e-Training courses will be developed to enable learning opportunities and expand CPD service deliveries.

Organizational level priorities

There is a need for central leadership to establish a central management agency (CPD Management Office/CPDMO) to oversee the implementation of the CPD Action Plan (2019-2023).

Further development of the TEC approach to expand network of TEIs.

Strengthen PRESET training through TEIs.

Build capacity of TEIs to become accredited providers of INSET to school directors and teachers.

Build capacity of DIT and training providers to operate MOOCs and to provide services on digital course development to all stakeholders.

Individual level priorities

Leadership and management program for TEI Principals.

Improving ICT and languages skills for TEIs/school principals, teacher trainers and teachers, DIT technicians.

Upgrading academic qualifications and pedagogical skills and research skills of teacher trainers and teachers.

Integration of gender responsiveness in pedagogy for all teacher trainers and teachers.

Initiate program of CPD for School Directors and teachers.

Outcome 5

Outcome 5. More effective School Based Management at school level enables high quality, inclusive service delivery

School systems strengthened with school directors district officers leading, for improved school management.

School leaders plan and monitor for equitable provision of education services

Core Issue(s) and Priorities

Institutional level priorities

The CDMP 2019-2023 points to the need for MoEYS to adopt the policy, framework and guidelines on SBM; integrate SBM into the school director training and teacher training curriculum; and establish a financing formula for SBM schools. Operational guidelines should be prepared in 2021. This should resolve different interpretations of the SBM process by different agencies by developing a unified approach across all schools and in all provinces. Develop a more coordinated approach for SBM between MoEYS departments at national and sub-national level and development partners, for example through joint multi-department proposals.

Review the Child-Friendly School Policy and action plan in the context of SDG 4 by strengthening DTMTs and school clusters.

Develop a policy and guidelines on safety from harm and risk management and develop a policy on child safety projections in 2022. Conduct a study of school mapping and implement the expansion of multilingual education programs in community pre-schools for indigenous children.

Organizational level priorities

SBM: Strengthen the capacity of ECE sub-sector management. Strengthen classroom management and teaching and learning processes and improve teacher capacity development for primary education. For secondary education - more effective new teaching methodologies are needed

Improve infrastructure and facilities for primary schools, especially for incomplete and disadvantaged schools and continue to build schools that are near students' houses.

Drop-out rates at secondary school level are still too high and this could be helped by a career counselling program and the introduction of an early warning system (identification of learners with special educational needs for further teaching, monitoring students' learning, and assisting learners with special educational needs or students at risk of dropping out). NFE - strengthen lifelong learning centers and NFE engagement with private sector and local industry; further strengthen the management and leadership capacity of NFE officials at all levels; develop well-functioning community learning centers to meet local need.

Expand measures to increase school enrolment, attendance and retention of children from disadvantaged groups at ECE, primary and secondary levels.

Improving ICT and languages skills for TEIs/school principals, teacher trainers and teachers, DIT technicians.

Individual level priorities

SBM: Leadership and management training for school directors / principals to help strengthen their authority and competence in handling challenging situations such as poor teacher performance, teacher absence and external business conflicts.

Provide scholarships for merit students, students from poor families and students with disabilities. Strengthen the school feeding program to ensure its sustainability.

Train ICT teachers for all USS and Lower Secondary Schools (LSS).

Outcome 6

Outcome 6. Student Assessment and School Inspection ensures quality of education at all levels

MoEYS leads the implementation of a coherent quality assurance process, incorporating school inspection and learning assessment to monitor equitable, inclusive, and holistic curriculum delivery.

Core Issue(s) and Priorities

Institutional level priorities

Inspection: The QA Framework has clarified the alignment between the monitoring and inspection roles of District Training and Monitoring Teams (DTMTs) and the POE, and the distinction between DOE inspection and M&E roles. Provincial and district level school inspection tools are aligned, and the child-friendly school measurement tool is integrated.

The national assessment framework for the national examination system of Grades 9 and 12, assessment of Grades 3, 6, 8 and 11 and participation in international and regional student assessments needs to be implemented.

At the system level, feedback loops to enable information generated from student learning assessments need to be developed to inform curriculum development, teacher education and assessment practices.

Organizational level priorities

At school level, develop a system of feedback from inspection reports and assessments to inform classroom teaching and learning practices.

At cluster level, teachers regularly discuss formative assessment at the monthly technical meeting.

Individual level priorities

Inspection: Train school staff with the analytical skills required to measure school performance as a basis for preparing annual plans and budgets.

Capacity development is needed for school inspectors to analyze data received from schools and improve the quality of school inspection reports.

Assessment: Training programs are required at all levels for those responsible for both external and internal assessment.

End Note

The Ministry of Education, Youth and Sport acknowledges the comprehensive and detailed work put into the development of the CDMP 2020-2024 by all parties. The full document, reviewed in a meeting presided by His Excellency Nath Bunroeun on the 16th of February 2021 included a detailed description of the process of the CDMP development, including a situation analysis of Capacity Development activities in Cambodia, the approach to capacity development, the mapping of capacity development in Cambodia, the CDMP result structures, a monitoring and evaluation plan and costed implementation plan.

To make the CDMP more user-friendly and easy for readers and policy-makers to quickly grasp the main elements and main points, the Department of Planning, with agreement from senior leaders of the MoEYS, has produced a slightly condensed version, removing some elements such as costing process, tables and figures from the original version of the CDMP as reviewed in February 2021. Some of the processes, tables and figures have been included as annexes in this shorter version while others have been taken out and kept in one place for future reference. If readers are interested and want to review all the processes, tables and figures, they are welcomed to contact the Department of Planning for reference.
